



Southern Association of Colleges and Schools  
Commission on Colleges

## THE FIFTH-YEAR INTERIM REPORT

**(Edited: May 2017)**

**Name of Institution:** Florida SouthWestern State College

**Address of the Institution:**

8099 College Parkway, Fort Myers, Florida 33907

**Name, title, contact numbers of person(s) preparing the report:**

Dr. Jeff Stewart

Provost and Vice President of Academic Affairs

(239) 489-9081

jeff.stewart@fsw.edu

The Fifth-Year Interim Report is divided into five parts:

- **Part I: Signatures Attesting to Integrity (*applicable to all institutions*).** Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
- **Part II: Institutional Summary Form Prepared for Commission Reviews (*applicable to all institutions*).** Requests that the institution complete the "Institutional Summary Form Prepared for Commission Reviews."
- **Part III: Fifth-Year Compliance Certification (*applicable to all institutions*).** Monitors continued compliance with identified Core Requirements, Comprehensive Standards, and Federal Requirements.
- **Part IV: Fifth-Year Follow Up Report (*applicable to select institutions and formerly called an "Additional Report"*).** Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in an attached letter.
- **Part V: Impact Report of the Quality Enhancement Plan (*applicable to all institutions*).** Demonstrates the extent to which the QEP has affected outcomes related to student learning.

**An institution may also be requested to host an off-campus committee charged to review new, but unvisited, off-campus sites initiated since the institution's previous reaffirmation. An institution will be notified of this at the time it receives its letter from the SACSCOC President regarding the Fifth-Year Interim Report.**

## General Directions for the Fifth-Year Interim Report

In addition to the general directions below that are applicable to all Parts of the Fifth-Year Interim Report, please also follow the directions specific for each Part. Submit all parts of your Report to your assigned Commission staff member.

1. *Materials may be submitted in print form or electronically. If an audit has been requested, it must be submitted in print form.*
  - ***If print documents are submitted, please provide 8 copies.*** *Copy all documents front and back, double space the copy, and use no less than a 10 point font. Staple or soft bind the document. Do not submit in a three-ring binder. **Please also provide one print copy without attachments or supporting documentation.***
  - ***If electronic documents are submitted, please provide 8 flash/thumb drives.*** *Copy the report and all attachments onto each flash/thumb drive. Provide the name of the person who can be contacted if the readers have problems accessing the information. In addition, **provide one flash drive in PDF format containing Parts I, II, III, and V without attachments or supporting documentation.** Please label this copy distinctively as "without supporting documents."*
    - *Each flash/thumb drive **must be** submitted in a separate paper or plastic envelope not smaller than 4" x 4" and the envelope should be labeled with the name of the institution, the title of the report, and a list of the parts of the report that are included. The flash/thumb drive should be labeled with the name of the institution and the title of the report.*
    - *Be sure to check the flash/thumb drives before mailing to the Commission office to ensure that all intended documents are included and can be accessed.*
2. *Reread the report before submission and eliminate all narrative that does not directly address the standard or the issue.*
3. *Provide a separate submission for PART IV, if requested. PART IV can be submitted as a print document or on flash/thumb drive. **FOUR COPIES SHOULD BE SUBMITTED.***

**Part I: Signatures Attesting to Integrity**  
*(Applicable to all institutions)*

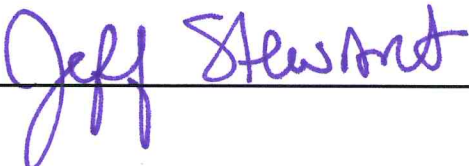
**Directions:** Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

By signing below, we attest that ***Florida SouthWestern State College*** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: September 25, 2017

**Accreditation Liaison**

**Name of Accreditation Liaison: Dr. Jeff Stewart**

Signature 

**Chief Executive Officer**

**Name of Chief Executive Officer: Dr. Jeffery S. Allbritten**

Signature 

**Part II: The “Institutional Summary  
Form Prepared for Commission Reviews”**  
*(Applicable to all institutions)*

**Directions:** Please include Part II with Parts I, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

**GENERAL INFORMATION**

**Name of Institution:** Florida SouthWestern State College

**Name, Title, Phone number, and email address of Accreditation Liaison**

Dr. Jeff Stewart  
Provost and Vice President of Academic Affairs  
(239) 489-9081  
jeff.stewart@fsw.edu

**Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification**

Jason Dudley  
Chief Information Officer  
(239) 985-8368  
jdudley1@fsw.edu

**IMPORTANT:**

**Accreditation Activity (*check one*):**

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

**Submission date of this completed document:** September 25, 2017

## EDUCATIONAL PROGRAMS

### 1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) \_\_\_\_\_

### 2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) \_\_\_\_\_

## GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
  - Independent, not-for-profit  
Name of corporation OR  
Name of religious affiliation and control: \_\_\_\_\_
  - Independent, for-profit \*  
If publicly traded, name of parent company: \_\_\_\_\_

- Public state \* (*check one*)
- Not part of a state system, institution has own independent board
  - Part of a state system, system board serves as governing board
  - Part of a state system, system board is super governing board, local governing board has delegated authority
  - Part of a state system, institution has own independent board

*\* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

## **INSTITUTIONAL INFORMATION FOR REVIEWERS**

### **Directions:**

***Please address the following and attach the information to this form.***

#### **1. History and Characteristics**

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Florida SouthWestern State College (formerly known as Edison State College) was formally established by the Florida Legislature in 1961 as Edison Junior College. The main campus was established in 1965 on 80 acres in Fort Myers, Florida. Initial accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) was received in 1966, and was reaffirmed in 1971, 1981, 1991, 2001, and 2013. Accreditation at Level II membership was granted in 2005 and continued in 2007 following a site visit.

Edison Junior College was renamed Edison Community College in 1972 as a reflection of its expanded mission, and centers were opened in Collier and Charlotte counties that same year. The College's service area is a reflection of significant diversity in geography and economy. The coastal counties of Charlotte, Collier, and Lee have experienced substantial population growth. In contrast, Glades and Hendry counties (located to the east) have remained primarily rural and agrarian communities dependent on cattle, citrus and sugar cane production, and other agribusiness operations. In an effort to align with area growth, the College opened two permanent campuses: the Charlotte Campus in Punta Gorda in 1997 and the Collier Campus in Naples in 1992. In 2009, the College established the Hendry/Glades Center when it moved into a 19-acre facility in LaBelle.

In 2001, the Florida Legislature authorized community colleges to offer limited baccalaureate degrees in areas of workforce need. The College reevaluated its mission statement and in 2006 enrolled 13 students into the Bachelors of Applied Science in Public Safety and Management program. In August 2008, following the creation of the new State College System and to support the College's addition of baccalaureate programs, the District Board of Trustees approved the name Edison State College. The College's mission reflects a commitment to all levels of educational attainment for the students and community served for over 50 years. The College now offers ten baccalaureate programs.

Florida SouthWestern State College operates as an open admissions institution. It serves the students of Charlotte, Collier, Glades, Hendry, and Lee counties in Southwest Florida, and maintains an online presence as well. The College is diverse and each location reflects the community it serves. As of Fall 2015, forty-four percent of the College's students represent minority groups, 61% are female, 39% are male, and the largest student age groups 18-19 years old (26%).

In an effort to further distinguish the College throughout the state and the nation, a name change proposal, Florida SouthWestern State College, was brought before the District Board of Trustees in 2013 for review and approval. The name change was unanimously approved in September 2013, Governor Rick Scott signed the bill into law in May 2014, and the new name became effective as of July 1, 2014.

Beginning in Spring 2016 the Florida SouthWestern State College Buccaneers returned to athletic competition with softball and baseball teams. Upon completion of the Suncoast Credit Union Arena in Fall 2016, it became home to the College's men's and women's basketball teams. Commencement returned to the Thomas Edison Campus, after years of being hosted at an off-site location, and two ceremonies were held at the arena on May 5, 2017. The arena is also available for community events, concerts, tournaments, graduations and more.

## 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

<b>Bachelor of Applied Science</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AY Totals</b>
Cardiopulmonary Sciences	5	1	4	<b>10</b>
Public Safety Administration	12	9	4	<b>25</b>
Supervision and Management	36	37	42	<b>115</b>
<b>Total</b>	<b>53</b>	<b>47</b>	<b>50</b>	<b>150</b>
<b>Bachelor of Science</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AY Totals</b>
Elementary Education	6	15	41	<b>62</b>
Middle Grades Language Arts Education	--	3	6	<b>9</b>
Middle Grades Mathematics Education	--	--	3	<b>3</b>
Middle Grades Science Education	1	1	3	<b>5</b>
Nursing	28	26	26	<b>80</b>
Secondary Biology Education	--	1	--	<b>1</b>
Secondary Mathematics Education	--	--	3	<b>3</b>
<b>Total</b>	<b>35</b>	<b>46</b>	<b>82</b>	<b>163</b>
<b>Associate in Arts</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AY Totals</b>
General Studies	655	573	809	<b>2037</b>
<b>Total</b>	<b>655</b>	<b>573</b>	<b>809</b>	<b>2037</b>
<b>Associate in Science</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>AY Totals</b>
Accounting Technology	2	3	4	<b>9</b>
Architectural Design and Construction Technology	2	1	4	<b>7</b>
Business Administration and Management	11	8	14	<b>33</b>
Cardiovascular Technology	13	--	--	<b>13</b>
Civil Engineering Technology	--	--	2	<b>2</b>
Computer Programming and Analysis	7	4	9	<b>20</b>
Crime Scene Technology	1	2	5	<b>8</b>
Criminal Justice Technology	11	6	6	<b>23</b>
Dental Hygiene	--	--	16	<b>16</b>
Early Childhood Education	--	--	1	<b>1</b>
Emergency Medical Services	21	6	6	<b>33</b>
Fire Science Technology	4	6	1	<b>11</b>
Health Information Technology	---	8	2	<b>10</b>
Human Services	1	1	4	<b>6</b>
Network Systems Technology	4	2	5	<b>11</b>
Networking Services Technology	--	2	2	<b>4</b>
Nursing Advanced Placement Program	--	3	--	<b>3</b>
Nursing Basic	5	98	141	<b>244</b>
Paralegal Studies	4	7	10	<b>21</b>
Radiologic Technology	22	--	--	<b>22</b>
Respiratory Care	25	--	-	<b>25</b>



Total	133	157	232	522
Certificates	Summer 2016	Fall 2016	Spring 2017	AY Totals
Accounting Technology Management	2	1	1	4
Accounting Appl Gen Spec	2	--	--	2
Addiction Studies	1	1	1	3
Audio Technology	--	--	2	2
Business Development & Entrepreneurship	1	--	--	1
Business Management	6	1	3	10
Computer Programmer	7	1	7	15
Computer Programming Specialist	12	2	5	19
Crime Scene Technician	2	--	--	2
Emergency Medical Technician	3	48	59	2
Engineering Technology Support	--	--	2	110
Firefighter Minimum Standards	23	20	2	45
Human Services Assistant	1	--	--	1
Intermodal Freight Transportation	---	1	2	3
Information Technology Support Specialist	12	4	10	26
Information Technology Management	--	--	1	1
Information Technology Tech	--	--	1	1
Network Enterprise Administration	---	--	--	--
Network Security	---	--	1	1
Network Specialist	--	1	--	1
Paramedic	32	1	--	33
Scientific Workplace Prep	--	--	--	--
Youth Development	---	--	--	--
<b>Total</b>	<b>104</b>	<b>81</b>	<b>97</b>	<b>282</b>

### 3. Off-Campus Instructional Locations and Branch Campuses

**(Please note: This section has been extensively revised.)**

List **all locations** where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Florida SouthWestern State College operates three campuses, one center, and an online division. The College's district encompasses the counties of Charlotte, Collier, Glades, Hendry, and Lee in Southwest Florida.

Name of Main Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the main campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Thomas Edison (Lee) Campus	8099 College Pkwy. Fort Myers, FL 33919 (U.S.A.)	1966	1961		The campus is currently active.
				Bachelor of Applied Science	

				<ul style="list-style-type: none"> <li>• Public Safety Administration</li> <li>• Supervision and Management</li> </ul>	
				<p><b>Bachelor of Science</b></p> <ul style="list-style-type: none"> <li>• Cardiopulmonary Sciences</li> <li>• Elementary Education</li> <li>• Middle Grades Language Arts Education (teach out)</li> <li>• Middle Grades Mathematics Education (teach out)</li> <li>• Middle Grades Science Education (teach out)</li> <li>• Nursing</li> <li>• Secondary Biology Education (teach out)</li> <li>• Secondary Mathematics Education (teach out)</li> </ul>	
				<p><b>Associate in Arts</b></p> <ul style="list-style-type: none"> <li>• General Studies</li> </ul>	
				<p><b>Associate in Science</b></p> <ul style="list-style-type: none"> <li>• Accounting Technology</li> <li>• Architectural Design and Construction Technology</li> <li>• Business Administration and Management</li> <li>• Cardiovascular Technology</li> <li>• Civil Engineering Technology</li> <li>• Computer Programming and Analysis</li> <li>• Crime Scene Technology</li> <li>• Criminal Justice Technology</li> <li>• Dental Hygiene</li> </ul>	

				<ul style="list-style-type: none"> <li>• Early Childhood Education</li> <li>• Emergency Medical Services Technology</li> <li>• Fire Science Technology</li> <li>• Health Information Technology</li> <li>• Network Systems Technology</li> <li>• Nursing</li> <li>• Paralegal Studies</li> <li>• Radiologic Technology</li> <li>• Respiratory Care</li> <li>• Science and Engineering Technology</li> <li>• Social and Human Services</li> </ul>	
				<p><b>Advanced Technical Certificate (post-AA degree)</b></p> <ul style="list-style-type: none"> <li>• Computed Tomography</li> </ul>	
				<p><b>Certificates</b></p> <ul style="list-style-type: none"> <li>• Accounting Technology Management</li> <li>• Addiction Services</li> <li>• Audio Technology</li> <li>• Business Development &amp; Entrepreneurship</li> <li>• Computer Programmer</li> <li>• Computer Programming Specialist</li> <li>• Crime Scene Technician</li> <li>• Digital Forensics</li> <li>• Emergency Medical Technician</li> <li>• Engineering Technology Support Specialist</li> <li>• Financial Services Management</li> </ul>	

				<ul style="list-style-type: none"> <li>• Firefighter Minimum Standards</li> <li>• Information Technology Support Specialist</li> <li>• Intermodal Freight Transportation</li> <li>• Medical Information Coder/Biller</li> <li>• Network Enterprise Administration</li> <li>• Network Security</li> <li>• Paramedic</li> <li>• Scientific Workplace Preparation</li> <li>• Small Business Management</li> </ul>	
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**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

**Institutions with off-campus instructional sites** at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Notified SACSCOC by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Barron Collier High School	5600 Cougar Dr. Naples, FL 34109	5/3/2017	Fall 2012	AA degree	Yes
Charlotte High School	1250 Cooper St. Punta Gorda, FL 33950	5/3/2017	Fall 2002	AA degree	Yes
Clewiston High School	1501 Francisco St. Clewiston, FL 32440	5/3/2017	Fall 2007	AA degree	Yes
Estero High School	21900 River Ranch Rd. Estero, FL 33928	5/3/2017	Fall 2002	AA degree	Yes
Golden Gate High School	2925 Titan Way Naples, FL 34116	5/3/2017	Fall 2002	AA degree	Yes
Ida S. Baker High School	2500 Agualinda Blvd. Cape Coral, FL 33914	5/3/2017	Fall 2009	AA degree	Yes
Immokalee High School	701 Immokalee Dr. Immokalee, FL 34142	5/3/2017	Fall 2016	AA Degree	Yes
Island Coast High School	2125 De Navarra Pkwy. Cape Coral, FL 33909	5/3/2017	Fall 2010	AA Degree	Yes
Lehigh High School	901 Gunnery Rd. N. Lehigh Acres, FL 33971	5/3/2017	Fall 2002	AA degree	Yes
Lely High School	1 Lely High School Blvd. Naples, FL 34113	5/3/2017	Fall 2002	AA Degree	Yes
Lemon Bay High School	2201 Placida Rd. Englewood, FL 34224	5/3/2017	Fall 2003	AA degree	Yes
Mariner High School	701 Chiquita Blvd. Cape Cora, FL 33993	5/3/2017	Fall 2010	AA degree	Yes
Naples High School	1100 Golden Eagle Cir. Naples, FL 34102	5/3/2017	Fall 2012	AA Degree	Yes
N. Ft. Myers High School	5000 Orange Grove Blvd. N. Ft. Myers, FL 33903	5/3/2017	Fall 2002	AA degree	Yes
Port Charlotte High School	18200 Cochran Blvd. Port Charlotte, FL 33948	5/3/2017	Fall 2002	AA degree	Yes
Riverdale High School	2600 Buckingham Rd. Fort Myers, FL 33905	5/3/2017	Fall 2016	AA degree	Yes

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campus should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
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Charlotte Campus	26300 Airport Rd. Punta Gorda, FL	2001	1997		The campus is currently active.
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	<b>33950 (U.S.A.)</b>				
					<b>Bachelor of Applied Science</b> <ul style="list-style-type: none"> <li>Supervision and Management</li> </ul>
					<b>Associate in Arts</b> <ul style="list-style-type: none"> <li>General Studies</li> </ul>
					<b>Associate in Science</b> <ul style="list-style-type: none"> <li>Accounting Technology</li> <li>Business Administration and Management</li> <li>Criminal Justice Technology</li> <li>Emergency Medical Services Technology</li> <li>Fire Science Technology</li> <li>Nursing</li> <li>Paralegal Studies</li> <li>Science and Engineering Technology</li> </ul>
					<b>Certificates</b> <ul style="list-style-type: none"> <li>Accounting Technology Management</li> <li>Emergency Medical Technician</li> <li>Firefighter Minimum Standards</li> <li>Intermodal Freight Transportation</li> <li>Paramedic</li> <li>Scientific Workplace Preparation</li> <li>Small Business Management</li> </ul>

<b>Collier Campus</b>	<b>7505 Grand Lely Drive Naples, FL 34113 (U.S.A.)</b>	<b>2001</b>	<b>1992</b>		<b>The campus is currently active.</b>
					<b>Bachelor of Applied Science</b> <ul style="list-style-type: none"> <li>Supervision and Management</li> </ul>

				<b>Associate in Arts</b> <ul style="list-style-type: none"> <li>• General Studies</li> </ul>	
				<b>Associate in Science</b> <ul style="list-style-type: none"> <li>• Accounting Technology</li> <li>• Business Administration and Management</li> <li>• Criminal Justice Technology</li> <li>• Emergency Medical Services Technology</li> <li>• Fire Science Technology</li> <li>• Network Systems Technology</li> <li>• Nursing</li> <li>• Paralegal Studies</li> <li>• Science and Engineering Technology</li> </ul>	
				<b>Certificates</b> <ul style="list-style-type: none"> <li>• Accounting Technology Management</li> <li>• Business Development and Entrepreneurship</li> <li>• Emergency Medical Technician</li> <li>• Firefighter Minimum Standards</li> <li>• Information Technology Support Specialist</li> <li>• Paramedic</li> <li>• Scientific Workplace Preparation</li> <li>• Small Business Management</li> </ul>	

<b>Hendry/Glades Center</b>	<b>1092 E. Cowboy Way LaBelle, FL 33935 (U.S.A.)</b>	<b>1999</b>	<b>2009</b>		<b>The campus is currently active.</b>
				<b>Associate in Arts</b> <ul style="list-style-type: none"> <li>• General Studies</li> </ul>	
				<b>Associate in Science</b>	

				<ul style="list-style-type: none"> <li>• Business Administration and Management</li> <li>• Criminal Justice Technology</li> <li>• Fire Science Technology</li> </ul>	
				<b>Certificates</b> <ul style="list-style-type: none"> <li>• Small Business Management</li> </ul>	

#### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Florida SouthWestern State College also provides courses through an online division located on the Thomas Edison (Lee) Campus in Fort Myers. Initial approval to expand the distance learning programs was received in 2001. Students can complete at least 50% of the degree requirements through distance education for the following programs:

<b>Bachelor of Applied Science</b>	<b>Asynchronous</b>	<b>Synchronous</b>	<b>Both</b>
Public Safety Administration	X		
Supervision and Management	X		
<b>Bachelor of Science</b>	<b>Asynchronous</b>	<b>Synchronous</b>	<b>Both</b>
Nursing	X		
Cardiopulmonary Sciences			X
<b>Associate in Arts</b>	<b>Asynchronous</b>	<b>Synchronous</b>	<b>Both</b>
General Studies	X		
<b>Associate in Science</b>	<b>Asynchronous</b>	<b>Synchronous</b>	<b>Both</b>
Accounting Technology	X		
Business Administration and Management	X		
Criminal Justice Technology	X		
Network Systems Technology	X		
Paralegal Studies	X		
<b>Certificates</b>	<b>Asynchronous</b>	<b>Synchronous</b>	<b>Both</b>
Accounting Technology Management	X		
Business Development and Entrepreneurship	X		
Computer Programming Specialist	X		
Financial Services Management	X		
Information Technology Support Specialist	X		
Network Enterprise Administration	X		
Network Security	X		
Small Business Management	X		



## 5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Accrediting Agency	Current Status/Level(s) of Accreditation	Date of Last Review	Sanctions
<b>Institutional</b>			
Southern Association of Colleges and Schools Commission on Colleges	Accredited; Level II	2013	None
<b>Programmatic</b>			
Accreditation Commission for Education in Nursing (ACEN)	Accredited; Nursing (B.S. and A.S.)	2017	None
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Accredited; Cardiovascular Technology (A.S.)	2010	None
Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)	Accredited; Emergency Medical Services Technology (A.S.) <i>and</i> Paramedic Certificate	2016	None
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Accredited; Health Information Technology (A.S.)	2016	None
Commission on Dental Accreditation (CODA)	Accredited; Dental Hygiene (A.S.)	2014	None
Commission on Accreditation for Respiratory Care (CoARC)	Accredited; Respiratory Care (A.S.)	2016	None
Joint Review Committee on Education in Radiologic Technology (JRCERT)	Accredited; Radiologic Technology (A.S.)	2014	None
<b>Co-curricular</b>			
Commission on Accreditation in Physical Therapy Education (CAPTE) (via inter-institutional agreement with Broward College)	Accredited; Physical Therapy Assistant (A.S.)	2014	None

- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

SACS Commission on Colleges is the primary accreditor for Florida SouthWestern State College.

- (3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

Florida SouthWestern State College has not received any termination of accreditation from any USDOE recognized agency.

- (4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Florida SouthWestern State College has not received any sanctions or negative actions from any USDOE recognized accrediting agency.

## **6. Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Florida SouthWestern State College is in good standing with the U.S. Department of Education and has not received any suspensions, terminations, or limitations with regard to student financial aid or any other federal programs.

### **Document History**

*Adopted: September 2004*

*Revised: March 2011*

*Revised: January 2014*

## Part III: The Fifth-Year Compliance Certification (Applicable to all institutions)

### **Directions:**

- (1) Please access the document "Directions for Completion of Part III of the Fifth-Year Interim Report" for directions and guidelines for completing Part III.**
- (2) Please include Part III with Parts I, II, and V on the same electronic device or with the same print document. It should not be combined with Part IV.**
- (3) For each Core Requirement, Comprehensive Standard, and Federal Requirement listed below, the institution should make a determination regarding compliance, place an "X" in the appropriate box, explain the reason for the institution's findings, and provide documentation in support of its determination.**

*Compliance*

*The institution found that it meets the requirement and provides a convincing argument in support of its determination and a list of documents (or electronic access to the documents) demonstrating compliance.*

*Non-Compliance*

*The institution found that it does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.*

**Note:** (1) Unless an institution is required to submit financial documents requested in Part IV, no additional financial information is required due to the annual submission of Institutional Finance Profiles.  
(2) The standards identified in this part of the report reflect the criteria of the U.S. Department of Education.

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Core Requirement 2.8)**

Compliance       Non-Compliance

### **Narrative:**

Florida SouthWestern State College (FSW) is committed to ensuring that the number of full-time faculty and teaching administrators / staff is adequate to support the mission of the institution, and to ensure the quality and integrity of its academic programs. Although a number of adjunct faculty are utilized in many of its academic programs, there are many mechanisms in place with appropriate oversight to ensure the number of full-time faculty is adequate to support the Institution's mission and that each educational program is operating with high quality and integrity. The College's

organizational framework provides an academic structure that is clear and focused. All full-time and adjunct faculty receive leadership within their assigned academic school or division. Academic policies and procedures are disseminated by discipline chairs and program coordinators to ensure high standards are consistently implemented and assessed, and all faculty are stakeholders in a cycle of data-driven improvement.

FSW's mission <sup>[1]</sup> "is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community." Consistent with this mission and its designation in the Carnegie Classification of Institutions of Higher Education as a "Baccalaureate/Associate's College (Mixed Baccalaureate/Associate's)", the College's Collective Negotiations Agreement (C.N.A.) <sup>[2]</sup> acknowledges the Board of Trustees and the Faculty Federation's responsibility and contribution towards the achievement of the College's mission. Further, they "pledge themselves to an institution that is staffed by qualified faculty and they each agree to make every effort to maintain a high level of professional standards of knowledge, integrity, dedication, and academic excellence."

Full-time faculty are classified as follows according to the C.N.A. <sup>[3]</sup>:

**A. Full-Time Faculty**

- I. **Instructional** – faculty members whose primary responsibility is teaching.
- II. **Librarians** – faculty members whose primary responsibility lies within the Library or related area
- III. **Counselors** – faculty members whose primary responsibility is counseling

- B. Full-Time Temporary Faculty** – full-time faculty, not hired for continuing contract. Faculty members may be awarded multiple year contracts, annual contracts, or contracts of less than one (1) year. No multiple or consecutive year contracts (not eligible for continuing contract) may be established for more than three (3) years with an individual.

Adjunct faculty are defined as follows according to College Operating Procedures 05-0201 <sup>[4]</sup>:

**Adjunct (part-time faculty)** – an adjunct position is a temporary, part time position established for the purposed of direct instruction. Adjunct faculty is limited to teaching no more than twelve (12) credit hours per semester or summer. There is no expectation the position will continue in the future. Employees holding an adjunct position are considered temporary employees and are ineligible for benefits.

FSW's staffing model supports the mission of the institution and ensures the quality and integrity of each of its academic programs. Each academic program ensures consistent academic standards through the implementation of common course syllabi, outcomes and assessments, communication and coordination through discipline chairs and program coordinators, and a comprehensive program of professional development for full-time and adjunct faculty. These standards are adhered to across campuses and off-site programs to include dual enrollment and online courses.

Course syllabi are developed by faculty and reviewed by the Curriculum Committee <sup>[5]</sup>. Where applicable, learning outcomes are aligned with state and national standards, in addition to the College's general education competencies <sup>[6]</sup>. Syllabi approved by the Curriculum Committee are posted on the College's document manager. Regardless of delivery method, all faculty use these templates to guide instruction and assessments. In all departments, full-time and adjunct faculty syllabi for face-to-face, blended and online sections are reviewed by either the discipline chair or program coordinator prior to the start of the semester to ensure all faculty are using the approved template and including assignments and assessments that are aligned with the student learning outcomes. <sup>[7] [8] [9]</sup> In high-impact courses, common finals and/or common course assessments are employed across all sections in order to measure achievement of the student learning outcomes. Data collected from these common assessments are reviewed with the faculty and for the basis of unit planning. <sup>[10] [11] [12] [13] [14] [15]</sup>

Another way FSW ensures the integrity of academic programs is the department chair or program coordinator who provides academic oversight to each academic program, including course content for each traditional face-to-face, dual enrollment, blended and online section taught each term. These department chairs or program coordinators are responsible for the quality of the courses and ensuring that all faculty are involved in the curriculum development process.

Adjunct faculty are assigned faculty mentors and submit portfolios <sup>[16]</sup> to the discipline chairs or program coordinators on a three-year cycle as a condition of continued employment. Dual enrollment faculty also submit a portfolio annually as part of the evaluation process. New adjunct

faculty begin the portfolio review process in the first semester they begin teaching. Adjunct faculty are required to submit a statement of their teaching philosophy, comments related to their Student Opinion Survey (SOS) Results, syllabi, a copy of a final exam or final project, a copy of an assignment aligned with a general education competency (where appropriate), and evidence of participation in professional development activities. <sup>[17]</sup> A rubric <sup>[18]</sup> is used to evaluate the quality of the portfolio contents. Feedback is provided to the adjunct faculty and professional development is provided when necessary. This comprehensive adjunct faculty evaluation model ensures that academic program expectations are communicated and that all adjunct faculty adhere to academic program standards.

Each fall and spring, adjunct faculty attend orientations. A new adjunct faculty orientation is provided to familiarize the adjuncts with both academic and operational policies and engage them in professional development activities. <sup>[19]</sup> <sup>[20]</sup> <sup>[21]</sup> In addition, regular adjunct institutes are offered through the Office of the Provost. <sup>[22]</sup> <sup>[23]</sup> The institutes include professional development workshops led by full-time faculty. Attendance is recorded and evaluations are collected, analyzed and disseminated to stakeholders in order to improve the quality of the institutes.

The College's Teaching and Learning Center (TLC) <sup>[24]</sup> is overseen by a director, and a faculty coordinator who work in conjunction to oversee training opportunities and mentoring programs for full-time and adjunct faculty. Throughout the academic year, the College's TLC offers a series of workshops available to full-time and adjunct faculty on all campuses. The TLC also coordinates a series of community of practice sessions <sup>[25]</sup> that are attended by full-time and adjunct faculty. These sessions allow full-time and adjunct faculty in various disciplines to share best practices regarding pedagogy and assessment. Attendance <sup>[26]</sup> <sup>[27]</sup> <sup>[28]</sup> <sup>[29]</sup> is recorded and evaluations <sup>[30]</sup> <sup>[31]</sup> <sup>[32]</sup> <sup>[33]</sup> are collected and disseminated to the respective discipline unit leaders for analysis and use in improving the quality of the sessions. In addition, new adjunct faculty are assigned faculty mentors. Adjunct faculty meet with their mentors on a regular basis to discuss course implementation and compliance with assessments. <sup>[34]</sup> In many departments, lead faculty are designated for high impact courses. The

lead faculty support the discipline chair or program coordinator by providing specific course information to full-time and adjunct faculty, and coordinating common assessments.

Regular discipline meetings [\[35\]](#) [\[36\]](#) are scheduled through the Office of the Provost and led by discipline chairs and program coordinators. These meetings are attended by both full-time and adjunct faculty. [\[37\]](#) [\[38\]](#) [\[39\]](#) [\[40\]](#) [\[41\]](#) [\[42\]](#) [\[43\]](#) [\[44\]](#) [\[45\]](#) [\[46\]](#) [\[47\]](#) [\[48\]](#) [\[49\]](#) [\[50\]](#) [\[51\]](#) [\[52\]](#) [\[53\]](#) [\[54\]](#) To facilitate communication between meetings, each department provides regular correspondence to full-time and adjunct faculty in the form of e-mail list-serves and/or online group pages.

**Tables 2.8 – 1 and 2.8 – 2** below display student credit hours taught by term, academic division, and faculty type. In the School of Arts, Humanities, and Social Sciences, the School of Pure and Applied Sciences, the School of Education and the School of Business and Technology, the credit hours reported as “taught by full-time faculty” include instructional faculty as defined by the C.N.A. In the School of Health Professions, in addition to reporting instructional faculty as defined by the C.N.A., twenty-three (23) full-time teaching administrators / staff are included in this category. These include program directors, nursing program coordinators, clinical coordinators, nursing lab supervisors, dental clinical associates, and a dental clinical supervisor who teach and provide academic oversight to support the rigor of the clinical education programs. The academic term for teaching administrators / staff extends 12 months to address the summer term as well as the oversight required at multiple extramural clinical sites. All teaching administrators / staff meet credentialing criteria, which is compliant with respective programmatic accrediting standards. These teaching administrators / staff have a workload that consists of both teaching and the administration of laboratory and clinical curriculum delivery. It is important to note that the faculty are supervised by the academic departments and receive faculty leadership and oversight by the Discipline Chair/Program Coordinator in the narrative that follows.

**Table 2.8-1  
Fall 2016 Student Credit Hour Production by Faculty Full-Time/part-Time Status**

School Degree/Certificate	Student Credit Hour Production of Courses Taught by Full-Time Faculty (Total)		Student Credit Hour Production of Courses Taught by Part-Time Faculty (Total)	
	<u>n</u>	%	<u>n</u>	%
<b>SCHOOL OF ARTS, HUMANITIES, AND SOCIAL SCIENCES</b>				
Associate of Arts	39926	40.9%	56136	59.1%
CCC - Audio Technology	213	100.0%	0	0.0%
<b>SCHOOL OF PURE AND APPLIED SCIENCES</b>				
Associate of Arts	42850	65.1%	22946	34.9%
AS - Science and Engineering Technology	9942	56.6%	7614	43.4%
CCC - Scientific Workplace Preparation	22730	41.2%	32453	58.8%
<b>SCHOOL OF BUSINESS AND TECHNOLOGY</b>				
BAS - Public Safety Administration	1110	43.6%	1437	56.4%
BAS - Supervision and Management	1014	36.9%	1731	63.1%
AS - Accounting Technology	2289	57.9%	1665	42.1%
AS - Architectural Design and Construction Technology	632	51.0%	607	49.0%
AS - Business Administration and Management	4365	52.2%	3993	47.8%
AS - Civil Engineering Technology	1707	77.3%	502	22.7%
AS - Computer Programming and Analysis	651	39.1%	1014	60.9%
AS - Criminal Justice Technology	651	40.9%	939	59.1%
AS - Crime Scene Technology	2184	47.9%	2371	52.1%
AS - Network Systems Technology	1086	41.7%	1521	58.3%
AS - Paralegal Studies	1485	69.0%	666	31.0%
CCC - Accounting Technology Management	1380	69.4%	609	30.6%
CCC - Business Development and Entrepreneurship	1680	47.2%	1877	52.8%
CCC - Computer Programmer	756	43.9%	966	56.1%
CCC - Computer Programming Specialist	666	42.6%	897	57.4%
CCC - Crime Scene Technician	345	32.3%	723	67.7%
CCC - Information Technology Support Specialist	345	32.3%	723	67.7%
CCC - Intermodal Freight Transport	66	100.0%	0	0.0%



School Degree/Certificate	Student Credit Hour Production of Courses Taught by Full-Time Faculty (Total)		Student Credit Hour Production of Courses Taught by Part-Time Faculty (Total)	
	n	%	n	%
CCC - Small Business Management	2451	57.5%	1812	42.5%
CCC - Network Enterprise Administration	675	41.1%	966	58.9%
CCC - Network Security	735	40.4%	1086	59.6%
<b>SCHOOL OF EDUCATION</b>				
BS - Elementary Education	1356	67.9%	641	32.1%
BS - Middle Grades Language Arts Education	927	69.8%	401	30.2%
BS - Middle Grades Mathematics Education	427	51.6%	401	48.4%
BS - Middle Grades Science Education	387	47.2%	433	52.8%
BS - Secondary Biology Education	342	45.3%	413	54.7%
BS - Secondary Mathematics Education	382	48.8%	401	51.2%
AS - Early Childhood Education	405	59.0%	282	41.0%
Education Lower Division Courses	492	43.0%	651	57.0%
<b>SCHOOL OF HEALTH PROFESSIONS</b>				
BS - Cardiopulmonary Sciences	318	100.0%	0	0.0%
BSN - Nursing	1340	100.0%	0	0.0%
AS - Cardiovascular Technology	279	100.0%	0	0.0%
AS - Dental Hygiene	1143	100.0%	0	0.0%
<p>AS - Emergency Medical Services Technology: the Associate of Science Degree in Emergency Medical Services Technology is designed for those individuals holding a Florida license in Emergency Medical Technician and a Florida license in Paramedic who want to advance their education from the certificate to the associate's degree level. Successful completion of general education requirements in addition to EMT and Paramedic licenses lead to the AS EMST.</p>				
AS - Fire Science Technology	36	46.2%	42	53.8%
AS - Health Information Technology	268	92.4%	22	7.6%
AS - Nursing	2610	100.0%	0	0.0%
AS - Radiologic Technology	272	59.5%	185	40.5%
AS - Respiratory Care	480	100.0%	0	0.0%
ATC - Computed Tomography	0	0.0%	30	100.0%
CCC – Addiction Services	30	9.3%	294	90.7%
CCC – Emergency Medical Technician	786	100.0%	0	0.0%
CCC - Medical Information Coder Biller	196	100.0%	0	0.0%

School Degree/Certificate	Student Credit Hour Production of Courses Taught by Full-Time Faculty (Total)		Student Credit Hour Production of Courses Taught by Part-Time Faculty (Total)	
	<u>n</u>	%	<u>n</u>	%
CCC - Paramedic	162	58.7%	114	41.3%

**Table 2.8-2  
Spring 2017 Student Credit Hour Production by Faculty Full-Time/Part-Time Status**

School Degree/Certificate	Student Credit Hour Production of Courses Taught by Full-Time Faculty		Student Credit Hour Production of Courses Taught by Part-Time Faculty	
	<u>n</u>	%	<u>n</u>	%
<b>SCHOOL OF ARTS, HUMANITIES, AND SOCIAL SCIENCES</b>				
Associate of Arts	38214	41.5%	53831	58.5%
CCC-Audio Technology	189	72.4%	72	27.6%
<b>SCHOOL OF PURE AND APPLIED SCIENCES</b>				
Associate of Arts	46828	69.1%	20904	30.9%
AS - Science and Engineering Technology	8319	53.7%	7182	46.3%
CCC - Scientific Workplace Preparation	19650	41.2%	28070	58.8%
<b>SCHOOL OF BUSINESS AND TECHNOLOGY</b>				
BAS - Public Safety Administration	921	37.7%	1521	62.3%
BAS - Supervision and Management	963	38.3%	1554	61.7%
AS - Accounting Technology	2067	41.1%	2967	58.9%
AS - Architectural Design and Construction Technology	879	58.6%	622	41.4%
AS - Business Administration and Management	3484	42.8%	4663	57.2%
AS - Civil Engineering Technology	1928	75.4%	628	24.6%
AS - Computer Programming and Analysis	1752	42.1%	2412	57.9%
AS - Criminal Justice Technology	702	45.6%	837	54.4%
AS - Crime Scene Technology	1836	43.5%	2386	56.5%
AS - Network Systems Technology	1065	43.9%	1359	56.1%
AS - Paralegal Studies	1310	69.2%	582	30.8%
CCC - Accounting Technology Management	1365	66.5%	687	33.5%
CCC - Business Development and Entrepreneurship	1257	38.6%	2003	61.4%
CCC - Computer Programmer	966	60.9%	621	39.1%

School Degree/Certificate	Student Credit Hour Production of Courses Taught by Full-Time Faculty		Student Credit Hour Production of Courses Taught by Part-Time Faculty	
	n	%	n	%
CCC - Computer Programming Specialist	612	49.6%	621	50.4%
CCC - Crime Scene Technician	360	48.6%	381	51.4%
CCC - Information Technology Support Specialist	765	59.7%	516	40.3%
CCC - Intermodal Freight Transportation	48	100.0%	0	0.0%
CCC - Small Business Management	1755	42.8%	2349	57.2%
CCC - Network Enterprise Administration	1158	65.1%	621	34.9%
CCC - Network Security	840	48.7%	885	51.3%
<b>SCHOOL OF EDUCATION</b>				
BS – Elementary Education	546	42.9%	726	57.1%
BS - Middle Grades Language Arts Education	823	69.6%	360	30.4%
BS - Middle Grades Mathematics Education	513	58.8%	360	41.2%
BS - Middle Grades Science Education	417	51.0%	400	49.0%
BS - Secondary Biology Education	417	53.4%	364	46.6%
BS - Secondary Mathematics Education	513	58.8%	360	41.2%
AS - Early Childhood Education	426	49.3%	438	50.7%
Lower Division Education Courses	378	38.2%	612	61.8%
<b>SCHOOL OF HEALTH PROFESSIONS</b>				
BS – Cardiopulmonary Sciences	156	100.0%	0	0.0%
BSN - Nursing	1419	100.0%	0	0.0%
AS - Cardiovascular Technology	335	100.0%	0	0.0%
AS - Dental Hygiene	1284	100.0%	0	0.0%
<p>AS – Emergency Medical Services Technology: the Associate of Science Degree in Emergency Medical Services Technology is designed for those holding Florida licenses in Emergency Medical Technician and Florida license in Paramedic who want to advance their education from the certificate to the associate's degree level. Successful completion of general education requirements in addition to EMT and Paramedic licenses lead to the AS EMST.</p>				
AS - Fire Science Technology	0	0.0%	54	100.0%
AS - Health Information Technology	255	100.0%	0	0.0%
AS - Nursing	2190	100.0%	0	0.0%
AS - Radiologic Technology	230	71.4%	92	28.6%
AS - Respiratory Care	499	100.0%	0	0.0%
AS - Social and Human Services	105	17.9%	483	82.1%

School Degree/Certificate	Student Credit Hour Production of Courses Taught by Full-Time Faculty		Student Credit Hour Production of Courses Taught by Part-Time Faculty	
	n	%	n	%
CCC - Addiction Services	0	0.0%	498	100.0%
CCC - Emergency Medical Technician	709	80.3%	174	19.7%
CCC - Medical Information Coder/Biller	168	100.0%	0	0.0%
CCC - Paramedic	351	100.0%	0	0.0%

**Computed Tomography** is an Advanced Technical Certificate consisting of nine (9) college credit hours of lower division specialized courses. This Advanced Technical certificate is awarded to students who have already received an associate in science degree, are certified in specific fields of radiography, and are seeking an advanced specialized program of instruction to supplement their associate degree. The program director of the Radiologic Technology AS degree program oversees the Advanced Technical Certificate. He is employed full-time by the college and credentialed to teach. It is important that supervising clinical faculty are fully embedded in the clinical environments. This is due to the number of required clinical hours (22.5 student contact hours per week), the number of individual clinical sites and the number of required radiographic examinations that must be completed on live patients. The clinical faculty to student ratio must be 1:1. The clinical faculty are academically and experientially qualified to teach this specialty subject and they are critical to the program's success. Specialized clinical education, required low ratios, and individualized clinical settings make the teaching of this certificate by part-time faculty more feasible than hiring full-time faculty.

**Addiction Services** is a College Credit Certificate consisting of 24 college credits which are part of the associate in science degree in Social and Human Services. The program prepares students for state certifications in addictions entry into employment. The full-time program director of the Social and Human Services AS degree program oversees the College Credit Certificate in Addiction Services. The program director is fully credentialed by the College. This is a new certificate at the college and currently the student enrollment does not justify additional full-time faculty. Now, there are 3 part-time faculty who teach courses in this Certificate. There will be opportunity for future growth and for an increase in full-time faculty as the enrollment in this program grows.

**Fire Science Technology** is an Associate in Science degree that serves as advanced education program for fire service personnel who hold certificates. The Bureau of Fire Standards & Training at The Florida State Fire College sets the requirements for Instructor levels I, II, and III. At FSW, the maximum training (Instructor III) is required for faculty teaching Fire Science Courses. An Instructor III level requires the following:

- Six years of experience as a regular member of an organized fire department
- Documentation of course completion: 40-hour Fire Service Course Delivery class or equivalent
- Documentation of a Bachelor's Degree or higher that meets the requirements of state statute
- Physical ability to perform the tasks associated with the training
- Complete state form DFS-K4-1452 and current application fee

The program director of the Emergency Care Services division (where Fire Science Technology is offered) is a full-time credentialed instructional faculty at FSW. The program director teaches courses in this program. The program also utilizes Fire Service professionals, with currency in their profession, as adjunct faculty. They are critical to delivering the specialized content of this program and meeting the

Bureau and State Fire College requirements. The demand for this major and the current student enrollment in this program does not justify additional full-time faculty. The program does, however, meet a unique and specialized community need for preparing leadership for our fire services programs.

## Supporting Documentation

1. [FSW Mission](#)
2. [Collective Negotiations Agreement 2016-2019](#)
3. [Collective Negotiations Agreement 2016-2016 Page 6](#)
4. [College Operating Procedures 05-0201](#)
5. [Curriculum Committee Manual 2017](#)
6. [General Education Competencies](#)
7. [Syllabus Guidelines – SLS 1515 Cornerstone Experience](#)
8. [Syllabus Guidelines – BSC 1010 Biological Science I](#)
9. [Syllabus Guidelines – MAN 3303 Leadership & Management Practices](#)
10. [General Education Assessment Report 2016-2017](#)
11. [Cornerstone Experience Course Level Assessment Report Spring 2017](#)
12. [Foreign Language Assessment Report Spring 2017](#)
13. [English Assessment Report Fall 2016](#)
14. [Humanities Disposition Study Assessment Report Fall 2016](#)
15. [Tax Assessment Report Fall 2016](#)
16. [Faculty Mentoring – Adjunct Evaluation Process](#)
17. [Sample Adjunct Faculty Portfolio](#)
18. [Adjunct Portfolio Rubric](#)
19. [New Adjunct Faculty Orientation Agenda Fall 2016](#)
20. [New Adjunct Faculty Orientation Attendees Fall 2016](#)
21. [Adjunct Faculty Handbook](#)
22. [Adjunct Faculty Institute Agenda Fall 2016](#)
23. [Adjunct Faculty Institute Attendees Fall 2016](#)
24. [Teaching and Learning Center](#)
25. [Communities of Practice Schedule – Fall 2016 Spring 2017](#)
26. [Community of Practice Instructional Tech Attendees October 10, 2016](#)
27. [Community of Practice Math Attendees October 14, 2016](#)
28. [Community of Practice SLS 1515 Attendees October 14, 2016](#)
29. [Community of Practice Social Science Attendees October 21, 2016](#)
30. [Community of Practice Instructional Tech 2016-2017 Evaluation Data](#)
31. [Community of Practice Math 2016-2017 Evaluation Data](#)
32. [Community of Practice SLS 1515 2016-2017 Evaluation Data](#)
33. [Community of Practice Social Science 2016-2017 Evaluation Data](#)
34. [Faculty Mentor Matrix 2016-2017](#)
35. [Academic Meetings Calendar 2016-2017](#)
36. [Academic Meetings Calendar 2017-2018](#)
37. [School of Business Technology Meeting Minutes Aug 2016](#)
38. [School of business Technology Meeting Minutes Apr 2017](#)
39. [Academic Success Meeting Minutes Aug 2016](#)
40. [Academic Success Meeting Minutes Apr 2017](#)
41. [English Meeting Minutes Aug 2016](#)
42. [School of Health Professions Meeting Minutes Fall 2016](#)
43. [School of Health Professions Meeting Minutes Spring 2017](#)

44. [Humanities and Fine Arts Meeting Minutes Aug 2016](#)
45. [Humanities and Fine Arts Meeting Minutes Apr 2017](#)
46. [Mathematics Meeting Minutes Aug 2016](#)
47. [Mathematics Meeting Minutes Apr 2017](#)
48. [Natural Sciences Meeting Minutes Aug 2016](#)
49. [Natural Sciences Meeting Minutes Apr 2017](#)
50. [Social Sciences Meeting Minutes Aug 2016](#)
51. [Social Sciences Meeting Minutes Feb 2017](#)
52. [School of Education Meeting Minutes Sept 2016](#)
53. [Speech and Foreign Language Meeting Minutes Aug 2016](#)
54. [Speech and Foreign Language Meeting Minutes Jan 2017](#)

2. The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (**Core Requirement 2.10**)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College provides appropriate student support programs and services consistent with the mission that are intended to promote student learning and enhance the development of students. Students have access to the programs and services virtually as well as at all locations.

**Academic Advising, Career, and Transfer Center**

The Office of Academic Advising was restructured during 2016 in order to reflect the integral role of academic advisors in student success. The changes implemented were the result of a study conducted by the National Academic Advising Association (NACADA) which recommended a focus on building stronger student and advisor relationships by changing Florida SouthWestern State College's advising model, reducing the advisor to student ratio, maintaining the same advisor throughout a student's educational career, and integrating career services. As a result, in late 2016, the Office of Academic Advising was restructured and rebranded to the Academic Advising, Career, and Transfer Center (A.C.T. Center).

**Academic Advising**

The A.C.T. Center is comprised of full-time level 1 (bachelor's degree holders) and level 2 (master's or higher degree holders) Student Success Advisors (SSAs). Additionally, the A.C.T. Center oversees the advisor training, assessment, and supervision of College staff within the School of Business and Technology, School of Health Professions, and School of Education who have shared advising responsibilities (School Advisors). Both SSAs and School Advisors (SA) are trained and actively practice Appreciative Advising, which is a model for asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is a student-centered approach to student development. There are six phases of Appreciative Advising (Disarm, Discover, Dream, Design, Deliver and Don't Settle) which help Advisors build trust and rapport with



students, uncover students' strengths, encourage and inspire students, construct action plans, and challenge students to do even better.

Students are assigned to an SSA or SA based on the major upon being admitted to FSW. To meet with an SSA or SA, students can either schedule an appointment through the FSW Student Portal or contact the campus location by telephone or email. <sup>[1]</sup> During the first two weeks of the semester, the A.C.T. Center transitions to open advising where students can meet with any SSA to discuss registration issues they may be experiencing.

The role of SSAs and SAs is multi-faceted and include a variety of duties such as guided career exploration, education planning, course recommendation, explaining college policy, goal setting, and transfer guidance. Beyond these typical duties, the SSAs and SAs help students to develop and become self-reliant learners through the Appreciative Advising process.

Advising at FSW is mandatory for all new incoming students and all re-admit students prior to being eligible to register for first semester classes. Academic advising for First Time in College (FTIC) students is incorporated into new student orientation. In this advising session, students confirm their major, review placement test scores (if applicable), review meta-major (if applicable) and register based on the SSA or SA recommended first semester courses. These recommended courses are based on placement test scores and the Common Prerequisite Manual. <sup>[2]</sup> Transfer students and re-admit students are advised in a one-on-one session with their assigned advisor who reviews the student's academic history before co-creating an education plan.

While students are encouraged to meet with advising through proactive college outreach, students in good academic standing are not mandated to meet with an SSA or SA. Students are, however, strongly encouraged to meet with their SSA or SA during their first semester, after earning 24 credits, after earning 45 credits, and to verify they have met all graduation requirements.

At any time during the semester, a student may be reported through the Early Alert system by one of their instructors to enlist the assistance of their SSA or SA to help the students develop strategies to be successful in their class. Reasons for Early Alerts include lack of academic effort, poor academic

performance, and attendance issues. Once alerted, the student's SSA or SA reaches out to the student on behalf of the faculty to discuss available resources at the College that may help the student be successful. <sup>[3]</sup>

### **Career Services**

Beyond integrating career advising into a student's advising session, FSW has contracted with CareerSource Southwest Florida to perform specific services. <sup>[4]</sup> These services are available at all FSW locations by appointment and walk-ins at the Thomas Edison Campus and by appointments at all other locations. The services provided by CareerSource include cover letter and resume writing, interview preparation, and soft skills workshops.

### **Transfer Services**

FSW's A.C.T. Center strongly promotes Florida's Two Plus Two initiative. <sup>[5]</sup> Students are introduced to this academic pathway during new student orientation. It is also reinforced during advising sessions and through a dedicated webpage. <sup>[5]</sup> In addition to online resources, the A.C.T. Center provides transfer workshops for students to learn about the State University System transfer system and also holds an annual transfer fair at the Thomas Edison Campus.

### **Academic Support System**

FSW Academic Support Programs include Academic Support Centers (ASCs) designed to provide support to students in achieving academic goals and maximizing engagement in academic studies and learning. The programs and services offered complement classroom learning and are delivered by professionals and fellow students (peer tutors) who care about student success.

FSW staff include degreed instructional assistants and student tutors. Student tutors are required to maintain a 3.0 GPA or better, are faculty recommended, and have specific training for tutoring pedagogy. The Charlotte ASC Peer Tutoring Center maintains College and Learning Association (CRLA) certification and peer tutors for both Lee and Collier campus receive an associate tutor credential from the Association for Tutoring Profession upon successful completion of training modules and accrual of tutoring hours.

The ASCs are found at all campus locations and include on the ground tutorial assistance for math, writing, and oral communications. A tutorial center for foreign language support in French, Spanish, and English for Academic Purposes is available at the Thomas Edison location. FSW also provides peer tutors to assist one-on-one with a variety of high demand courses such as anatomy, biology, chemistry, and humanities. Tutorial support for FSW online courses is available upon request and can be accessed via the Canvas page for each course.

The goal of the ASCs is to provide walk-in services which are supportive and a non-threatening environment where students can improve their skills and practice new skills. For example:

- The Academic Support Math Centers provide learning support for all levels of mathematics offered at FSW as well as assist with navigating online homework systems. All students are welcome to stop in and ask questions regarding their math work and identify strategies to improve study in math courses.
- The Academic Support Writing Center staff strive to help students build the reading, writing, and research competencies needed to be successful not only while attending Florida SouthWestern State College, but throughout their professional careers. Our hope is that a student leaves each tutoring session feeling better equipped to do well in their related coursework and intensive writing projects. See appendix for writing student consultation document and a FAQ for writing faculty.
- The Academic Support Oral Communication Center facilitates academic success by assisting students with all phases of the speech and/ or presentation process. No appointment is necessary and students can walk in and receive assistance. Some of the areas where students receive assistance are in creating speech preparing/sentence outlines, providing feedback and practice with speeches, brainstorming, and creating effective presentation aids.
- The Academic Support Foreign Language Center is available at the Thomas Edison campus and provides peer learning support on a walk-in or as necessary one on one appointment.
- The Academic Support Peer Tutoring Center specializes in individual and small group tutoring for FSW students. Tutoring is offered on a limited basis of up to two hours/week for students enrolled in a particular course. Mathematics and science courses are popular in the peer tutoring center.

Students are exposed to the Academic Support Program services via FSW's new student orientations, the SLS 1515 Cornerstone Experience course, and the First Year Experience (FYE). In addition to tours, presentations in the Centers or classroom visits, the math and writing centers continue to offer workshops on a variety of writing-related topics and strategies for math success.

Hours at campus locations are available five days a week and up to seven days a week at some locations.

The hours include early morning to mid-evening hours and provide busy students with flexibility in accessing academic support outside of traditional time frames. Information regarding locations and hours of operation can be found on the Academic Support webpage. [\[6\]](#)

FSW ensures that student participation at an ASC is indeed correlated with student success and retention. Each semester student achievement data is collected for those enrolled in selected composition, mathematics, and/or science courses, who entered college with similar grade point averages, and who have accrued two or more hours in visits/consultations. Longitudinal studies since fall 2014 demonstrate numerous positive correlations where students who participate in ASC services achieve greater success (10% or higher) than students who do not. [\[7\]](#) [\[8\]](#)

The number of unique students who receive assistance in the ASCs and the hours utilized in each ASC are tracked through Accu Track Academic Management Software. The ASCs are popular with FSW students. During the 2015/16 academic year, the ASC staff worked with 23,628 (fall 2015) and 14,853 (spring 2016) unique students who accrued 57,591 combined hours of time utilizing services. Student satisfaction with overall ASC operations and services are surveyed each semester at all locations and regularly tops 90%. Students who would recommend math and/or writing services to a friend show regularly that 92% to 100% would make such a recommendation. FSW students know that a little help makes a big difference in how successful they are.

### **Admissions**

The Office of Admissions at FSW published its first formally documented enrollment plan in Fall 2013 and continues to update and produce this report annually. The plan outlines efforts and activities the department will undertake each academic year to support the institution's strategic initiatives and achieve target enrollment goals.

Along with the annual enrollment plan, baseline recruitment and admissions measurements were developed to monitor effectiveness and objectives. The Office of Admissions reports outcomes to the

Office of the Vice President of Student Affairs and Enrollment Management each term, and updates the College's effectiveness plans as required by the Office of Research, Technology, and Accountability.

Examples of initiatives outlined in the annual enrollment plan include: targeted numbers of national, regional, and local college fairs; high school visit targets; marketing, media, and social media efforts; call and e-mail campaigns; special events and on-campus tours; outreach to High School guidance counselors; regular review and revision of recruitment literature and print materials; and on-going training and development for the admissions staff.

As it relates to daily operations, the Office of Admissions is comprised of three distinct functions that together work to support prospective students and applicants, while executing the enrollment plan:

1. Recruitment – Admissions Counselors typically represent the first point of contact for prospective students interested in FSW. The role of the Admissions Counselor is to have a broad knowledge of the institution's offerings (i.e. academic program offerings, support services), while possessing a deep knowledge of admissions policies and enrollment steps to support students in the college search and application process.

Admissions Counselors are assigned specific recruitment territories and tasked to attend external recruitment events and college fairs, develop and maintain relationships with high school counselors, conduct high school and classroom presentations, host group tours, information sessions, and on-campus recruitment events. After initial meetings, Admissions Counselors continue to support prospective students as they navigate the admissions process with office visits, phone calls, and written correspondence.

2. Processing – Once a prospective student makes the decision to apply to the College, an application can be completed online through the Admission's web page. <sup>91</sup> Admissions Processing Specialists (centralized support service) or Student Services Specialists (campus/center locations) provide front line office support and administer the application process for prospective students.

This team employs established procedures to process admissions applications, while reviewing high school and GED transcripts to ensure compliance with established admissions policies and the assignment of admissions decisions in the student information system. Processing staff also evaluate Florida Residency Declarations and related documents to assign residency for tuition purposes.

3. Communications – The Office of Admissions maintains open communication with prospective students throughout the admissions process via e-mail, postal mailings, and phone. Once the application for admissions has been submitted online and processed, students receive communications identifying additional documents needed to be eligible for admission, and once admitted provides details on the steps to take to register for classes.

The office utilizes the Ellucian Recruit CRM platform (launched in fall 2014) to drive and deliver targeted electronic messages to prospective students and applicants to keep them informed of

document needs, enrollment steps, and other details important to becoming a student at Florida SouthWestern.

## Bookstore

FSW contracts with Follett, a private company, to provide on-campus and on-line bookstore services, [\[10\]](#) [\[11\]](#) including but not limited to textbooks, course materials, school supplies, gifts and collegiate apparel. Bookstores are located on each campus and offer extended hours during the start of each semester. However, Follett offers an online retail site that is available at all times. All campus bookstores allow students the opportunity to purchase textbooks or rent them through Follett's Rent-a-Text program offering students the option to rent books for half the cost of purchasing. Follett also has a price match program to guarantee the student is receiving the best price when purchasing textbooks. The campus and on-line bookstores accept excess student financial aid monies to pay for their textbooks and course materials.



## **Campus Safety and Security**

The College's Department of Public Safety has a presence on each campus <sup>[12]</sup> with a combination of sworn law enforcement, non-sworn public safety and contract security personnel, managed as set forth in Board of Trustees Policy 6Hx6:7.03. <sup>[13]</sup> The Campus Safety Guide <sup>[14]</sup> provides students and employees with necessary information about safety and security on campus and the various services, programs and presentations that the College and Department offer or resources available. Additionally, employees are kept informed of matters specific to them through the Safety Manual for Faculty and Staff. <sup>[15]</sup> These guides and the Department of Public Safety web page provide information on all aspects of safety and security, our Emergency Notification System, weather-related emergencies, and other links to College offices and departments that provide resources for students and employees.

## **Counseling Services**

FSW provides free and confidential services including consultation, on campus short term counseling and off campus outreach programs that are designed to help students overcome challenges that occur while trying to meet their intellectual, interpersonal, and developmental goals. <sup>[16]</sup> Counseling is available to students at all campus locations and students enrolled via distance education can speak to a counselor via phone.

## **Dining and Vending Service**

Food Services, Inc. is FSW's contracted vendor to provide food service options on each campus. <sup>[17]</sup> The main dining location on each campus offers public WiFi access, HD TV monitors, and microwave ovens. Each location offers a variety of fresh, health, convenient, and low priced options.

Beverage vending is provided by PepsiCo and snack vending is provided by SnackWorks. Further, the College has entered contractual agreements with both parties for their services. Vending is available throughout all of the college campuses and the center located in Labelle, FL.

## **Financial Aid**

The Office of Student Financial Aid <sup>[18]</sup> assists students in pursuing their educational goals by educating students, parents and the community about federal, state, institutional and private financial aid

opportunities. By educating and helping students to remove financial barriers, more time is allowed for students to focus on their academic success. While records are maintained and most processing occurs at the Thomas Edison (Lee) Campus, pertinent financial aid counseling services are available to students at all FSW locations.

FSW financial aid programs are administered according to federal, state and institutional policies and is available in the form of scholarships, grants, student employment and loans. Primary funding for FSW students includes the Federal Pell Grant, FSEOG Grant, Work-Study program, Florida Student Assistance Grant, First Generation Matching Grant, Florida Bright Futures program, Federal Stafford Loans, and FSW Foundation Scholarships.

The complete listing for all forms of financial aid, eligibility requirements and application deadlines, appears each year in the Catalog <sup>[19]</sup> and on the Office of Financial Aid web page. <sup>[18]</sup>

Table 2.10-1 shows the amount of financial assistance distributed from 2013 to 2016.

**Table 2.10-1**  
**Financial assistance distributed from 2013-2016**

Year	Total disbursements
2013-14	\$47,286,941
2014-15	\$44,081,841
2015-16	\$40,400,023

Application information and directions to apply for financial aid are provided at all campuses. A student and/or parent will need to request a FSAID before filling out The Free Application for Federal Student Aid (FAFSA). A FSAID can be created at <https://fsaid.ed.gov/>. The FAFSA is accessible online by visiting <https://fafsa.ed.gov/>. Students who elect to use Federal student loans must complete an Entrance Counseling session and sign a Master Promissory Note (MPN). Both of these requirements can be satisfied by visiting <https://studentloans.gov/>.



Information on FSW scholarships is located on the Office of Student Financial Aid website. <sup>[20]</sup> Students may also visit their Financial Aid Specialist <sup>[21]</sup> or visit the FSW video library provided by Financial Aid TV (FATV). <sup>[22]</sup>

To help students better manage the Cost of Attendance, FSW partners with FACTS: a Nelnet company that offers a Tuition Installment Plan (TIP). <sup>[23]</sup> TIP offers students a choice of online payments by credit card or automatic withdrawals (ACH) from their checking or saving account.

The Office of Student Financial Aid also offers a short-term loan fund to assist students whose financial aid status is pending. In addition, the FSW Foundation, a private nonprofit organization, provides about \$2.0 million in student scholarships annually from a variety of endowed scholarship funds. These funds are processed through the Office of Student Financial Aid. The donor agreements provide the criteria for awarding foundation scholarships as outlined in the Comprehensive Standard 3.2.13.

### **First Year Experience**

The mission of the College's First Year Experience (FYE) program is to provide each student with an intentional pathway to transition into collegial life by providing both the academic and co-curricular supports necessary to be successful. The goal of FYE is to help to retain First Time in College (FTIC) students and to assist them in becoming critical thinkers and self-reliant learners. This is accomplished through the completion of the [Cornerstone Experience \(SLS 1515\)](#) course, support from Peer Mentors, and participation in [engaging programming](#).

### **Cornerstone Experience Course**

Cornerstone Experience (SLS 1515) is a course to help students successfully transition to college life. The course is designed to help students become self-reliant learners who use critical thinking to achieve academic and career success. Some of the topics students are asked to think critically about include:

- Selecting Occupations and Majors
- Habits that Leads to Success
- Learning Style
- Time Management and Goal Setting
- Note-taking and Test-taking Strategies
- Use of Technology

In this course, students will acquire skills and habits of mind that you can immediately apply to other college courses. Students will also become more familiar with the campus and learn the location and purpose of the College's support services.

### **Peer Mentors**

Peer Mentors are student leaders who support first-year students with their transition to Florida SouthWestern State College. Peer Mentors cultivate relationships with students both inside and outside of the classroom. Peer Mentors are assigned to a specific section(s) of the Cornerstone Experience Class (SLS 1515), have office hours in the First Year Experience Office, and facilitate workshops throughout the semester primarily geared towards enhancing a first year student's overall experience.

### **First Year Experience Programming**

The Office of First Year Experience works with various departments to ensure a broad range of programming for first-year students. Through FYE programming initiatives we strive to provide students with the additional support needed to be successful at Florida SouthWestern State College. We provide programming opportunities that help students enrich their critical thinking skills, enhance their technology knowledge, and cultivate academic competencies.

### **Housing and Residence Life**

The Office of Housing and Residence Life [\[24\]](#) is committed to creating a supportive, safe, and engaging residential community which fosters student's personal development and academic success. The programming model [\[25\]](#) aims to provide students a caring community that is both intellectually and socially enriching, with an emphasis on student self-governance and a corresponding expectation of student accountability. Residential students will experience a caring, inclusive community that supports the academic mission of the College through the creation of relevant and meaningful opportunities for individual growth outside the classroom.

### **Information Technology**

The Office of Information Technology (OIT) provides technology services and resources to both traditional and online students by providing software applications such as Office365 and Google Apps to

all students as well as open-computer labs on each campus library. The College uses the myFSW portal to provide the students with a one-stop shop for managing courses, access grades, requesting transcripts, financial aid needs, managing holds, degree audits, which can be accessed through any device with internet connection. Also through developments in web-based technologies, students are able access various services from their home computer, mobile device, or at one of the various computer labs on each campus.

The OIT provides technological support through a number of different means: 24/7 help desk in Canvas (the College’s learning management system), 24/7 online ticketing system for technology support, Helpdesk in-person, and phone support from 6am-10pm (Monday-Friday), wireless access in all buildings and outside open areas, open computer labs, college email accounts, and various software applications provided through the College.

The OIT also contributes to the development, delivery, and sustainability of online courses for distance learning students. The eLearning staff collaborate with the student services support areas staff to ensure the necessary administrative processes are made available to all online students. The OIT administers and supports Canvas, which is used for both ground and online courses, contains course information, assignments, learning materials and other information. The OIT provides technology support, training, system requirements, and access to other resources through the LMS such as Library Services, Tutoring and other support services. Distance learning students are able to access the same student support programs, services and activities as the traditional student noted in the following chart. Distance learning students are able to access the same student support programs, services and activities as the traditional student as indicated in Table 2.10-2.

**Table 2.10-2  
Student Support Programs, Services and Activities**

<b><u>Support Service</u></b>	<b><u>Traditional Student</u></b>	<b><u>Distance Learning Student</u></b>
<b>Admission</b>	Online or Paper Application	Online
<b>Financial Aid</b>	FASFA online application, myFSW portal, email, phone, Financial Aid departments on each campus	FASFA online application, myFSW portal, email, phone

<b><u>Support Service</u></b>	<b><u>Traditional Student</u></b>	<b><u>Distance Learning Student</u></b>
<b>Testing</b>	Testing Centers located at each campus	Remote testing via approve facility or using approved online proctoring software applications
<b>Advising</b>	Advising department, email, phone, myFSW portal	myFSWportal, email, phone
<b>Orientation</b>	Required in person for all new first time in college students	Required in person for all new first time in college students
<b>Tuition &amp; Fee Payments</b>	Cashiers Office on each campus, online via the myFSWportal	Online via the myFSWportal
<b>Textbook Purchases</b>	Campus Bookstores, Online	Online
<b>Technical Support</b>	Walk-ins at Technology Center on Lee Campus, Online ticketing system, Helpdesk via phone or email	Online ticketing system, Helpdesk via phone or email
<b>LMS Technical Support</b>	Online LMS ticketing system, Helpdesk via phone or email	Online LMS ticketing system, Helpdesk via phone or email
<b>Disability Support</b>	Adaptive Services located on each campus	Email. phone
<b>Graduation</b>	Auto graduated - Online opt out in myFSW portal	Auto graduated - Online opt out in myFSW portal

**Office of Adaptive Services**

The Office of Adaptive Services (OAS) is committed to providing an equal educational opportunity for all qualified students with disabilities in compliance with federal and state statues and ensuring that the integrity of all College standards and requirements are maintained. The voluntary self-declaration procedure is independent from the College admission process and all disability records are treated as confidential while being kept separately in the OAS. [\[26\]](#)

Adaptive Services Specialists are available at each campus location to assist with accommodation needs and to coordinate resources to best meet the educational needs of the student with disabilities. The type of accommodations received varies depending on the specifics of the disability, and may include: extended time for testing sessions, less distracting testing environment, sign language interpreters, readers/scribes and the utilization of auxiliary aids.

**Office of the Registrar**

As a department within Academic Affairs, the Office of the Registrar provides academic record keeping services, facilitates registration, maintains the academic catalog, enforces academic policies as they

relate to students, and manages the petitions for exceptions to academic policies and procedures. The office works with and for a variety of constituents to support students as they pursue their educational goals. This support will often take the form of credit re-evaluation, academic second chance petitions, and final degree checks for graduation.

The Office of the Registrar maintains accurate student records, implements faculty decisions concerning curriculum, enforces academic policies, and processes petitions for exceptions to these policies. The office ensures that students, staff, faculty, and administrators can access student records in a manner that both meets their needs and complies with federal, state, and institutional regulations.

The Registrar, in coordination with Technology Services, is charged with providing security measures to assure the integrity of students' academic records. The Registrar's Office on the Lee Campus reviews college transcripts; evaluates transfer credit; certifies graduates; processes outgoing transcripts; and maintains procedures for release of student information in compliance with FERPA guidelines. The Registrar's Office also provides FERPA information to College personnel to ensure the safety and integrity of student records.

Currently enrolled students register via the self-service student portal. The College provides registration computers for students who lack access, and staff is available on all campuses and centers to assist as needed. The class schedule is made available to students before registration begins, which affords them the opportunity to plan ahead. Enrollment services available online enable students to register for classes, pay fees, check schedules, view course grades, request transcripts, and review their academic records. Registration dates are published on the College Calendar via the College website. In addition to internal computerized systems, the College participates in state computerized management services available to state colleges, including the Florida Academic Counseling and Tracking for Students (FACTS) system (also known as Florida Shines). FACTS allows students to complete an application for admission or transient study form online, and provides easy access to transfer information and graduation requirements at FSW and other Florida colleges. <sup>[27]</sup> FSW sends a complimentary transcript to host institutions, for incoming transient students.

Overall, the Office of the Registrar provides students, faculty, and staff with a full suite of records services which include course registration, graduation clearance, and transcript production.

## **Office of Student Engagement**

### **New Student Orientation**

Each campus/center location provides required opportunities, through a centralized process, for all first time in college students to attend a combined Academic Advising and New Student Orientation session in order to participate in course registration prior to the beginning of their inaugural semester. These sessions offer students a convenient and informative “one stop” step in the latter stages of the enrollment pipeline. Students are able to learn about the many resources available to successfully assist them through the upcoming Dedicate to Graduate initiative (two-year transition, retention, and graduation) that is a student development theory informed model intended to be co-curricular with the SLS 1515 Cornerstone class while supporting all students’ learning, growth, and developmental path towards graduation.

Students are informed of unique program details, review degree program requirements and expectations, and develop an academic plan. During orientation sessions, students select courses for the first semester of their enrollment, network with peers and engage in dialogue with faculty, administrators, and staff. Additionally, students are taught how to use the FSW portal to register and drop courses, how to access their FSW email account, and how locate their academic success advisor. Students conclude the program by registering for their upcoming semester courses and then are setup to receive their BucCard (student ID card) and visit any offices or departments on campus that they may have relevant questions about.

### **Student Life and Campus Activities**

The Office of Student Engagement’s goal is to amplify the personal and collective learning, growth, and development in all FSW students by providing a variety of theory to practice, student development informed opportunities for campus involvement, service-learning, leadership development, and participation in other co-curricular activities. Students are able to use the Office of Student Engagement

as a resource and conduit for connection to the campus and surrounding community, explore leadership, and connect with common interests, aspirations, and career goals. Student Engagement provides programming and services areas for students to connect with peers, faculty, staff, and community members through social, cultural, and professional education. By our connection to New Student Orientation and Dedicate to Graduate programming synch with the Cornerstone class, students are able to experience the student development continuum from registration to graduation and apply the co-curricular learning to everyday life. Our mission is to complete the college experience, foster a sense of school pride and connectivity, and support the academic mission.

Additionally, each campus/center location has a campus based Student Government Association Senate advised by the Assistant Directors at each location and reporting up to one college-wide executive board that is advised by the Director of Student Engagement and has direct communication lines to the Vice-President of Student Affairs and Enrollment Management. The Student Government Association offers elected students the opportunity to participate in policy-making discussions at the federal, state, and local levels while promoting campus customs and traditions, engaging fellow students and administrators on current issues of importance to the student body, and guiding the conversation on campus and community civic engagement and allocation of student fee revenue. To hold office and receive a stipend, students must comply with a high level of criteria and exercise a strong level of commitment over time to the governing body and the college to affect change.

All programs and services developed and supported by the Office of Student Engagement are specifically designed to supplement the academic mission of the college, provide students with exceptional co-curricular engagement opportunities, and offer support in shaping all students' route to graduation and subsequent career pursuits.

### **Student Printing**

At FSW we have entered a lease agreement with WEPA, a company that supplies cloud-based printing kiosks throughout all of our campuses and center. With WEPA, students can print directly from any of the library computers or from their laptop, tablet, cell phone, or flash drive. It's a flexible solution that

supports black and white, grayscale, and color printing on letter-sized (8.5"x11") paper—and offers the option for duplex print jobs. [\[28\]](#)

### **Testing Services**

Testing services are available at all campus locations to assist applicants, students, and residents of our service areas in their academic/professional pursuits. Each of the four Testing Centers is designed to facilitate optimal testing conditions while maintaining a comfortable, secure testing environment. The testing services offered include entrance exams, eLearning exams, credit granting exams, makeup exams, other institution exams, and certification exams. The Testing Services web page provides information concerning testing fees, contact information, hours of operation, and links to additional websites containing pertinent information to each specific test. [\[29\]](#)

### **The Writing Center**

The Writing Center is committed to working with faculty to increase students' writing abilities. In an effort to strengthen the commitment, suggestions were developed for how a faculty member can best inform students about FSW's Writing Center services.

- Encourage students to consult our websites for information on hours and locations, a summary of what to expect and how to prepare, links to additional resources, and answers to FAQs. Copy these links to your course syllabus and/or Canvas page:  
[https://www.fsw.edu/academicsupport/lee\\_writingcenter](https://www.fsw.edu/academicsupport/lee_writingcenter)  
<http://fswwritingcenter.tumblr.com/>  
[www.facebook.com/fswwritingcenter](http://www.facebook.com/fswwritingcenter)  
[www.twitter.com/fsw\\_wc](http://www.twitter.com/fsw_wc)
- Invite one of our staff members to visit your class and present a Writing Center orientation. Call 239-489-9378 (campus x11378), or email [Monica.Moore@fsw.edu](mailto:Monica.Moore@fsw.edu) to schedule. We will tailor the orientation to fit your time requirements, but a typical orientation takes 15 minutes.
- Remind students that the Writing Center is not *just* a place for "remedial help;" the Writing Center can help all students with general skill development and writing improvement regardless of their level of writing.
- Visit the Writing Center and get an overview of what it is that we do here and how a typical consultation would go.
- Emphasize that students should come to the Writing Center long before their papers are due so that students have time to make the suggested revisions, consult with you if they have any questions, and/or re-visit the Center for additional help.



- Remind students to bring any materials such as assignment sheets, guidelines, works to be cited, and previously graded papers with comments when they come. The more information students can provide for our Instructional Assistants (IAs), the more catered and personalized each session will be.
- Encourage students to ask for specific types of help with their paper, such as assistance with creating thesis statements, topic sentences, or works cited. Avoid telling them to bring their papers for IAs to "look over," edit, or proofread. The more students can identify their strengths and weaknesses, the more our IAs will be able to focus on those areas, and the more students' writing will improve.

Talk to your students about the value of having a trusted reader provide honest, constructive feedback.

### **Veterans Services**

FSW is a premier institution for Veterans. The FSW Veteran Affairs Office [\[30\]](#) is responsible for the certification of VA Education Benefits and the facilitation of student success. FSW staff in the Veteran Affairs Office are eager to guide students and help them overcome any obstacles they encounter while pursuing their education. FSW has been recognized as "Military Friendly" for the last several years by *G.I. Jobs*. The FSW VA Office also supports and advises *Troops and Students Connect (TaSC)*, a student organization on the main campus. TaSC and the FSW VA office also plan and run the annual Veterans Day and Memorial Day events on campus.

## Supporting Documentation

1. [FSW Advising – Contact Us](#)
2. [Common Prerequisites Manual](#)
3. [FSW Partnership with CareerSource](#)
4. [Early Alert Program Report](#)
5. [Two Plus Two Initiative](#)
6. [FSW Academic Support](#)
7. [Academic Support Centers Assessment Report Fall 2016](#)
8. [Academic Support Centers Assessment Report Spring 2017](#)
9. [FSW Admissions](#)
10. [FSW Campus Bookstore](#)
11. [FSW Online Bookstore](#)
12. [FSW Department of Public Safety](#)
13. [Board of Trustees Policy 6Hx6:7.03](#)
14. [Campus Safety Guide 2016-2017](#)
15. [Safety Manual for Faculty and Staff 2016-2017](#)
16. [FSW Office of Counseling](#)
17. [FSW Dining](#)
18. [FSW Office of Financial Aid](#)
19. [College Catalog – Financial Aid and Fees](#)
20. [Financial Aid Scholarship Information](#)
21. [Office of Financial Aid – Contact Information](#)
22. [Financial Aid TV](#)
23. [Tuition Installment Plan \(TIP\)](#)
24. [Office of Housing and Residence Life](#)
25. [Office of Housing and Residence Life – Living Learning Programming Model](#)
26. [Office of Adaptive Services](#)
27. [FloridaShines](#)
28. [WEPA – Student Printing](#)
29. [FSW Testing Services](#)
30. [Veterans Services](#)

3. The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Comprehensive Standard 3.2.8)**

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College is committed to an effective organizational structure. The College employs highly qualified, exceptional leaders in senior-level positions and all administrative and academic personnel must meet posted qualifications for the positions they hold. Personnel files are maintained for all employees and contain official transcripts, vitas, and other relevant work experience documentation.

Jeffery S. Allbritten returned to Florida SouthWestern State College (then known as Edison State College) on July 31, 2012, after serving as President of Macon State College in Macon, GA from 2011 – 2012.

President Allbritten is the College's fourth president after being unanimously selected by the Board of Trustees on June 1, 2012. Dr. Allbritten served as the president of the Collier campus of Edison State College from 2003 – 2011 where he successfully expanded enrollment and course offerings as well as the campus itself. President Allbritten holds a Doctor of Arts degree in chemistry from Middle Tennessee State University, Murfreesboro, TN, a Master of Science degree in mathematics from Murray State University, Murray, KY, and a Bachelor of Science degree in chemistry, also conferred by Murray State University.

As the newly appointed President of the College, Dr. Allbritten implemented a holistic review of the organizational structure both administratively and academically in the fall 2012. The focus of this review was to engender organizational efficiency and effectiveness; maximize budget distribution to best serve students; create data systems used for decision making; establish an academic structure that is clear, focused and meets program's needs; focus on leadership development; and commit to continuous diagnosis, assessment, and improvement.

As a result of this review process, the organizational framework for the College was revised and now reflects the following:

- The Division of Academic Affairs <sup>[1]</sup> consists of five schools: the School of Arts, Humanities, and Social Sciences, the School of Business and Technology, the School of Education, the School of Health Professions and the School of Pure and Applied Sciences. Academic deans report directly to the Provost and all faculty members report to their academic schools, a practice that is utilized at many colleges and universities. The Director of the Hendry / Glades Center reports to the Provost and meets regularly with the academic deans.

In addition to the academic deans, the Office of the Provost is responsible for Institutional Research, Institutional Effectiveness, Grants & Sponsored Programs, Registrar, Information Technology, and the Office of Accountability which is responsible for regional accreditation compliance, faculty credentialing, and overseeing institutional assessment and effectiveness.

- The Division of Administrative Services <sup>[2]</sup> includes Human Resources, Payroll, Budget, Public Safety, and Facilities. The Office of Financial Aid remains in the division for fiscal oversight and becomes part of the enrollment management process.
- The Division of Student Affairs and Enrollment Management <sup>[3]</sup> contains the Office of Admissions, Academic Advising, Student Engagement, Residential Life, Testing, Adaptive Services, Career Services, Counseling Services, and Student Orientation.
- The Office of the President <sup>[4]</sup> has direct reports from the Vice Presidents, the Chief of Staff, the Executive Director of the FSW Foundation, the General Counsel, and the Director of Government Relations.

**Table 3.2.8 – 1****Academic/Administrative Officer Job Descriptions and Curriculum Vitae**

Academic / Administrative Officer Job Description	Current Member of the Staff	Academic Degree / Discipline
<a href="#">President</a>	<a href="#">Dr. Jeffery Allbritten</a>	D.A. - Chemistry
<a href="#">Chief of Staff</a>	<a href="#">Dr. Henry Peel</a>	Ed.D. - Educational Administration
<a href="#">Regional VP for Economic and Community Development / Campus President – Charlotte Campus</a>	<a href="#">Dr. Denis Wright</a>	Ph.D. - Biological Anthropology
<a href="#">Regional VP for Economic and Community Development / Campus President – Collier Campus</a>	<a href="#">Dr. Robert Jones</a>	Ed.D. - Organizational Leadership
<a href="#">Provost and VP Academic Affairs</a>	<a href="#">Dr. Jeff Stewart</a>	Ph.D. - Educational Leadership, Policy, and Technology Studies
<a href="#">VP Administrative Services</a>	<a href="#">Dr. Gina Doeble</a>	Ed.D. - Leadership in Higher Education Administration
<a href="#">VP Institutional Advancement</a>	<a href="#">Dr. Louis Traina</a>	Ed.D. - Adult and Higher Education
<a href="#">VP Student Affairs and Enrollment Management</a>	<a href="#">Dr. Christine Davis</a>	Ed.D. - Higher Education Leadership
<a href="#">Associate Vice President, Academic Affairs</a>	<a href="#">Dr. Eileen DeLuca</a>	Ph.D. - Curriculum and Instruction
<a href="#">General Counsel</a>	<a href="#">Mark Lupe</a>	J.D. – Law
<a href="#">Director, Governmental Relations</a>	<a href="#">Matthew Holiday</a>	B.S. - Social Science
<a href="#">Assistant VP, Institutional Advancement and Executive Director, Foundation</a>	<a href="#">Susie DeSantis</a>	B.A. - Psychology
<a href="#">Dean – School of Arts, Humanities, and Social Sciences</a>	<a href="#">Dr. Deborah Teed</a>	Ph.D. - Comparative Sociology
<a href="#">Dean – School of Business and Technology</a>	<a href="#">Dr. Tom Rath – Interim</a>	Ed.D. – Educational Leadership
<a href="#">Dean – School of Education</a>	<a href="#">Dr. Larry Miller</a>	Ph.D. - Public Administration
<a href="#">Dean – School of Health Professions</a>	<a href="#">Dr. Marie Collins</a>	Ed.D. - Educational Administration
<a href="#">Dean – School of Pure and Applied Sciences</a>	<a href="#">Dr. Martin McClinton</a>	Ph.D. - Organic Chemistry

## Supporting Documentation

1. [Division of Academic Affairs Organization Chart](#)
2. [Division of Administrative Services Organization Chart](#)
3. [Division of Student Affairs and Enrollment Organization Chart](#)
4. [Office of the President Organization Chart](#)
5. [President Job Description](#)
6. [President Curriculum Vitae](#)
7. [Chief of Staff Job Description](#)
8. [Chief of Staff Curriculum Vitae](#)
9. [Regional VP for Economic and Community Development/Campus President – Charlotte Campus Job Description](#)
10. [Regional VP for Economic and Community Development/Campus President – Charlotte Campus Curriculum Vitae](#)
11. [Regional VP for Economic and Community Development/Campus President – Collier Campus Job Description](#)
12. [Regional VP for Economic and Community Development/Campus President – Collier Campus Curriculum Vitae](#)
13. [Provost and VP Academic Affairs Job Description](#)
14. [Provost and VP Academic Affairs Curriculum Vitae](#)
15. [VP Administrative Services Job Description](#)
16. [VP Administrative Services Curriculum Vitae](#)
17. [VP Institutional Advancement Job Description](#)
18. [VP Institutional Advancement Curriculum Vitae](#)
19. [VP Student Affairs and Enrollment Management Job Description](#)
20. [VP Student Affairs and Enrollment Management Curriculum Vitae](#)
21. [Associate Vice President, Academic Affairs Job Description](#)
22. [Associate Vice President, Academic Affairs Curriculum Vitae](#)
23. [General Counsel Job Description](#)
24. [General Counsel Curriculum Vitae](#)
25. [Director, Governmental Relations Job Description](#)
26. [Director, Governmental Relations Curriculum Vitae](#)
27. [Assistant Vice President, Institutional Advancement and Executive Director of the FSW Foundation Job Description](#)
28. [Assistant Vice President, Institutional Advancement and Executive Director of the FSW Foundation Curriculum Vitae](#)
29. [Dean – School of Arts, Humanities, and Social Sciences Job Description](#)
30. [Dean – School of Arts, Humanities, and Social Sciences Curriculum Vitae](#)
31. [Dean – School of Business and Technology Job Description](#)
32. [Dean – School of Business and Technology Curriculum Vitae](#)
33. [Dean – School of Education Job Description](#)
34. [Dean – School of Education Curriculum Vitae](#)
35. [Dean – School of Health Professions Job Description](#)
36. [Dean – School of Health Professions Curriculum Vitae](#)
37. [Dean – School of Pure and Applied Sciences Job Description](#)
38. [Dean – School of Pure and Applied Sciences Curriculum Vitae](#)

4. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: **(Comprehensive Standard 3.3.1)**

3.3.1.1 educational programs, to include student learning outcomes

Compliance       Non-Compliance

**Narrative:**

Institutional effectiveness (IE) is the extent to which planned outcomes, goals, or objectives are achieved as a result of an activity, strategy, intervention or initiative intended to achieve the desired effect. Each year, Florida Southwestern State College's (FSW) Office of Institutional Effectiveness aids administrative units and academic programs in the development and tracking of their respective effectiveness plans.

Creating a formal effectiveness plan is an important step in consistently documenting the continuous improvement efforts in which educational leaders engage at FSW.

Each academic unit at FSW is responsible for developing an IE plan for the upcoming academic year.

Staff, faculty members, and academic leaders work together to develop their IE plans and reports, ensuring that all of the required elements are included. An effectiveness plan contains the following elements: expected student learning outcomes, program/operational goals, assessments, and measures of success. At the end of every year, each academic unit is responsible for developing an IE report, which includes all of the previous elements as well as data/evidence, use of data/evidence results to make improvements, and an evaluation of changes made in the previous assessment cycle. Academic units use the data and evidence of results to make program improvements, which are referenced in the IE report and become integral to the following year's IE plan.

During the 2015-2016 cycle, academic units identified student learning outcomes and operational outcomes, and assessed themselves according to these outcomes. Student learning outcomes for each academic program detail the outcomes or goals established, identify the measures of assessment, the assessment results (data/evidence), and how the results will be used to make program improvements. For the operational outcomes, all academic degree programs set goals, collected data, and used the

results to inform course and program improvement based on the following components: Enrollment, Completion, Progression, Course Data, Success, and Satisfaction.

The Florida SouthWestern State College framework for institutional effectiveness provides a guide for all educational programs and is visually represented in Figure 1.

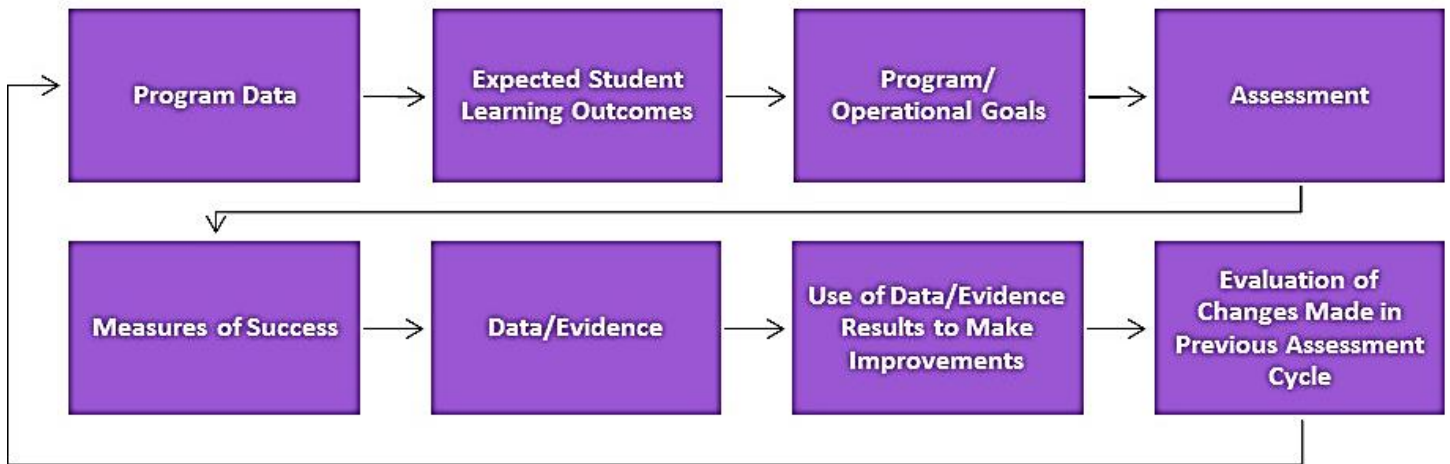


Figure 1. The Florida SouthWestern State College framework for institutional effectiveness for educational programs.

A sample of one student learning outcome and one operational outcome for every FSW academic degree program is subsequently presented.

### Student Learning Outcomes

Methods utilized by the academic programs to assess student learning outcomes included calculations of mean scores, meeting benchmarks, passing rates, and analysis of baseline course assessments using **classical test theory (CTT) and item-response theory (IRT)**.

### School of Arts and Sciences

Table 3.3.1.1 – 1 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 student learning outcomes for the AA-General Education academic program in the School of Arts and Sciences (SoAS).

**Table 3.3.1.1 – 1  
SoAS 2015-2016 Student Learning Outcome**

Academic Program	Program Activity	Assessment Results	Use of Results
AA-General Education	Students demonstrate they will be able to	The goal of achieving a mean score of 2.8 or	On May 10, 2016, the Learning Assessment



Academic Program	Program Activity	Assessment Results	Use of Results
	<p>communicate effectively using standard English (written or oral). The expectation was that students would achieve a mean score of 2.8 or higher for each dimension on the AAC &amp; U “Communication Vale Rubric.” In addition, 60% of student artifacts will receive a score of 3 or higher on all rubric dimensions. Further, achievement will be assessed based on the number of student artifacts receiving a score of 3 or higher on relevant dimensions of the rubric across sites (Online, Dual Enrollment, and Traditional). The percentage of students scoring 3 or higher will not be statistically significantly different across the three sites.</p>	<p>higher for each dimension for Written Communication was met in 1 of 5 areas (“Context of and Purpose for Writing”). The goal of achieving a mean score of 2.8 or higher for each dimension for Oral Communication was not met. The goal of 60% of artifacts scoring 3 or higher for Written Communication was met in 3 (Context of and Purpose for Writing, Genre and Disciplinary Conventions, Control of Syntax and Mechanics) of the 5 areas and nearly met in the fourth (Content Development, 57%). The goal of 60% of artifacts scoring 3 or higher for Oral Communication was not met. (Note: the goals for Oral were based on AY 2014-2015 results, which did not include an oral communications study.) Twenty-five sample assignments (22 face-to-face courses, 2 online courses, 1 dual enrollment course) were volunteered from AA courses. The goal of the percentage of students scoring 3 or higher by rubric dimensions not being statistically significantly different across the three sites was met in</p>	<p>Committee, Discipline Chairs, General Education scorers, and Deans met to review results from the AY 2015-2016 General Education Assessment of Written and Oral Communication. Based on the quantitative and qualitative data presented, the committee came to the following conclusions:</p> <ol style="list-style-type: none"> <li>1. Attendees discussed ways to increase communication with and support for Dual Enrollment instructors to ensure comparable instruction and achievement as well as participation in assessment.</li> <li>2. Most attendees agreed that QR and CT would be strong choices for the next assessment cycle.</li> <li>3. The attendees agreed with the value of continuing the Effective Research Assignment Guidelines Panel as well other professional development related to improving assignment guidelines, information literacy and supporting student research writing.</li> </ol> <p>August 16, 2016, the Dean, Pure and Applied Science and Interim Dean, Arts, Humanities,</p>

Academic Program	Program Activity	Assessment Results	Use of Results
		all cases except one (Traditional vs. Online for “Sources and Evidence”). Fisher’s Exact Test on the proportions of those achieving 3 or higher between groups was found to be statistically significantly different (p = 0.019).	Social Sciences, met with Associate Vice President of Academic Affairs, and the Director of Academic Assessment to review these data and discuss ways to further support faculty as they design professional development across and within disciplines

**School of Business & Technology**

Table 3.3.1.1 – 2 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 student learning outcomes for each of the 11 academic programs within the School of Business and Technology (SoBT).

**Table 3.3.1.1 – 2  
SoBT 2015-2016 Student Learning Outcomes**

Academic Program	Program Activity	Assessment Results	Use of Results
BAS-Public Safety Admin.	Candidates of PAD courses, including Public Safety Administration Capstone (PAD 4878), will apply knowledge of the ability to formulate a public policy proposal through the completion of a capstone final project, essay assignments, discussion assignments, research assignments, and a course final project. Candidates will complete a comprehensive analytical research project. The capstone oral assessment rubric is used to evaluate the presentation of the project.	The Oral Assessment Rubric was used to evaluate the capstone project related to this program outcome and 10 of 13 (76.9%) candidates achieved a score of 80% or higher. An overall average score of 84.1% was achieved based on all capstone projects submitted for course PAD 4878. The Written Assessment Rubric was used to evaluate the capstone project related to this program outcome and 10 of 13 (76.9%) candidates achieved a score of 80% or higher. An overall average score of 88.84% was achieved	The results for 2015/16 will be compared against academic year 2016/17 when results are available. Faculty members will continue to monitor student progress and recommend alterations if necessary in the future.

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>Candidates will write and present a final project, to include a power point presentation, to which this Program Outcome is related. The PAD Final Rubric is used to evaluate the final projects.</p> <p>Candidates will write short answer essays to specific questions to which this Program Outcome is related. The PAD Essay Rubric is used to evaluate the essay assignments.</p> <p>Candidates will research and post non scholarly articles and discuss with other students these articles to which this Program Outcome is related. The PAD Discussion Rubric is used to evaluate the discussions.</p> <p>Candidates will write a summary and evaluate scholarly articles researched from FSW's Richard H. Rush Library related to this Program Outcome. The PAD Research Rubric is used to evaluate the research assignments</p> <p>The essay, discussion and research assignments are a combined total and average of all assignments used for this purpose. 80% of the assignments will earn a grade of 80% or higher on the research rubric associated with this Program Outcome.</p>	<p>based on all capstone projects submitted for course PAD 4878. Using the PAD Essay, Discussion, and Research Rubrics to evaluate the essays, discussion, and research assignments, 1146 of 1178 assignments achieved this program outcome at the benchmark level. An overall average score of 91.3% was achieved for this program outcome based on these measurements.</p> <p>All assessment methods reached the 80%/80% benchmark.</p>	

Academic Program	Program Activity	Assessment Results	Use of Results
	The benchmark indicates that 80% of candidates will achieve a score of 80% or higher on assignments for the program outcome		
BAS-Supervision & Mgt.	Utilize information technology to maximize business processes and return on investment (ROI). At least 75% of students will correctly answer at least 75% of the questions 65-73 in the Information Technology section on the Capstone Post Test.	Results for this assessment method were derived from the single section of Management Capstone (MAN 4915) offered during the Fall 2015 semester, with 26 students included in the course. Results for the Fall 2015 question group illustrated that 24 of 26, or <b>92%</b> , of the students achieved the assessment benchmark related to the Capstone Post Test's section relevant to Information Technology.	This assessment will continue to be used because this course is begin phased out and replaced by a different course. The results have been up to expectations so there is no need to make adjustments.
AS-Accounting Technology	Students will apply breakeven analysis in an appropriate business decision making process. From the breakeven analysis section of the Managerial Accounting ACG 2071 course final exam, students are expected to correctly answer five of the seven questions, or (71.4%), from the following question group: 13, 14, 15, 16 and 39, 40, 41.	<u>Fall 2015</u> : Results collected for this assessment were derived from Managerial Accounting (ACG 2071) included 41 students from 2 of 3 sections where captured and identified for this assessment group. The third ACG 2071 section, an online only section, could not be utilized due to data extraction difficulties (online exam questions were not concordant with the ground sections' questions). The final exam results for Fall 2015: 13, 14, 15, 16 and 39, 40, 41 illustrates that <b>54%</b> , or 22 of the 41 students' scores achieved the established rate of 70% or higher.	The accounting faculty will continue to collaborate in developing an effective process to assure that all accounting assessments rigorously test all accounting learning outcomes. In addition, the faculty will develop a procedure to assure that all assessments are properly administered and that all data is accurately reported on or before the required reporting date. Results from this outcome will be shared with faculty for potential changes in

Academic Program	Program Activity	Assessment Results	Use of Results
		<p><u>Spring 2016</u>: Results collected for this assessment were derived from Managerial Accounting (ACG 2071) included 37 students from 2 of 4 sections were captured and identified for this assessment group. The third &amp; fourth ACG 2071 sections, both online sections, could not be utilized due to extraction difficulties (online exam questions were not concordant with the ground sections' questions). The final exam results for Spring 2016: 13, 14, 15, 16 and 39, 40, 41 illustrates that <b>57%</b>, or 21 of the 37 students' scores achieved the established rate of 70% or higher.</p>	<p>instruction and other interventions to improve future results. Upon analysis of those section of this report for which we gathered data, the attainment rates are unacceptably low. The mean scores are well below the target of 70% and the pass rates are also below the target. There is a disconnect between some ground and online sections and data was not usable from a number of sections. During this assessment cycle, two problems will be addressed before the next data cycle. First, steps will be taken to assure that all teaching faculty are using the prescribed assessment tool and that these tools are administer evenly across all sections. Second, the faculty will analyze the most often missed questions to determine the cause for the low mean scores. This analysis will focus on the questions themselves to assure that they are clearly stated. The second part will be to look at the course itself to assure that the faculty is covering these topics in such a way as to help student attain the mastery they need.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
<p>AS-Arch. Design. &amp; Const. Tech.</p>	<p>Program graduates will be able to interpret engineering drawings and construction documents, and produce architectural and structural drawings. Student achievement of this learning outcome is assessed by questions in the standard exams for EGS 1001, BCN 1272, and BCN 2710.</p> <p><b>The expectation/measure of success is that 80% of the students will score 80% or above in the standard exams. Student achievement of this learning outcome is assessed by final project presentations in ETD 1320, ETD 1390, ETD 1530, and ETD 2340 (Project Presentation Rubric).</b></p> <p><b>The expectation/measure of success is that 80% of the students will score 80% or above in the final project presentation.</b></p>	<p>Results from this assessment were determined to be inaccurate based on the following reasons:</p> <ul style="list-style-type: none"> <li>• Assessment were not embedded in ground or online course shells and therefore did not follow SoBT methodology.</li> <li>• Minimal frequency of results were found available to be reliable and valid.</li> </ul>	<p>SoBT administration and the Faculty Coordinator have determined that 2014-2015 results will be used as a baseline for newly revised assessments and assessment rubrics implemented in Fall 2016 to be reported out in Spring 2017. This will enable a recalibration of the following:</p> <ul style="list-style-type: none"> <li>• Mapping of course learning outcomes to State of Florida frameworks (i.e. program outcomes) for 2016-2017</li> <li>• Placement of corresponding assessments and their rubrics into Canvas for data collection.</li> </ul> <p>All faculty teaching in this area have been trained in either ground-based Canvas course administration or online Canvas course administration. In order to implement this plan, the Associate Dean of Business and Technology will conduct a meeting in September 2016 with the Faculty Coordinator of Technology programs and all faculty teaching in this discipline. From this meeting a cycle of learning/program outcome assessment</p>

Academic Program	Program Activity	Assessment Results	Use of Results
			will be determined and implemented.
AS-Bus. Admin. & Mgt.	Students will demonstrate the application of basic marketing principles and concepts. At least 75% of students will	<u>Fall 2015 assessment:</u> 196 artifacts were collected for GEB 1011 from 8 of 9 course sections. In the ninth section, the assessment	Area faculty will continue to collaborate in developing an effective process to assure that all learning and program outcome

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>achieve a grade of 60% or higher on the questions related to this learning outcome on the Introduction to Business (GEB 1011) program exit exam. Questions 17, 18, 19 and 39-50 from the Introduction to Business (GEB 1011) program exit exam are relevant to this learning outcome assessment.</p>	<p>was not available through the Learning Management System. 94 students passed the assessment out of a total of 196, for a percentage of <b>48%</b>. <u>Spring 2016 assessment</u>: 177 artifacts were collected for GEB 1011 from 9 of 10 course sections. In the tenth section, the assessment was available through the Learning Management System but answers were shuffled, making data extraction difficult. 94 students passed the assessment out of a total of 177, for a percentage of <b>53%</b>.</p>	<p>assessments rigorously test all accounting learning outcomes. Results from this outcome will be shared with faculty for potential changes in instruction and other interventions to improve future results. Upon analysis of the results of MAN 2021, there are 2 goals for the next assessment cycle.</p> <p>First: Faculty will be trained to assure that all sections are administered the course assessment tool as required. The results of this report indicate that one section was not assessed properly last cycle. This is likely a training issue for faculty.</p> <p>Second: We will look at the SLOs with have results with are below our goal and match them up to the questions used to test these SLOs. The poor results are likely caused by one or both of two things. First, the questions on the tool will be reviewed to determine if they are well worded and valid. Second, the curriculum will be reviewed to assure that the faculty is addressing each SLO in such a manner as to assure Mastery of each topic.</p>



Academic Program	Program Activity	Assessment Results	Use of Results
AS-Civil Engineering Tech.	<p>Program graduates will be able to recognize the use and strength of the various construction materials and analyze physical and mechanical properties of soil and concrete.</p> <p>Student achievement of this learning outcome is assessed by questions in the standard exams, field trip reports, and writing assignments for BCN 1040, BCN 2710, and BCN 1230C. The expectation/measure of success is that 80% of the students to score 80% or above in the course (exams and assignments).</p>	<p>Results from this assessment were determined to be inaccurate based on the following reasons:</p> <ul style="list-style-type: none"> <li>• Assessment were not embedded in ground or online course shells and therefore did not follow SoBT methodology.</li> <li>• Minimal frequency of results were found available to be reliable and valid.</li> </ul>	<p>SoBT administration and the Faculty Coordinator have determined that 2014-2015 results will be used as a baseline for newly revised assessments and assessment rubrics implemented in Fall 2016 to be reported out in Spring 2017. This will enable a recalibration of the following:</p> <ul style="list-style-type: none"> <li>• Mapping of course learning outcomes to State of Florida frameworks (i.e. program outcomes) for 2016-2017</li> <li>• Placement of corresponding assessments and their rubrics into Canvas for data collection.</li> </ul> <p>All faculty teaching in this area have been trained in either ground-based Canvas course administration or online Canvas course administration. In order to implement this plan, the Associate Dean of Business and Technology will conduct a meeting in September 2016 with the Faculty Coordinator of Technology programs and all faculty teaching in this discipline. From this meeting a cycle of learning/program outcome assessment will be determined and implemented.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
AS-Comp. Prog. & Analysis.	<p>Create documentation for software design, testing methodologies and user support procedures. Students will be assessed using programming projects and examinations with rubrics mapped to the student learning outcomes and the State of Florida AS Programming and Analysis framework. The following learning outcome was used: <b>LO4 Apply best documentation practices within programs at an introductory level.</b> In the COP1000 course students were required to complete a Final Programming project that required students to develop a software project of their choice and to document their designs using industry standards and practices. Their projects were evaluated using the Final Project rubric.</p>	<p>In the Fall 2015 COP1000 of the 59 students that were enrolled in the class, 33 students earned a grade of 70% or higher on the Final Programming project, 18 students did not submit a project, 7 students scored less than 70% and 37 students passed the course with 70% or higher.</p>	<p>Since this is the first year of a two year cycle the results will be reviewed during FY2017-2018.</p>
AS-Crime Scene Tech.	<p>Candidates enrolled in CJE 1640, Introduction to Crime Scene Technology will apply knowledge of appropriate evidence collection techniques in the collection and development of evidence through the completion of essay assignments, discussion and participation, and a final project. The benchmark indicates</p>	<p>Using the rubrics to evaluate this outcome, 42 candidates achieved this program outcome at the benchmark level. An overall average score of 86.4% was achieved for this program outcome based on these measurements.</p>	<p>For this learning outcome, all assessment methods met a minimum of 80% success in academic achievement with 88% of the students reaching this goal. This is also referred to as the 80%/80% benchmark. These results for 2015/16 will be compared against academic year 2016/17 when results are</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>that 80% of candidates will achieve a score of 80% or higher on assignments.</p> <p>Introduction to Crime Scene Technology (CJE 1640), Final Project Used to Measure this particular Program Outcome. Candidates will write and present a final project, short answer essays, and discussions including a power point presentation, to which this program outcome is related. The measurement is a combined total and average of all assignments submitted for CJE 1640 courses. The Written Assignment Rubric and Discussion Rubric will be used to evaluate the final projects, with the benchmark that 80% of candidates will earn a grade of 80% or higher on the final projects for CJE 1640 courses.</p>		<p>available. Results will then be analyzed. In addition, data is being collected and measured on a five year cycle. It is anticipated that as the results' pool grows larger, the data will become more reliable.</p>
AS-Criminal Justice Tech.	<p>Candidates of Criminal Investigation Techniques (CJE 2600) course will apply knowledge of criminal investigation techniques through the completion of essay assignments, discussion assignments, and a final project. The benchmark indicates that 80% of candidates will achieve a score of 80% or higher on assignments for the program outcome.</p>	<p>Using the rubrics to evaluate this outcome, 25 candidates achieved this program outcome at the benchmark level. An overall average score of 75% was achieved for this program outcome based on these measurements.</p>	<p>For this learning outcome, all assessment methods did not meet a minimum of 80% success in academic achievement with 72% of the students reaching this goal. This is also referred to as the 80%/80% benchmark. These findings will be discussed with faculty followed by the results for 2015/16 being compared against</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>Candidates will write short answer essays, participate in discussions, and prepare a final project and presentation to which this program outcome is related. The measurement is based on a combined total and average of all assignments relating to this program outcome. The Written Assignment Rubric, Discussion Rubric, and Final Rubric will be used to evaluate these assignments.</p>		<p>academic year 2016/17 when results are available. Results will then be analyzed. In addition, data is being collected and measured on a five year cycle.</p>
<p>AS-Network Systems Tech.</p>	<p>Describe how TCP and UDP Port addresses, IP addresses, and MAC addresses function, and how they are used to deliver data across the network. Students will be assessed using common course lab exercises with rubrics and exams with questions mapped to the student learning outcomes and the State of Florida AS Network Systems Technology framework. Beginning Fall 2015, CGS2260 Computer Hardware and Software Maintenance was replaced with CTS1133 Computer Software and CTS1131 Computer Hardware for all new students entering the AS Network Systems Technology and its associated certificate programs therefore the following learning outcomes will be used: LO 4 Configure Windows Networking and Resources</p>	<p><b>The results for this outcome indicated that all students in the CNT1000 and CTS2334 classes exceeded expectations; however, in the fall 2015 CTS1133 course, 59% of the students met or exceeded expectations.</b></p>	<p><b>Upon analysis this was the first time this class was offered online and several students did not complete the labs associated with this outcome.</b></p>

Academic Program	Program Activity	Assessment Results	Use of Results
	LO 5 Develop hardware troubleshooting methodologies		
AS-Paralegal Studies	<p>Candidates of PLA 2200, Litigation, will apply knowledge of trial practices and procedures by preparing and responding to discovery requests. The benchmark indicates that 80% of candidates will achieve a score of 80% or higher on assignments for the program outcome.</p> <p><b>PLA 2942 Capstone Measure of Knowledge of All Phases of Trial Practice and Procedures:</b> Candidates will complete a comprehensive portfolio designed to measure candidates' ability to integrate and apply the program outcomes. The measurement is based on a combined total and average of portfolio scores relating to this program outcome. The Portfolio rubric was used to evaluate the portfolio section relating to this program outcome.</p> <p><b>Litigation (PLA 2200), Essay Assignments Used to Measure Knowledge of All Phases of Trial Practice and Procedures:</b> Candidates completed essays to apply knowledge of trial practice and</p>	<p><b>PLA 2942 (Assessment 1)</b>  <u>Fall 2015:</u> 3 out of 4, or <b>75%</b>, of students achieved 80% or higher on this assessment.  <u>Spring 2016:</u> 13 out of 15, or <b>87%</b>, of students achieved 80% or higher on this assessment.</p> <p><b>Litigation (PLA 2200), Essay Assignments (Assessment 2)</b>  <u>Fall 2015:</u> 20 out of 22, or <b>91%</b>, of students achieved 80% or higher on this assessment.  <u>Spring 2016:</u> 17 out of 23, or <b>74%</b>, of students achieved 80% or higher on this assessment.</p> <p><b>Litigation (PLA 2200), Research/Document Drafting Assignments (Assessment 3)</b>  <u>Fall 2015:</u> 20 out of 22, or <b>91%</b>, of students achieved 80% or higher on this assessment.  <u>Spring 2016:</u> 19 students out of 23, or <b>83%</b>, of students achieved 80% or higher on this assessment.</p> <p><b>Litigation (PLA 2200), Discussion and Participation (Assessment 4)</b>  <u>Fall 2015:</u> 21 students out of 22, or <b>95%</b>, of students achieved 80% or higher on this assessment.  <u>Spring 2016:</u> 22 students out of 23, or <b>96%</b>, of students</p>	<p><u>Assessment Method 1:</u> Benchmark will be raised to 82/82.</p> <p><u>Assessment Method 2:</u> Benchmark will remain 80/80.</p> <p><u>Assessment Methods 3 and 4:</u> Benchmarks for both Assessments 3 &amp; 4 will be raised to 82/82.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>procedures to typical hypothetical client situations to which this program outcome is related. The measurement is based on a combined total and average of all essay assignments from PLA 2200 courses relating to this program outcome. The Written Assignment Rubric was used to evaluate essay assignments.</p> <p><b>Litigation (PLA 2200), Research/Document Drafting Assignments Used to Measure Knowledge of Trial Practice and Procedures:</b> Candidates completed legal research/document drafting assignments to demonstrate knowledge of trial practice and procedures. The measurement is based on a combined total and average of all research/document drafting projects from PLA 2200 courses. The Written Assignment Rubric was used to evaluate the research/document drafting projects.</p> <p><b>Litigation (PLA 2200), Discussion and Participation used to measure knowledge of Trial Practice and Procedures:</b> Candidates completed the assigned reading materials and were evaluated for discussion and</p>	<p>achieved 80% or higher on this assessment.</p>	

Academic Program	Program Activity	Assessment Results	Use of Results
	participation in the classroom for ground courses and the discussion board assigned postings in online courses. The measurement is based on a combined total and average of all discussion assignments for the course relating to this program outcome. The discussion rubric was used to evaluate the discussion assignments.		

**School of Education**

Table 3.3.1.1 – 3 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 student learning outcomes for each of the six (6) academic programs within the School of Education (SoE). For the student learning outcomes, the SoE developed baseline course assessments (used across multiple courses as a means of assessment) to determine student achievement of competencies in EDF 2005 (*Introduction to the Teaching Profession*), EDF 2085 (*Introduction to Diversity in Education*), and EME 2040 (*Introduction to Technology for Educators*). Items on the course assessments were analyzed **to determine if each item functions in a way that draws upon classical test theory (CTT) and item-response theory (IRT). These approaches draw upon an assumption that test items "tap" into the content knowledge a student legitimately has learned. This content knowledge is considered a "latent" construct that may be measured psychometrically. Best practices for test development are carefully laid out by the National Council on Measurement in Education (NCME), the American Psychological Association (APA) and the American Statistical Association (ASA) in a joint publication (2014). The evidence will be used for continuous improvement planning in the 2016-2017 academic year. Note: *Introduction to Technology for Educators* is no longer a required course for the academic programs in the SoE.**

Table 3.3.1.1 – 3

**SoE 2015-2016 Student Learning Outcomes**

<b>Academic Program</b>	<b>Program Activity</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p>BS-Elementary Education</p>	<p>A baseline measure will be developed to determine student achievement of competencies in EDF 2005, Introduction to The Teaching Profession, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.</p>	<p><b>The FSW Office of Academic Assessment analyzed data collected from EDF 2085 in Fall 2015 and Spring 2016. The assessment analysts from that office provided the School of Education with an Item Analysis interpretation of the results. Items 1-7 offer an analysis of test questions on the course assessment to determine if each item functions in a way that draws upon classical test theory (CTT) and item-response theory (IRT). In an item analysis of the 50 questions in the common course assessment questions 1, 2, 7, 10- 15, 17-19, 28, 29, 31, 38, and 42 are considered ‘too easy’ according to accepted standards. Additionally, question 6 is considered ‘too difficult’ according to accepted standards. Item 2 provides evidence worthy of continuous improvement efforts. The Office of Academic Assessment also provided analysis of course assessment data for measurement invariance testing to determine the extent to which the mode of instrument makes a measurable effect on student performance.</b></p>	<p><b>This evidence will be used for 2016-2017 continuous improvement planning. A deeper analysis of the assessments will be conducted.</b> Results will be used to develop academic year 2016-2017 Effectiveness Plans. Foci will be on better understanding the measurement invariance related to the modalities of instruction.</p>



Academic Program	Program Activity	Assessment Results	Use of Results
		<p>The desired outcome is that there is no difference in student performance according to mode of instruction (null hypothesis). Several reasons could account for the difference in performance between the two samples. The SoE recognizes that dual enrollment students taking courses at their high school locations could be receiving better one-on-one supports, the population is traditionally a more high-achieving group. The SoE will consider possible interventions to address the invariance reported in these results.</p> <p>Assessments submitted online in EDF 2085 are performing a truly higher rate than those submitted traditionally. As part of the SoE review of online versus traditional instruction, this result will be considered within its contextual uniqueness. Despite mean-level differences, this result indicates positive evidence that the assessment method administered is not biased one modality due to lack of statistical significance and/or low sample</p>	

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>sizes. Taken altogether, these results indicate that assessments submitted online in EDF 2085 are performing a truly lower rate than those submitted traditionally. Consistent with findings from Fall 2015 data, Spring 2016 performance for students taking online assessments is lower than those assessments given in person. Overall, FSW Online students; however, do better, but not in a statistically significant way.</p>	
<p>BS-Middle Grade Sci. Ed.</p>	<p>A baseline measure will be developed to determine student achievement of competencies in EDF 2085, Introduction to Diversity in Education, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.</p>	<p><b>The FSW Office of Academic Assessment analyzed data collected from EDF 2085 in Fall 2015 and Spring 2016. The assessment analysts from that office provided the School of Education with an Item Analysis interpretation of the results. The FSW School of Education has reviewed these interpretations of the data. To explain the poor item difficulty and discrimination in the items, it should be noted that the common assessment given in EDF 2085 is currently administered as an "open book" exam, a typical outcome for scores derived from a lack of a variability in</b></p>	<p><b>This evidence will be used for 2016-2017 continuous improvement planning. A deeper analysis of the assessments will be conducted.</b> Results will be used to develop academic year 2016-2017 Effectiveness Plans. Foci will be on better understanding the measurement invariance related to the modalities of instruction.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>the data set. Similarly, the high achievement on the SLOs as well as the stronger negative skew towards higher scores can be explained by the "open book" administration of the assessment. The Office of Academic Assessment also provided analysis of course assessment data for measurement invariance testing to determine the extent to which the mode of instrument makes a measurable effect on student performance. The desired outcome is that there is no difference in student performance according to mode of instruction (null hypothesis). Results indicate positive evidence that the assessment method administered is not biased towards dually enrolled students nor is it biased towards non-dual enrollment students. Results indicate that assessments submitted online in EDF 2085 are performing a truly lower rate than those submitted traditionally. Results indicate positive evidence that the assessment method administered is not biased towards dually enrolled students nor is it biased towards</p>	

Academic Program	Program Activity	Assessment Results	Use of Results
BS-Middle Grades LA Ed.	A baseline measure will be developed to determine student achievement of competencies in EME 2040, Introduction to Technology for Educators, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.	<p><b>non-dual enrollment students.</b></p> <p>No results can be reported for EME 2040 for the 2015-2016 academic year. EME 2040 ran only three or four sections in the Fall 2015 semester and did not meet the criteria for having been offered in all three modalities. Although a rubric was developed and the course was included in the Learning Assessment Committee (LAC) plan, several instructors did not use the rubric correctly, and the data was deemed either invalid or inconsequential.</p>	With no results to report and with Introduction to Technology for Educators no longer a required course for the academic programs in the School of Education, next year's planning cycle is not likely to continue student learning outcomes tracking for this course.
BS-Middle Grades Math Ed.	A baseline measure will be developed to determine student achievement of competencies in EDF 2005, Introduction to The Teaching Profession, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.	<p><b>The FSW Office of Academic Assessment analyzed data collected from EDF 2085 in Fall 2015 and Spring 2016. The assessment analysts from that office provided the School of Education with an Item Analysis interpretation of the results. Items 1-7 offer an analysis of test questions on the course assessment to determine if each item functions in a way that draws upon classical test theory (CTT) and item-response theory (IRT).</b> In an item analysis of the 50 questions in the common course assessment questions 1, 2, 7, 10- 15, 17-19,</p>	<p><b>This evidence will be used for 2016-2017 continuous improvement planning. A deeper analysis of the assessments will be conducted.</b></p> <p>Results will be used to develop academic year 2016-2017 Effectiveness Plans. Foci will be on better understanding the measurement invariance related to the modalities of instruction.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>28, 29, 31, 38, and 42 are considered 'too easy' according to accepted standards. Additionally, question 6 is considered 'too difficult' according to accepted standards.</p> <p><b>Item 2 provides evidence worthy of continuous improvement efforts. The Office of Academic Assessment also provided analysis of course assessment data for measurement invariance testing to determine the extent to which the mode of instrument makes a measurable effect on student performance. The desired outcome is that there is no difference in student performance according to mode of instruction (null hypothesis). Several reasons could account for the difference in performance between the two samples. The SoE recognizes that dual enrollment students taking courses at their high school locations could be receiving better one-on-one supports, the population is traditionally a more high-achieving group. The SoE will consider possible interventions to address the invariance reported in these results.</b></p>	

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>Assessments submitted online in EDF 2085 are performing a truly higher rate than those submitted traditionally. As part of the SoE review of online versus traditional instruction, this result will be considered within its contextual uniqueness. Despite mean-level differences, this result indicates positive evidence that the assessment method administered is not biased one modality due to lack of statistical significance and/or low sample sizes. Taken altogether, these results indicate that assessments submitted online in EDF 2085 are performing a truly lower rate than those submitted traditionally. Consistent with findings from Fall 2015 data, Spring 2016 performance for students taking online assessments is lower than those assessments given in person. Overall, FSW Online students; however, do better, but not in a statistically significant way.</p>	
BS-Secondary Biology Ed.	A baseline measure will be developed to determine student achievement of competencies in EDF	The FSW Office of Academic Assessment analyzed data collected from EDF 2085 in Fall 2015 and Spring 2016.	This evidence will be used for 2016-2017 continuous improvement planning. A deeper

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>2085, Introduction to Diversity in Education, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.</p>	<p><b>The assessment analysts from that office provided the School of Education with an Item Analysis interpretation of the results. The FSW School of Education has reviewed these interpretations of the data. To explain the poor item difficulty and discrimination in the items, it should be noted that the common assessment given in EDF 2085 is currently administered as an "open book" exam, a typical outcome for scores derived from a lack of a variability in the data set. Similarly, the high achievement on the SLOs as well as the stronger negative skew towards higher scores can be explained by the "open book" administration of the assessment. The Office of Academic Assessment also provided analysis of course assessment data for measurement invariance testing to determine the extent to which the mode of instrument makes a measurable effect on student performance. The desired outcome is that there is no difference in student performance according to mode of instruction (null hypothesis). Results indicate</b></p>	<p><b>analysis of the assessments will be conducted.</b> Results will be used to develop academic year 2016-2017 Effectiveness Plans. Foci will be on better understanding the measurement invariance related to the modalities of instruction.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
		<p><b>positive evidence that the assessment method administered is not biased towards dually enrolled students nor is it biased towards non-dual enrollment students. Results indicate that assessments submitted online in EDF 2085 are performing a truly lower rate than those submitted traditionally. Results indicate positive evidence that the assessment method administered is not biased towards dually enrolled students nor is it biased towards non-dual enrollment students.</b></p>	
<p>BS-Secondary Math Ed.</p>	<p>A baseline measure will be developed to determine student achievement of competencies in EDF 2005, Introduction to The Teaching Profession, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.</p>	<p><b>The FSW Office of Academic Assessment analyzed data collected from EDF 2085 in Fall 2015 and Spring 2016. The assessment analysts from that office provided the School of Education with an Item Analysis interpretation of the results. Items 1-7 offer an analysis of test questions on the course assessment to determine if each item functions in a way that draws upon classical test theory (CTT) and item-response theory (IRT). In an item analysis of the 50 questions in the common course assessment questions</b></p>	<p><b>This evidence will be used for 2016-2017 continuous improvement planning. A deeper analysis of the assessments will be conducted.</b> Results will be used to develop academic year 2016-2017 Effectiveness Plans. Foci will be on better understanding the measurement invariance related to the modalities of instruction.</p>



Academic Program	Program Activity	Assessment Results	Use of Results
		<p>1, 2, 7, 10- 15, 17-19, 28, 29, 31, 38, and 42 are considered 'too easy' according to accepted standards. Additionally, question 6 is considered 'too difficult' according to accepted standards.</p> <p><b>Item 2 provides evidence worthy of continuous improvement efforts. The Office of Academic Assessment also provided analysis of course assessment data for measurement invariance testing to determine the extent to which the mode of instruction makes a measurable effect on student performance. The desired outcome is that there is no difference in student performance according to mode of instruction (null hypothesis). Several reasons could account for the difference in performance between the two samples. The SoE recognizes that dual enrollment students taking courses at their high school locations could be receiving better one-on-one supports, the population is traditionally a more high-achieving group. The SoE will consider possible interventions to address the invariance</b></p>	

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>reported in these results.</p> <p>Assessments submitted online in EDF 2085 are performing a truly higher rate than those submitted traditionally. As part of the SoE review of online versus traditional instruction, this result will be considered within its contextual uniqueness. Despite mean-level differences, this result indicates positive evidence that the assessment method administered is not biased one modality due to lack of statistical significance and/or low sample sizes. Taken altogether, these results indicate that assessments submitted online in EDF 2085 are performing a truly lower rate than those submitted traditionally. Consistent with findings from Fall 2015 data, Spring 2016 performance for students taking online assessments is lower than those assessments given in person. Overall, FSW Online students; however, do better, but not in a statistically significant way.</p>	
AS-Early Childhood Ed.	A baseline measure will be developed to determine student	The FSW Office of Academic Assessment analyzed data collected	This evidence will be used for 2016-2017 continuous

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>achievement of competencies in EDF 2005, Introduction to The Teaching Profession, for each of the following modalities: on-campus, online, and within dual enrollment. Common course assessments will be analyzed to determine baseline metrics for each modality.</p>	<p><b>from EDF 2085 in Fall 2015 and Spring 2016. The assessment analysts from that office provided the School of Education with an Item Analysis interpretation of the results. Items 1-7 offer an analysis of test questions on the course assessment to determine if each item functions in a way that draws upon classical test theory (CTT) and item-response theory (IRT).</b> In an item analysis of the 50 questions in the common course assessment questions 1, 2, 7, 10- 15, 17-19, 28, 29, 31, 38, and 42 are considered 'too easy' according to accepted standards. Additionally, question 6 is considered 'too difficult' according to accepted standards. <b>Item 2 provides evidence worthy of continuous improvement efforts. The Office of Academic Assessment also provided analysis of course assessment data for measurement invariance testing to determine the extent to which the mode of instrument makes a measurable effect on student performance. The desired outcome is that there is no difference in student performance according</b></p>	<p><b>improvement planning. A deeper analysis of the assessments will be conducted.</b> Results will be used to develop academic year 2016-2017 Effectiveness Plans. Foci will be on better understanding the measurement invariance related to the modalities of instruction.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>to mode of instruction (null hypothesis). Several reasons could account for the difference in performance between the two samples. The SoE recognizes that dual enrollment students taking courses at their high school locations could be receiving better one-on-one supports, the population is traditionally a more high-achieving group. The SoE will consider possible interventions to address the invariance reported in these results.</p> <p>Assessments submitted online in EDF 2085 are performing a truly higher rate than those submitted traditionally. As part of the SoE review of online versus traditional instruction, this result will be considered within its contextual uniqueness. Despite mean-level differences, this result indicates positive evidence that the assessment method administered is not biased one modality due to lack of statistical significance and/or low sample sizes. Taken altogether, these results indicate that assessments submitted</p>	

Academic Program	Program Activity	Assessment Results	Use of Results
		<p>online in EDF 2085 are performing a truly lower rate than those submitted traditionally. Consistent with findings from Fall 2015 data, Spring 2016 performance for students taking online assessments is lower than those assessments given in person. Overall, FSW Online students; however, do better, but not in a statistically significant way.</p>	

### ***School of Health Professions***

Table 3.3.1.1 – 4 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 student learning outcomes for each of the 11 academic programs within the School of Health Professions (SoHP).

**Table 3.3.1.1 – 4  
SoHP 2015-2016 Student Learning Outcomes**

Academic Program	Program Activity	Assessment Results	Use of Results
BAS-Cardiopulmonary Sci.	The CPS Elective, Contemporary Issues in Health Care (HSA 3113) has been taught since AY 2010-11 to Cardiopulmonary Science Majors only. The prescribed student learning outcomes for this course were focused for Cardiopulmonary Sciences students with a background in Respiratory Care or Cardiovascular Technology for the following:	As a result of the Faculty Workshop for all CPS courses, HSA 3113 was updated to address the content needs for an expanded group of students from the SoBT and SoHP.	An analysis of the revised content outcomes for HSA 3113 by Prof. Lenius and Dr. Athens from FSW Online revealed the need to update the current version of the course and submit it, for the first time, as an on-line course. The On-Line Course Development agreement was completed by Prof. Lenius, approved by FSW Online and the course was offered as a fully online course for

Academic Program	Program Activity	Assessment Results	Use of Results
	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate knowledge of mortality and morbidity caused by the practice of Respiratory Care and Cardiovascular Technology</li> <li>• Students will demonstrate knowledge of reimbursement for service in the modern health care environment</li> <li>• Students will demonstrate knowledge of trends in healthcare delivery and reimbursement for service</li> <li>• Students will demonstrate knowledge of pending State and Federal regulation as it pertains to allied health care</li> </ul> <p>A request from the BAS-Supervision and Management Program to include their students in this course was received in AY 2015-16. A consideration for modification of the content to accommodate these additional students was submitted to the faculty.</p> <p>After Consultation with the CPS Faculty at the beginning of the Fall 2015, the Faculty Worksheet for Course Outline Roman</p>		all three student populations in the Summer of 2016.

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>Numeral IV was utilized to develop adjusted Content for HSA 3113, taking into consideration the expanded student population and the requirement to maintain this course as an on-line course.</p>		
BS-Nursing	<p>Critical thinking concepts will be applied to planning and managing care in the acute and chronic care environments resulting in clear, technically accurate, and specific descriptions of patient conditions and appropriate remediation. Qualtrics survey to graduations 6-9 months after graduation; Qualtrics Survey to Employers of graduates 6 -9 months post survey.</p>	<p>The goal was met. <u>Students:</u> 38/39 graduate responses (97%) agreed or strongly agreed students has learned this outcome. <u>Employers:</u> 29/30 employer responses (97%) agreed or strongly agreed graduates had learned this outcome.</p>	<p>Results will be shared with Faculty at the first Department meeting in Fall 2016. Results will also be shared at the next Nursing Community Advisory Meeting.</p>
AS-Cardiovascular Tech.	<p>By the end of the Summer A, 2015 semester, upon graduation, the AS-Cardiovascular Technology graduate will possess the cognitive knowledge of a competent entry-level cardiovascular technologist. <u>Successful completion of the RCIS exam:</u> At least 70% of the 2015 AS-CVT graduates will successfully complete the RCIS exam within 12 months of graduation, by June 2016.</p>	<p><u>Successful completion of the RCIS exam:</u> 88% of the 2015 graduates of the AS-Cardiovascular Technology program successfully completed the RCIS national certification exam within 12 months of graduation, by June 30, 2016. At this time, the goal of 70 appears to be realistic and reflects the CAAHEP/JRC-CVT thresholds. <u>Employer surveys:</u> 100% of the employers responding to the survey rated the 2015 AS-CVT</p>	<p>Based on the results of these three assessment measures, it appears that the 2015 graduates possess the cognitive knowledge required of a competent entry-level cardiovascular technologist. The program will continue to assess the overall predictive validity of the formative and summative evaluation instruments in the key core CVT courses as they relate to the national RCIS exam. Additionally, the program will identify</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	<p><u>Employer surveys:</u> At least 80% of the employers will rate the 2015 AS-CVT graduate/employee with a rating of 3 or higher on a 5-point Likert scale for the item/statement in the cognitive learning domain. The surveys will be administered and results analyzed by the end of June 2016.</p> <p><u>Graduate surveys:</u> At least 80% of the 2015 AS-CVT graduates will rate themselves with a rating of 3 or higher on a 5-point Likert scale for the item/statement in the cognitive learning domain. The surveys will be administered and results analyzed by the end of June 2016.</p>	<p>graduate/employee with a rating of 3 or higher on a 5-point Likert scale for the items/statements in the cognitive learning domain. This seems to indicate the employers agree that the graduates have acquired the cognitive knowledge required to function as an entry-level cardiovascular technologist. The outcomes and thresholds of 80% for the employer surveys continue to be realistic and are also reflective of the CAAHEP/JRC-CVT Programmatic Accreditation Thresholds.</p> <p><u>Graduate surveys:</u> 100% of the 2015 AS-CVT graduates responding to the survey rated themselves with a rating of 3 or higher on a 5-point Likert scale for the items/statements in the cognitive learning domain. This seems to indicate the graduates agree that they have acquired the cognitive knowledge required to function as entry-level cardiovascular technologists. The outcomes and thresholds of 80% for the graduate surveys continue to be realistic and are also reflective of the CAAHEP/JRC-CVT Programmatic</p>	<p>the specific content areas of the RCIS exam matrix that graduates obtained the lowest scores (even though the scores may be above passing thresholds) and develop strategies to enhance the program curriculum in those specific content areas.</p>



Academic Program	Program Activity	Assessment Results	Use of Results
		Accreditation Thresholds.	
AS-Dental Hygiene	<p>The program graduates will be competent to implement dental hygiene services, including preventative procedures and pain control evaluations that are based on current scientific evidence for periodontal case types for the child, adolescent, geriatric and special needs patients from diverse populations.</p> <p>85% of the AS Dental Hygiene Class of 2016 will score an average of 90% or higher on clinical performance competencies as measured by program clinical evaluations.</p> <p>80% of the AS-Dental Hygiene Class of 2017 will score an overall program average of 85% on clinical and laboratory performance competencies as measured by program clinical-laboratory evaluations.</p> <p>100% of the Class of 2016 will score an overall program average 90% as measured on the capstone evaluations.</p>	<p>100% of the AS Dental Hygiene Class of 2016 scored an average of 90% or higher on clinical performance competencies as measured by program clinical evaluations.</p> <p>The AS-Dental Hygiene Class of 2017 overall program average was 97% on clinical and laboratory performance competencies as measured by program clinical-laboratory evaluations.</p> <p>100% of the Class of 2016 will score an overall program average 98% as measured on the capstone evaluations.</p>	<p>The program will continue to implement the patient assignment form to ensure students are competent to implement dental hygiene services to diverse populations.</p> <p>The Cohort Class of 2016 provided dental hygiene services to 3006 patients in the 2015-2016 years.</p>
<p>AS-Emerg. Medical Svcs.</p> <p><u>Note:</u> The Student Learning Outcome (SLO) data is contained within the EMT-Certificate Effectiveness Report because that is</p>	<p>The Certificate-Emergency Medical Technician (EMT) Program students will participate in 6 unit exams throughout the course. 35% of the EMT</p>	<p>There were a total of 103 EMT students that made an attempt at all 6 Unit Exams. Out of the 103 students, only 12 of the students successfully passed all</p>	<p>The results of this outcome will be used to provide continued measurement of student overall performance on the Unit Exams.</p>

<b>Academic Program</b>	<b>Program Activity</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p>where the students actually take the courses. AS-Emergency Medical Services Effectiveness Plan/Report only contains Operational Outcomes. Therefore, the SLO data evidence was reviewed within the Certificate report and coded here.</p>	<p>students will pass all six unit exams on the first attempt. This outcome will be measured by evaluating the pass rates for each comprehensive unit exam, in comparison to the number of students in the program.</p>	<p>six Unit Exams successfully. During the 2015-16 academic year we had 12% of the EMT students successfully pass all of the required Unit Exams.</p>	
<p>AS-Fire Science Tech.</p>	<p>AS Fire Science students are expected to be able to describe the operating characteristics of sprinkler systems, standpipe systems and special extinguishing systems in fire protection. It is anticipated that 75% of the students will score 85% or higher on the Fire Protections Systems final examination. The assessment method for this outcome will consist of looking at the number of students that participated in the course FFP 1540 for the academic year, in comparison to the amount of students that passed the course final exam (scoring above an 85%).</p>	<p>There were a total of 8 students that took FFP 1540. Of those 8 students, 6 students scored 85% on the final exam. The results of this outcome showed a 75% overall success rate.</p>	<p>The results of this outcome will be shared with faculty and staff and used to continue to monitor the student progress in the AS Fire Science Degree Program.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
AS-Health Info. Tech.	<p>The ultimate student learning outcome is to secure employment in the field of study upon graduation. The placement rate is an indicator of this success to some extent. While economic circumstances are a factor that can negatively impact student placement in the field, the placement rate remains a strong indicator of student success.</p> <p>At least 85% of students who graduate with the HIT degree will be employed in field or continuing their education within six months of graduation. HIT program graduates will be surveyed to determine employment status within six months of graduation from the program.</p>	<p>The placement rate for the 2015-2016 HIT program graduates is 67%. Some students did not respond to the inquiry regarding employment, so this number may be higher.</p>	<p>This outcome is mandated by CAHIIM, the accrediting organization for the HIT program.</p>
AS-Human Services	<p>Students will show proficiency in core coursework – HUS 2500: Issues and Ethics in Human Services. Students completing HUS 2500: Issues and Ethics in Human Services will perform at 70% or better on their final course grade.</p>	<p><b>100% of students who completed the course performed at 70% or better on their final exam.</b></p>	<p>Results will be used to demonstrate student proficiency in common core knowledge across the Social and Human Services Associate Degree (AS) and the Addiction Services College Credit Certificate (CCC).</p>
AS-Nursing	<p>Upon successful completion of the ASN Program, the graduate will demonstrate effective nursing care skills needed for entry level into the clinical setting.</p>	<p>ELA is being met. 95% of students score a 2 or above on each student learning outcome on the 2941L clinical evaluation tool; 90% of students score 3 or above.</p>	<p>Continue to seek improvements for SLO attainment.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	This outcome is assessed with the NUR 2941L Preceptor Evaluation of Student Survey.		
AS-Radiologic Technology	Students will demonstrate the ability to produce diagnostic quality radiographic images. 90% of students will receive an 85% or higher on their Skills Competencies at the end of the summer semester of the first year. 100% of students will successfully perform 38 required competencies with a grade of 85% or higher by the end of the first summer semester.	95.5% of student received an 85% or higher on their Skills Competencies. 100% of students successfully performed a minimum of 38 required competencies with a grade of 85% or higher.	This goal will continue to be monitored.
AS-Respiratory Care	By the end of the Summer A, 2015 semester, upon graduation, the AS-Respiratory Care graduate will possess the cognitive knowledge of a competent entry-level respiratory therapist. <b>TMC-SAE:</b> Successful completion of the newly developed NBRC Therapist Multiple-Choice Self-Assessment Exam (TMC-SAE). At least 80% of the graduates will complete the NBRC TMC self-assessment exam (SAE) with a raw score of at least 85 out of 140. This exam is administered two months prior to program completion.	<b>TMC-SAE:</b> 91.3% of the 2015 graduates completed the NBRC Therapist Multiple Choice (TMC) SAE with a raw score of at least 85 out of 140. The exam was administered approximately two months prior to their graduation. This exceeds the goal and demonstrates the students had acquired the cognitive knowledge required to be successful on the NBRC Therapist Multiple Choice (TMC) exam at the CRT (low) cut score. This exam has two cut-scores. The low cut-score will serve as predictive for the CRT credential, the high	Based on the results of these three assessment measures, it appears that the 2015 graduates possess the cognitive knowledge required of competent entry-level respiratory therapists. The program will continue to assess the overall predictive validity of the formative and summative evaluation instruments in the key core RC courses as they relate to the national RC exams. Additionally, the program will identify the specific content areas of the RC exam matrix that graduates obtained the lowest scores (even though the scores are above passing

Academic Program	Program Activity	Assessment Results	Use of Results
	<p><b>Employer surveys:</b> At least 80% of the employers will rate the 2015 AS-RC graduate/employee with a rating of 3 or higher on a 5-point Likert scale for the items/statements in the cognitive learning domain.</p> <p><b>Graduate surveys:</b> At least 80% of the 2015 AS-RC graduates will rate themselves with a rating of 3 or higher on a 5-point Likert scale for the for the items/statements in the cognitive learning domain.</p>	<p>cut-score will serve to predict eligibility to sit for the clinical simulation exam and potentially earn the Registered Respiratory Therapist (RRT) credential. At this time, the goal of 85 appears to be realistic.</p> <p><b>Employer surveys:</b> 100% of the employers responding to the survey rated the 2015 AS-RC graduate/employee with a rating of 3 or higher on a 5-point Likert scale for the items/statements in the cognitive learning domain. This seems to indicate the employers agree that the graduates have acquired the cognitive knowledge required to function as an entry-level respiratory therapist. The outcomes and thresholds of 80% for the employer surveys continue to be realistic and are also reflective of the CoARC Programmatic Accreditation Thresholds.</p> <p><b>Graduate surveys:</b> 100% of the 2015 AS-RC graduates responding to the survey rated themselves with a rating of 3 or higher on a 5-point Likert scale for the for the items/statements in the cognitive learning</p>	<p>thresholds) and develop strategies to enhance the program curriculum in those specific content areas.</p>

Academic Program	Program Activity	Assessment Results	Use of Results
		domain. This seems to indicate the graduates agree that they have acquired the cognitive knowledge required to function as entry-level respiratory therapists. The outcomes and thresholds of 80% for the graduate surveys continue to be realistic and are also reflective of the CoARC Programmatic Accreditation Thresholds.	

**Operational Outcomes**

Methods of assessment for academic programs’ operational outcomes included numbers of students enrolled in courses, graduation rates, retention rates, class size averages, success rates, licensure and certification exam rates, and satisfaction rates obtained through current student and/or post-graduation surveys.

***School of Arts and Sciences***

Table 3.3.1.1 – 5 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 operational outcomes for the AA-General Education academic program in the SoAS.

**Table 3.3.1.1 – 5  
SoAS 2015-2016 Operational Outcomes**

Academic Program	Program Activity	Assessment Results	Use of Results
AA-General Education	The AA program will have a 3-year graduation goal of 30% or higher.	The program fell short of the goal of 30% completion with a 3-year graduation rate of 27%.	Based on these data and the review of institutional enrollment goals, a 3-year graduation goal of 30% will continue to be the target for AY 2016-2017. At the Convocation meeting and Academic Affairs

Academic Program	Program Activity	Assessment Results	Use of Results
			<p>meeting on August 22 2016, a new “Dedicate to Graduate” initiative was shared with faculty and administrators. This will provide increased emphasis on recruiting, retention, and persistence. This is a college-wide effort and new strategic initiatives are being drafted to provide guidance for ways to achieve higher graduation rates. Academic Affairs intends to support curricular and programmatic innovation to enhance the academic experience, engender student achievement, and increase the number of successful FSW graduates.</p> <ul style="list-style-type: none"> <li>• Continue to reinforce best teaching and learning practices through professional development offerings</li> <li>• Upgrade and increase academic technology to support active and engaged learning across the disciplines</li> <li>• Strengthen the academic learning community through opportunities for dialogue and collaboration within and across disciplines</li> </ul>

## School of Business & Technology

Table 3.3.1.1 – 6 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 operational outcomes for each of the 11 academic programs within the School of Business and Technology (SoBT).

**Table 3.3.1.1 – 6**  
**SoBT 2015-2016 Operational Outcomes**

Academic Program	Program Activity	Assessment Results	Use of Results
BAS-Public Safety Admin.	After successfully implemented course scheduling efficiencies, course section averages will be maintained at current levels or nominally increased.	This goal was not met. There was a significant Fall over Fall decrease in class size averages for the program (17.62%).	These results will serve to facilitate investigation of enrollment patterns and course efficiency measures to potentially implemented in 2016-2017 outcome entry.
BAS-Supervision & Mgt.	<b>Enrollment:</b> By the end of academic year (AY 2015-2016) full-time enrollment (FTE) in the BAS Supervision and Management program will increase at the same projected rate as that projected the School of Business and Technology as a whole (4%). <b>Demographics:</b> By the end of AY 2015-2016 program demographics will be monitored and then used as a baseline as compared to the college student population in the aggregate. These baseline data will indicate need for interventions or programming in underrepresented populations or areas for improvement.	This goal was generally achieved, with note. Breakdown enrollments by program and by demographic. However, SoBT headcount enrollment is up Fall over Fall by 10.3% and FTE likewise by 13.4%.	Before AY 2016-2017 program review goals are entered more detailed program information will be procured to affirm the correlation between overall SoBT growth for comparative Fall semesters, particularly in regard to Headcount and FTE by program (Primary) and Demographic information by program (FT/PT, M/F, ethnicity, financial aid status, Pell Grant recipients, entering GPA).
AS-Accounting Technology	By end of Academic Year (AY) degrees conferred and	This outcome was partially met with a Fall over Fall increase	SoBT will continue with its current and projected



Academic Program	Program Activity	Assessment Results	Use of Results
	conferred by 100 FTE will increase by 10% over 2014-2015 levels. Average time to completion rates for AY 2015-2016 will be used as a baseline to compare to AY 2013-2014 data, as there was no report was available for AY 2014-2015. Comparisons will then be used for any needed action or intervention.	of 9.57%. Average time to degree was not reported for either year. Degrees conferred remained relatively static, decreasing by two (2) degrees (12/10).	activities related to completions.
AS-Arch. Dsgn. & Const. Tech.	After successfully implemented course scheduling efficiencies, course section averages will be maintained at current levels or nominally increased.	This goal was met. Of note was an increase in section size of 22%.	Current enrollment management practices will be maintained.
AS-Business Admin. & Mgt.	By end of Academic Year (AY) degrees conferred and conferred by 100 FTE will increase by 10% over 2014-2015 levels. The average time to completion rate for AY 2014-2015 (and the year before) was 4.23 years, the third highest of all AS degrees where data are available. By the end of AY 2015-2016, faculty in area will recommend at least one initiative to lessen time to completion to this degree.	This goal was partially met. Degrees conferred decreased by 3.7 percent, degrees by 100 FTE by 11.7%, but time to completion was reduced by 18%.	Appropriate interventions will be investigated and collaboratively determined strategies will be implemented as evidenced in 2016-2017 program review goals to increase completions in both measures.
AS-Civil Engineering Tech.	<b>Enrollment:</b> By the end of academic year (AY 2015-2016) full-time enrollment (FTE) in the AS Civil Engineering program will increase at the same projected	This goal was generally achieved, with note. Breakdown enrollments by program and by demographic. However, SoBT	Before AY 2016-2017 program review goals are entered more detailed program information will be procured to affirm the correlation between overall SoBT growth for

Academic Program	Program Activity	Assessment Results	Use of Results
	<p>rate as that projected the School of Business and Technology as a whole (4%).</p> <p><b>Demographics:</b> By the end of AY 2015-2016 program demographics will be monitored and then used as a baseline as compared to the college student population in the aggregate. These baseline data will indicate need for interventions or programming in underrepresented populations or areas for improvement.</p>	<p>headcount enrollment is up Fall over Fall by 10.3% and FTE likewise by 13.4%.</p>	<p>comparative Fall semesters, particularly in regard to Headcount and FTE by program (Primary) and Demographic information by program (FT/PT, M/F, ethnicity, financial aid status, Pell Grant recipients, entering GPA).</p>
AS-Comp. Prog. & Anal.	<p>By end of Academic Year (AY) degrees conferred and conferred by 100 FTE will increase by 10% over 2014-2015 levels. Average time to completion rates for AY 2015-2016 will reduced by 4%.</p>	<p>This goal was partially met. Degrees conferred by 25%, degrees conferred per 100 FTE by 24%, and time to completion was reduced by 3.2%.</p>	<p>Appropriate interventions will be investigated and collaboratively determined strategies will be implemented to increase completions in all measures.</p>
AS-Crime Scene Tech.	<p>By end of Academic Year (AY) degrees conferred and conferred by 100 FTE will increase by 10% over 2014-2015 levels. Average time to completion rates for AY 2015-2016 will be used as a baseline to compare to AY 2013-2014 data, as there was no report was available for AY 2014-2015. Comparisons will then be used for any needed action or intervention.</p>	<p>This goal was not met. Degrees conferred and degrees conferred by 100 FTE declined by 25% and 32% respectively. There was no report on average time to degree.</p>	<p>This result is one of the starkest decreases seen in School programs. A multitude of interventions will be investigated and collaboratively determined strategies will be implemented as evidenced in 2016-2017 program review goals to increase degrees conferred by FTE and conferred overall.</p>
AS-Criminal Justice Tech.	<p>After successfully implemented course</p>	<p>This goal was met and maintained. AY 2014-</p>	<p>Current enrollment management practices</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	scheduling efficiencies, course section averages will be maintained at current levels or nominally increased.	2015 = 20.58 and AY 2015-2016 = 20.63.	for this area will be maintained.
AS-Network Systems Tech.	By end of Academic Year (AY) degrees conferred and conferred by 100 FTE will increase by 10% over 2014-2015 levels. Average time to completion rates for AY 2015-2016 will be used as a baseline to compare to AY 2014-2015. Comparisons will then be used for any needed action or intervention.	This goal was not met. Overall completion decreased by 41.6% but completions by 100 FTE increased by 60.41%. Time to completion increased by 9.97%.	These results seem to indicate that fewer students are completing degrees but those who are completing are doing so in a smaller pool of degree seekers. A multitude of interventions will be investigated and collaboratively determined strategies will be implemented as evidenced in 2016-2017 program review goals to increase degrees conferred by FTE and conferred overall, and to reduce time to completion.
AS-Paralegal Studies	By end of Academic Year (AY) degrees conferred and conferred by 100 FTE will increase by 10% over 2014-2015 levels. Average time to completion rates for AY 2015-2016 will be used as a baseline to compare to AY 2013-2014 data, as there was no report was available for AY 2014-2015. Comparisons will then be used for any needed action or intervention.	This goal was not met, but conversely did not see any significantly measurable change in any metric. Degrees conferred decreased from 22 (2014-15) to 21 (2015-16), degrees conferred per 100 FTE increased from 26.4 (2014-15) to 27.2 (2015-16), and there was no data available for 2014-15 to compare with the 2015-16 figure of 4.2 for average time to degree.	Appropriate interventions will be investigated and collaboratively determined strategies will be implemented to increase completions in all measures.

## ***School of Education***

Table 3.3.1.1 – 7 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 operational outcomes for each of the six (6) academic programs within the School of Education (SoE). No goals were set for 2015-2016 for any of the programs in the SoE. The data collected for the BS-Elementary Education and AS-Early Childhood Education academic programs will be used as baseline measures for planning 2016-2017. The remaining academic programs (BS-Middle Grade Science Education, BS-Middle Grades Language Arts Education, BS-Middle Grades Mathematics Education, BS-Secondary Biology Education, and BS-Secondary Mathematics Education), are currently not accepting enrollments, but the SoE is committed to ensuring that all currently enrolled students in these academic programs graduate.

**Table 3.3.1.1 – 7**  
**SoE 2015-2016 Operational Outcomes**

Academic Program	Program Activity	Assessment Results	Use of Results
BS-Elementary Education	No goal was set for this year. The data will be used as baseline measures for planning 2016-2017.	<p>Across sections, highest success rates are reported in summer and lowest in spring; this trend is also present in all three lower division courses. Sometimes the <i>N</i> is too small to make good interpretations. Certain classes have 100% success rate due to the nature of our programs' structure (built-in check points). A "success" is defined as students getting A, B, C, or S.</p> <p>65 classes offered in SoE had success rates above 80%.</p> <p>For Spring 2016, courses with success rates under 80% are the following (Child Development, Ethics &amp; Law, and Intro to Tech):            CHD 1134 (79.2%, <i>n</i> = 24)            CHD 1135 (73.3%, <i>n</i> = 30)            CHD 1220 (72.4%, <i>n</i> = 29)            CHD 1332 (76%, <i>n</i> = 25)            CHD 2324 (70.2%, <i>n</i> = 47)            EDF 4782 (77.8%, <i>n</i> = 9)            EME 2040 (78.9%, <i>n</i> = 123)</p>	Results were presented to faculty on Monday, August 23, 2016. Break-out teams will discuss the unique indicators at subsequent meetings and discuss goals for 2016-2017 goal setting.
BS-Middle Grade Sci. Ed.	<p>The FSW School of Education is committed to ensuring that all currently enrolled students in this academic program graduate.</p> <p>Data will be analyzed, but this program is not accepting enrollments at this time. Going forward, we do not</p>	Degrees conferred increased from 1 (2014-15) to 2 (2015-16), degrees conferred per 100 FTE increased from 19.7 (2014-15) to 57.7 (2015-16), and there was no data available for average time to degree.	Resources will be provided to promote completions. Results were presented to faculty on Monday, August 23, 2016. Break-out teams will discuss the unique indicators at subsequent meetings and discuss goals for 2016-2017 goal setting.

Academic Program	Program Activity	Assessment Results	Use of Results
	anticipate a need for tracking this data point.		
BS-Middle Grades LA Ed.	The FSW School of Education is committed to ensuring that all currently enrolled students in this academic program graduate. Data will be analyzed, but this program is not accepting enrollments at this time. Going forward, we do not anticipate a need for tracking this data point.	Degrees conferred decreased from 7 (2014-15) to 3 (2015-16), degrees conferred per 100 FTE decreased from 40.7 (2014-15) to 24.7 (2015-16), and there was no data available for to compare average time to degree with the previous year.	Resources will be provided to promote completions. Results were presented to faculty on Monday, August 23, 2016. Break-out teams will discuss the unique indicators at subsequent meetings and discuss goals for 2016-2017 goal setting.
BS-Middle Grades Math Ed.	The FSW School of Education is committed to ensuring that all currently enrolled students in this academic program graduate. Data will be analyzed, but this program is not accepting enrollments at this time. Going forward, we do not anticipate a need for tracking this data point.	Degrees conferred decreased from 5 (2014-15) to 2 (2015-16), degrees conferred per 100 FTE decreased from 88.8 (2014-15) to 33.3 (2015-16), and there was no data available for to compare average time to degree with the previous year.	Resources will be provided to promote completions. Results were presented to faculty on Monday, August 23, 2016. Break-out teams will discuss the unique indicators at subsequent meetings and discuss goals for 2016-2017 goal setting.
BS-Secondary Biology Ed.	The FSW School of Education is committed to ensuring that all currently enrolled students in this academic program graduate. Data will be analyzed, but this program is not accepting enrollments at this time. Going forward, we do not anticipate a need for tracking this data point.	This program had no completers in the 2015-2016 academic year.	Resources will be provided to promote completions. Results were presented to faculty on Monday, August 23, 2016. Break-out teams will discuss the unique indicators at subsequent meetings and discuss goals for 2016-2017 goal setting.

<b>Academic Program</b>	<b>Program Activity</b>	<b>Assessment Results</b>	<b>Use of Results</b>
BS-Secondary Math Ed.	The FSW School of Education is committed to ensuring that all currently enrolled students in this academic program graduate. Data will be analyzed, but this program is not accepting enrollments at this time. Going forward, we do not anticipate a need for tracking this data point.	This program had no completers in the 2015-2016 academic year.	Resources will be provided to promote completions. Results were presented to faculty on Monday, August 23, 2016. Break-out teams will discuss the unique indicators at subsequent meetings and discuss goals for 2016-2017 goal setting.
AS-Early Childhood Ed.	No goal was set for this year. The data will be used as baseline measures for planning 2016-2017.	Enrollment for Fall 2015: Headcount = 27 FTE = 24.5	More detailed program information will be procured to affirm the correlation between overall SoE growth for comparative Fall semesters, particularly in regard to Headcount and FTE by program (Primary) and Demographic information by program (FT/PT, M/F, ethnicity, financial aid status, T.E.A.C.H. scholars, entering GPA).

### ***School of Health Professions***

Table 3.3.1.1 – 8 provides the program activity (outcome/assessment method), analysis, and use of results for one of the 2015-2016 operational outcomes for each of the 11 academic programs within the School of Health Professions (SoHP).

**Table 3.3.1.1 – 8**  
**SoHP 2015-2016 Operational Outcomes**

<b>Academic Program</b>	<b>Program Activity</b>	<b>Assessment Results</b>	<b>Use of Results</b>
BAS-Cardiopulmonary Sci.	The completion or graduation for any degree program is a key measure of both individual student	Completion Data for the last 3 AY for BAS-CPS program for 3000 & 4000 level major core	The steady three year trend for increasing graduations (BAS-CPS degrees conferred) was shared with the

Academic Program	Program Activity	Assessment Results	Use of Results
	progress and the overall program progress for degree completion.	<p>and elective courses is as follows:</p> <p>Degrees/Certificates Conferred:  AY 2013-14 = 9  AY 2014-15 = 7  AY 2015-16 = 10</p> <p>Degrees Conferred per 100 FTE:  AY 2013-14 = 45.4  AY 2014-15 = 37.0  AY 2015-16 = 46.9</p> <p>Average Time to Degree:  AY 2013-14 = 2.22  AY 2014-15 = 2.26  AY 2015-16 = 2.87</p>	faculty, Deans, area employers and the advisory committees for the two AS degree feeder programs.
BS-Nursing	Graduates and employers of graduates will indicate satisfaction with the RN to BSN Program on the 6-12 month post-graduation survey.	<p>Overall Satisfaction with RN to BSN Program:  Graduates: 34/39 (87%) satisfied 5/39 (13%) dissatisfied  Employers 29/30 (97%) satisfied 1/30 dissatisfied  Benchmark set by Faculty is 80% of graduates and employers will say they have an overall satisfaction with the RN to BSN Program. <b>Benchmark met.</b></p>	Results will be shared with Faculty at the first Department meeting in Fall 2016. Results will also be shared at the next Nursing Community Advisory Meeting.
AS-Cardiovascular Tech.	By the end of the Summer A, 2016 semester, 70% of the 2015 graduates of the AS-Cardiovascular Technology program will have successfully completed the RCIS national certification exam. This also reflects the CAAHEP/JRC-CVT	88% of the 2015 graduates of the AS-Cardiovascular Technology program successfully completed the RCIS national certification exam within 12 months of graduation, by June 30, 2016. This exceeds the FSW Compliance Assist goal and CAAHEP/JRC-	The results will be used to share with FSW administration, the CVT programmatic accrediting organization (CAAHEP) and the CVT Program Advisory Committee. The threshold continues to be realistic and reflects the CAAHEP/JRC-CVT



Academic Program	Program Activity	Assessment Results	Use of Results
	<p>programmatic Accreditation Threshold for National Certification.</p>	<p>CVT programmatic accreditation goal.</p>	<p>Accreditation Thresholds. The program will continue to analyze the results of the RCIS exam with student's scores in the primary CVT core courses for predictive validity or the programs cut scores in the primary core CVT courses.</p>
<p>AS-Dental Hygiene</p>	<p>By the end of the 2015-2016 Academic years, 100% of the cohort class of 2016 will have completed the program within the 18-month framework.</p>	<p>100% of the cohort class of 2016 completed the program within the 18-month framework.</p>	<p>The program will continue to implement measures such as remediation, clinical advising, quiz/exam requirement to meet with faculty regularly to maintain a 90% or higher completion rate.</p>
<p>AS-Emerg. Medical Svcs.</p>	<p>During the 2015-16 academic year we would like to meet or exceed the goal of having a 90% course success rate across all of our EMS courses.</p>	<p>During the 2015-16 academic year there were a total of 15 EMS courses offered. There was an average course success rate of 94%.</p>	<p>The results from this outcome will be used to continue to monitor the course success rate, for core courses related to the AS EMS Degree.</p>
<p>AS-Fire Science Tech.</p>	<p>Our goals is to utilize the progression rate from 2015-16 to create future goals regarding our progression rates for the AS Fire Science degree.</p>	<p>Retention (Fall to Fall, retention or completer) – 14 28.0% Service to other programs in the institution (AA or AS completers into Bachelor's programs. Certificate completers into AA or AS programs.) – 10</p>	<p>To create future goals regarding our progression rates for the AS Fire Science degree.</p>
<p>AS-Health Info. Tech.</p>	<p>It is expected that 85% of HIT program graduates will pass the national certification exam.</p>	<p><b>RHIT National Certification Exam Pass Rate for 2015-2016 Academic Year graduates: 100%</b></p>	<p>The program will continue to strive for 100% pass rate on the national certification exam.</p>
<p>AS-Human Services</p>	<p>On the Student Evaluation of Instruction/SEI, students will show 85% satisfaction (Strongly</p>	<p>In review of Faculty Summary Reports, students had extremely high levels of satisfaction with each</p>	<p>The satisfaction of FSW students with HUS courses is very good and well over the benchmark of 85% in</p>

Academic Program	Program Activity	Assessment Results	Use of Results
	Agree + Agree) on each item assessed in every HUS course, Fall 2015, Spring 2016, and Summer 2016.	HUS course, at or above 85% Strongly Agree or Agree. However, in a few courses the response rate was low and needs to be improved in future semesters.	the majority of courses. However, the low response rate needs to be addressed. The Program Coordinator and Dean will implement strategies to improve the response rate with the Faculty.
AS-Nursing	AS Nursing NCLEX will be above the National and State mean.	<p><b>ELA met:</b></p> <p>2014 FSW ASN pass rate 86.61% National Mean 81.79% State Mean 72.61%</p> <p>2015 FSW ASN pass rate 87.07% National Mean 84.51% State Mean 72.02%</p> <p>2016 FSW ASN pass rate 1st quarter 78.13% + 2nd quarter 90.18% = ( 84%) National 1st quarter 83.59% State 71.29%</p>	Continue to prepare our AS Nursing students to perform at their optimal level and succeed in NCLEX pass on 1st attempt.
AS-Radiologic Technology	The program's graduates will rate the overall effectiveness of the program as a 4.0 or above (on a 5-point scale) on the Graduate Survey.	The program's graduates rated the overall effectiveness of the program as a 4.82 (out of 5) on the graduate survey.	
AS-Respiratory Care	The RC Program will enroll a full cohort of 30 freshman students in the Fall 2015 semester. Total headcount will range between 51 and 60 students.	The AS Respiratory Care program enrolled a cohort of 27 freshman students in the Fall 2015 semester. According to the data, the headcount has remained stable ranging from 57 to 63.	The applicant pool has declined and strategies are being developed to increase the awareness of the program. The results will be used to share with FSW administration, the RC programmatic accrediting organization (CoARC) and the RC Program Advisory Committee to ensure that incoming cohorts of 30 students

Academic Program	Program Activity	Assessment Results	Use of Results
			continue to be appropriate.

The Evaluation Matrix of Institutional Effectiveness Reports 2015-2016 and Institutional Effectiveness Plans 2016-2017 (see Exhibit 1) illustrates that all of the academic degree programs at FSW have submitted IE reports (2015-2016) and IE plans (2016-2017). Each academic program provides assessment “Data/Evidence” that are used in making changes for improvement. The “Use of Results Based on Data/Evidence” column contains a number and/or letter that corresponds to the key at the top of the matrix indicating the type of modification(s) made based on the data/evidence.

**EXHIBIT 1: Evaluation Matrix of Institutional Effectiveness Reports 2015-2016 and  
Institutional Effectiveness Plans 2016-2017**

Codes for Changes in Student Learning Outcomes		
1. Curricular Change	4. Process Revision	7. Development / Training
2. Course Revision	5. Assessment Method	8. Other
3. Pedagogy	6. Assessment Criteria	

Codes for Changes in Operational Outcomes			
A. Revised Service	D. New Process	G. Consultant / Contractor	J. Other
B. Revised Process	E. Assessment Method	H. Development / Training	
C. New Policy	F. Assessment Criteria	I. Instruction Change	

Unit Name (Click Name for IE report 2015-2016)	Division	2015-2016 Institutional Effectiveness Report		2016-2017 IE Plans (Click "Yes" for IE plan 2016-2017)	Comments
		Data / Evidence	Use of Results Based on Data / Evidence		
<b>Educational Programs</b>					
<b>School of Arts &amp; Sciences</b>					
<a href="#">AA-General Education</a>	Academic Affairs	Yes	3, 5, 6, 7, 8, B, D, F, H, J	<a href="#">Yes</a>	
<b>School of Business &amp; Technology</b>					
<a href="#">BAS-Public Safety Admin.</a>	Academic Affairs	Yes	3, 4, 8, B, D, J	<a href="#">Yes</a>	
<a href="#">BAS-Supervision &amp; Mgt.</a>	Academic Affairs	Yes	2, 3, 4, 8, E, F, B, D, J	<a href="#">Yes</a>	
<a href="#">AS-Accounting Technology</a>	Academic Affairs	Yes	3, 4, 5, 8, D, E, F, I, J	<a href="#">Yes</a>	
<a href="#">AS-Arch. Dsgn. &amp; Const. Tech.</a>	Academic Affairs	Yes	4, 5, 6, D, E, F, H, J	<a href="#">Yes</a>	
<a href="#">AS-Business Admin. &amp; Mgt.</a>	Academic Affairs	Yes	3, 4, 5, 6, 8, B, D, J	<a href="#">Yes</a>	
<a href="#">AS-Civil Engineering Tech.</a>	Academic Affairs	Yes	4, 5, 6, B, D, H, I, J	<a href="#">Yes</a>	
<a href="#">AS-Computer Prog. &amp; Anal.</a>	Academic Affairs	Yes	2, 8, B, D, E, F, I, J	<a href="#">Yes</a>	
<a href="#">AS-Crime Scene Technology</a>	Academic Affairs	Yes	8, B, J	<a href="#">Yes</a>	
<a href="#">AS-Criminal Justice Tech.</a>	Academic Affairs	Yes	8, B, J	<a href="#">Yes</a>	
<a href="#">AS-Network Systems Tech.</a>	Academic Affairs	Yes	5, 6, 8, B, E, F, I, J	<a href="#">Yes</a>	
<a href="#">AS-Paralegal Studies</a>	Academic Affairs	Yes	3, 6, 8, B, E, F, I, J	<a href="#">Yes</a>	
<b>School of Education</b>					
<a href="#">BS-Elementary Education</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Middle Grade Science Ed.</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Middle Grades LA Ed.</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Middle Grades Math Ed.</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Secondary Biology Ed.</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Secondary Math Ed.</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<a href="#">AS-Early Childhood Education</a>	Academic Affairs	Yes	1, 6, 8, J	<a href="#">Yes</a>	
<b>School of Health Professions</b>					
<a href="#">BAS-Cardiopulmonary Sci.</a>	Academic Affairs	Yes	2, I, J	<a href="#">Yes</a>	
<a href="#">BS-Nursing</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Cardiovascular Tech.</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Dental Hygiene</a>	Academic Affairs	Yes	1, 2, 7, 8, H, I, J	<a href="#">Yes</a>	
<a href="#">AS-Emergency Medical Svcs.</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	The Student Learning Outcome (SLO) data is contained within the EMT-Certificate Effectiveness Report because that is where the students actually take the courses. AS-Emergency Medical Services Effectiveness Plan/Report only contains operational outcomes. Therefore, the SLO data evidence was reviewed within the Certificate report and coded here.
<a href="#">AS-Fire Science Technology</a>	Academic Affairs	Yes	6, 8, J	<a href="#">Yes</a>	
<a href="#">AS-Health Information Tech.</a>	Academic Affairs	Yes	1, 8, J	<a href="#">Yes</a>	

Unit Name (Click Name for IE report 2015-2016)	Division	2015-2016 Institutional Effectiveness Report		2016-2017 IE Plans (Click "Yes" for IE plan 2016-2017)	Comments
		Data / Evidence	Use of Results Based on Data / Evidence		
<b>Educational Programs</b>					
<a href="#">AS-Human Services</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Nursing</a>	Academic Affairs	Yes	1, 5, 8, A, B, I, J	<a href="#">Yes</a>	
<a href="#">AS-Radiologic Technology</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Respiratory Care</a>	Academic Affairs	Yes	5, 8, F, J	<a href="#">Yes</a>	

## Supporting Documentation

1. [AA-General Education Effectiveness Report 2015-2016](#)
2. [BAS-Public Safety Administration Effectiveness Report 2015-2016](#)
3. [BAS-Supervision & Management Effectiveness Report 2015-2016](#)
4. [AS-Accounting Technology Effectiveness Report 2015-2016](#)
5. [AS-Arch. Design & Construction Technology Effectiveness Report 2015-2016](#)
6. [AS-Business Admin. & Mgt. Effectiveness Report 2015-2016](#)
7. [AS-Civil Engineering Tech. Effectiveness Report 2015-2016](#)
8. [AS-Computer Prog. & Anal. Effectiveness Report 2015-2016](#)
9. [AS-Crime Scene Technology Effectiveness Report 2015-2016](#)
10. [AS-Criminal Justice Tech. Effectiveness Report 2015-2016](#)
11. [AS-Network Systems Tech. Effectiveness Report 2015-2016](#)
12. [AS-Paralegal Studies Effectiveness Report 2015-2016](#)
13. [BS-Elementary Education Effectiveness Report 2015-2016](#)
14. [BS-Middle Grade Science Ed. Effectiveness Report 2015-2016](#)
15. [BS-Middle Grades LA Ed. Effectiveness Report 2015-2016](#)
16. [BS-Middle Grades Math Ed. Effectiveness Report 2015-2016](#)
17. [BS-Secondary Biology Ed. Effectiveness Report 2015-2016](#)
18. [BS-Secondary Math Ed. Effectiveness Report 2015-2016](#)
19. [AS-Early Childhood Education Effectiveness Report 2015-2016](#)
20. [BAS-Cardiopulmonary Sci. Effectiveness Report 2015-2016](#)
21. [BS-Nursing Effectiveness Report 2015-2016](#)
22. [AS-Cardiovascular Tech. Effectiveness Report 2015-2016](#)
23. [AS-Dental Hygiene Effectiveness Report 2015-2016](#)
24. [AS-Emergency Medical Svcs. Effectiveness Report 2015-2016](#)
25. [AS-Fire Science Technology Effectiveness Report 2015-2016](#)
26. [AS-Health Information Tech. Effectiveness Report 2015-2016](#)
27. [AS-Human Services Effectiveness Report 2015-2016](#)
28. [AS-Nursing Effectiveness Report 2015-2016](#)
29. [AS-Radiologic Technology Effectiveness Report 2015-2016](#)
30. [AS-Respiratory Care Effectiveness Report 2015-2016](#)
31. [AA-General Education Effectiveness Plan 2016-2017](#)
32. [BAS-Public Safety Administration Effectiveness Plan 2016-2017](#)
33. [BAS-Supervision & Management Effectiveness Plan 2016-2017](#)
34. [AS-Accounting Technology Effectiveness Plan 2016-2017](#)
35. [AS-Arch. Design & Construction Technology Effectiveness Plan 2016-2017](#)
36. [AS-Business Admin. & Mgt. Effectiveness Plan 2016-2017](#)
37. [AS-Civil Engineering Tech. Effectiveness Plan 2016-2017](#)
38. [AS-Computer Prog. & Anal. Effectiveness Plan 2016-2017](#)
39. [AS-Crime Scene Technology Effectiveness Plan 2016-2017](#)
40. [AS-Criminal Justice Tech. Effectiveness Plan 2016-2017](#)
41. [AS-Network Systems Tech. Effectiveness Plan 2016-2017](#)
42. [AS-Paralegal Studies Effectiveness Plan 2016-2017](#)
43. [BS-Elementary Education Effectiveness Plan 2016-2017](#)

44. [BS-Middle Grade Science Ed. Effectiveness Plan 2016-2017](#)
45. [BS-Middle Grades LA Ed. Effectiveness Plan 2016-2017](#)
46. [BS-Middle Grades Math Ed. Effectiveness Plan 2016-2017](#)
47. [BS-Secondary Biology Ed. Effectiveness Plan 2016-2017](#)
48. [BS-Secondary Math Ed. Effectiveness Plan 2016-2017](#)
49. [AS-Early Childhood Education Effectiveness Plan 2016-2017](#)
50. [BAS-Cardiopulmonary Sci. Effectiveness Plan 2016-2017](#)
51. [BS-Nursing Effectiveness Plan 2016-2017](#)
52. [AS-Cardiovascular Tech. Effectiveness Plan 2016-2017](#)
53. [AS-Dental Hygiene Effectiveness Plan 2016-2017](#)
54. [AS-Emergency Medical Svcs. Effectiveness Plan 2016-2017](#)
55. [AS-Fire Science Technology Effectiveness Plan 2016-2017](#)
56. [AS-Health Information Tech. Effectiveness Plan 2016-2017](#)
57. [AS-Human Services Effectiveness Plan 2016-2017](#)
58. [AS-Nursing Effectiveness Plan 2016-2017](#)
59. [AS-Radiologic Technology Effectiveness Plan 2016-2017](#)
60. [AS-Respiratory Care Effectiveness Plan 2016-2017](#)

5. The institution publishes admissions policies that are consistent with its mission. (**Comprehensive Standard 3.4.3**)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College, an equal access institution, prohibits discrimination in its employment, programs and activities based on race, sex, gender, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran's status. Additionally, all applicants for admission are considered solely on the basis of their academic qualifications. As a member of the Florida College System whose goal is to serve as the primary access point to undergraduate education for Floridians, including recent high school graduates and returning adult students, Florida SouthWestern State College (FSW) affirms its policy of open access admissions. Florida SouthWestern State College's admissions policies are maintained and published in accordance with College Operating Procedure 06-0101 (Student Admissions Policies and Procedures). <sup>[1]</sup> Implicit within these guidelines are that the admissions policies and related practices reflect the College's mission, while being compliant with state statute. The Office of Admissions is responsible for administering the College's admissions policies and procedures, and are committed to providing a high level of service to students at all stages of the admissions process.

FSW's admissions policies are consistent with the requirements outlined in Fla. Stat. §1007.263 <sup>[2]</sup> and are designed to provide access to a variety of student types to include first-time in college students, transfers students, high school students pursuing dual enrollment/early admissions, transient students, non-degree seeking students, and international students. Regardless of student type, to be admitted to the College, an applicant must have met one of the following requirements:

1. Earned a standard diploma from a high school accredited by the Florida Department of Education or a standard diploma from a regionally accredited high school. Applicants who did not graduate from high school in the United States must have the equivalent of a U.S. high school diploma and must meet language standards established through College policy and/or procedure; or



2. Earned a high school equivalency diploma based on performance on the General Equivalency Diploma (GED) test administered through any State Department of Education; or
3. Completed a home education program meeting the requirements of Fla. Stat. §1002.41; or
4. Earned a P.E.R.T. eligible certificate of completion from a Florida public high school due to FCAT performance (must have completed high school after May 2003); or
5. Approved by Florida SouthWestern State for entry into the Accelerated Programs for High School Students.

Although Florida SouthWestern State College maintains an open access admissions policy, admission to the College does not guarantee admissions to select college credit certificate programs, Associate in Science degrees, and baccalaureate degree programs where access is limited. Selective admissions policies conform to widely accepted higher education standards for admission within the respective field, along with conforming to requirements set by national program accrediting boards.

International students intending to study on an F1 student visa are required to meet published admissions standards for the program in which they intend to pursue, but may have additional admissions requirements to fulfill in order for the institution to issue an I-20.

Florida SouthWestern State College's admissions policies are standardized across all campus and center locations, and are published in the online College Catalog <sup>[3]</sup> hosted on the College's website, along with the Admissions webpage. <sup>[4]</sup>

**Supporting Documentation**

1. [College Operating Procedures 06-0101](#)
2. [Florida Statute §1007.263 Articulation and Access](#)
3. [College Catalog - Admissions](#)
4. [Admissions Web Page](#)

6. For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (**Comprehensive Standard 3.4.11**)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW) is committed to ensuring that all academic programs are coordinated by faculty and administrators that are qualified in the respective field. The College employs highly qualified, exceptional faculty and administrators that meet posted qualifications for the positions they hold. Personnel files are maintained for all employees and contain official transcripts, vitas, and other relevant work experience documentation.

All administrators and faculty department chairs hold graduate degree credentials appropriate to the field/department they oversee and appropriate within the scope of the degree program in which the field is maintained. Each administrator and department chair is eligible to teach within the degree program they lead as aligned with FSW's Credentialing Guidelines. <sup>[1]</sup> When determining acceptable qualifications of the faculty, FSW gives primary consideration to the highest earned degree in the discipline. FSW also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Qualified faculty obtain degrees and course work from regionally accredited colleges and universities.

Table 3.4.11-1 below lists each degree program offered at the College with the administrators and faculty that are responsible for program coordination, curriculum development and review. FSW defines Academic Programs as those that lead to a degree. In the AA degree, a number of fields comprise the academic program, and these fields are grouped into departments: English, Social Sciences, Speech and Foreign Language, Humanities and Fine Arts, Mathematics, and Sciences. In the Professional and Technical programs, the fields are represented by the degree. The School of Arts, Humanities, and Social

Sciences; Pure and Applied Sciences; Business and Technology, and Education have assigned department chairs that serve as academic leaders for the field. <sup>[2] [3] [4]</sup> In the School of Health Professions, academic coordination may be conducted at the level of associate dean, director or department chair as aligned with best practice in the field and the standards of the appropriate program accreditor.

The CV of each administrator and faculty demonstrating their qualifications appear as links within Table 3.4.11-1.

**Table 3.4.11-1  
Program Coordination by Degree**

<b>Degree Program</b>	<b>Coordinator</b>	<b>Title</b>	<b>Degree Related to Field</b>
Associate of Arts	<a href="#">Dr. Rebecca Harris</a>	Department Chair, English	Ph.D. English
	<a href="#">Dr. Brian Page</a>	Department Chair, Social Sciences	Ph.D. History
	<a href="#">Fernando Mayoral</a>	Department Chair, Speech & Foreign Language	MA & 62 Graduate Semester Hours in Spanish
	<a href="#">Dana Roes</a>	Department Chair, Humanities and Fine Arts	MFA – Painting
	<a href="#">Sabine Eggleston</a>	Department Chair, Mathematics	MA – Applied Mathematics
	<a href="#">Dr. Peggy Romeo</a>	Department Chair, Sciences	MS – Biology
AS – Science & Engineering Technology	<a href="#">Dr. Peggy Romeo</a>	Department Chair, Sciences	MS – Biology
<b>School of Business and Technology</b>			
<b>Degree Program</b>	<b>Coordinator</b>	<b>Title</b>	<b>Degree Related to Field</b>
BAS – Public Safety Administration	<a href="#">Dr. Richard Worch</a>	Department Chair, Criminal Justice, Crime Scene, and & Public Safety	MS – Criminal Justice
BAS – Supervision and Mgt.	<a href="#">Leroy Bugger</a>	Department Chair, Accounting, Supervision & Mgt.	MBA BS - Accounting
AS – Accounting Technology	<a href="#">Leroy Bugger</a>	Department Chair, Accounting, Business, & Supervision & Mgt.	MBA BS - Accounting
AS – Architectural Design & Construction Technology	<a href="#">Andrew Blitz</a>	Department Chair – Computer Network Systems, Computer Programming, Architectural Design & Construction, and Civil Engineering Programs	MS – Management Information Systems
AS – Business Administration & Mgt.	<a href="#">Leroy Bugger</a>	Department Chair, Accounting, Business, & Supervision & Mgt.	MBA BS - Accounting
AS – Civil Engineering Technology	<a href="#">Andrew Blitz</a>	Department Chair – Computer Network Systems, Computer Programming, Architectural Design & Construction, and Civil Engineering Programs	MS – Management Information Systems
AS – Computer Programming & Analysis	<a href="#">Andrew Blitz</a>	Department Chair – Computer Network Systems, Computer Programming, Architectural Design & Construction, and Civil Engineering Programs	MS – Management Information Systems

<b>Degree Program</b>	<b>Coordinator</b>	<b>Title</b>	<b>Degree Related to Field</b>
AS – Crime Scene Technology	<a href="#">Dr. Richard Worch</a>	Department Chair, Criminal Justice, Crime Scene, and & Public Safety	MS – Criminal Justice
AS – Network Systems Technology	<a href="#">Andrew Blitz</a>	Department Chair – Computer Network Systems, Computer Programming, Architectural Design & Construction, and Civil Engineering Programs	MS – Management Information Systems
AS – Paralegal Studies	<a href="#">Dr. Mary Conwell</a>	Department Chair – Paralegal Programs	JD - Law

### School of Education

<b>Degree Program</b>	<b>Coordinator</b>	<b>Title</b>	<b>Degree Related to Field</b>
BS – Elementary Education	<a href="#">Dr. Joyce Rollins</a>	Department Chair, Education	Ed.D. – Curriculum & Instruction MA – New Professional Studies
AS – Early Childhood Education	<a href="#">Dr. Kelly Roy</a>	Coordinator, Early Childhood Education	Ph.D. – Human Development & Family Studies / Early Childhood Special Education
BS – Middle Grades Language Arts Education ( <b>currently in teach-out</b> )	<a href="#">Dr. Larry Miller</a>	Dean, School of Education	Oversight of this project is by Dean Miller since the program is in the teach out phase
BS – Middle Grades Mathematics Education ( <b>currently in teach-out</b> )	<a href="#">Dr. Larry Miller</a>	Dean, School of Education	Oversight of this project is by Dean Miller since the program is in the teach out phase
BS – Middle Grades Science Education ( <b>currently in teach-out</b> )	<a href="#">Dr. Larry Miller</a>	Dean, School of Education	Oversight of this project is by Dean Miller since the program is in the teach out phase
BS – Secondary Biology Education ( <b>currently in teach-out</b> )	<a href="#">Dr. Larry Miller</a>	Dean, School of Education	Oversight of this project is by Dean Miller since the program is in the teach out phase
BS – Mathematics Education ( <b>currently in teach-out</b> )	<a href="#">Dr. Larry Miller</a>	Dean, School of Education	Oversight of this project is by Dean Miller since the program is in the teach out phase

### School of Health Professions

<b>Degree Program</b>	<b>Academic Leader</b>	<b>Title</b>	<b>Degree Related to Field</b>
BS – Cardiopulmonary Sciences	<a href="#">Sindee Karpel</a>	Department Chair, BS Cardiopulmonary Sciences Program	MPA – Health Care Administration Certificate – Respiratory Therapy
BS – Nursing (RN – BSN)	<a href="#">Dr. Deborah Selman</a>	Interim Associate Dean, Nursing	DNP – Nursing Practice
	<a href="#">Bobby Holbrook</a>	Program Director RN – BSN	MS – Nursing Practice
AS – Cardiovascular Technology	<a href="#">Jeff Davis</a>	Program Director – CVT	MS – Health Sciences CRT
AS – Dental Hygiene	<a href="#">Karen Molumby</a>	Program Director – Dental Hygiene	MBA – Health Care BS – Dental Hygiene

<b>Degree Program</b>	<b>Coordinator</b>	<b>Title</b>	<b>Degree Related to Field</b>
AS – Emergency Medical Technology	<a href="#">Joseph Washburn</a>	Program Director – Emergency Services Programs	MA – Administration AS - EMS
AS – Fire Science Technology	<a href="#">Joseph Washburn</a>	Program Director – Emergency Services Programs	MA – Administration AS - EMS
AS – Health Information Technology	<a href="#">Deborah Howard</a>	Program Director – Health Information Technology	MA – Education BS – Health Information Administration
AS – Nursing	<a href="#">Dr. Deborah Selman</a>	Interim Associate Dean, Nursing	DNP – Nursing Practice
	<a href="#">Bobby Holbrook</a>	Program Director ASN	MS – Nursing Practice
AS – Radiologic Technology	<a href="#">James Mayhew</a>	Program Director, Radiology Technology	MS – Career and Technical Education BS – Health Care Administration AAS – Radiologic Tech.
AS – Respiratory Care	<a href="#">Jean Newberry</a>	Program Director, Respiratory Care	MEd – Education BS – Cardio Respiratory Sciences
AS – Social and Human Services	<a href="#">Dr. Terry McVannel-Erwin</a>	Department Chair, Social & Human Services	Ph.D. – Counselor Education & Supervision Board Certified – Human Services Professional

## Supporting Documentation

1. [Instructional Credentialing Guidelines](#)
2. [Department Chair Job Description](#)
3. [Interim Associate Dean Nursing Job Description](#)
4. [Dean School of Education and Charter Schools Job Description](#)
5. [Rebecca Harris CV](#)
6. [Brian Page CV](#)
7. [Fernando Mayoral CV](#)
8. [Dana Roes CV](#)
9. [Sabine Eggleston CV](#)
10. [Peggy Romeo CV](#)
11. [Richard Worch CV](#)
12. [Leroy Bugger CV](#)
13. [Andrew Blitz CV](#)
14. [Mary Conwell CV](#)
15. [Joyce Rollins CV](#)
16. [Kelly Roy CV](#)
17. [Larry Miller CV](#)
18. [Sindee Karpel CV](#)
19. [Deborah Selman CV](#)
20. [Bobby Holbrook CV](#)
21. [Jeff Davis CV](#)
22. [Karen Molumby CV](#)
23. [Joseph Washburn CV](#)
24. [Deborah Howard CV](#)
25. [James Mayhew CV](#)
26. [Jean Newberry CV](#)
27. [Terry McVannel-Erwin CV](#)

7. The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Comprehensive Standard 3.11.3)**

Compliance       Non-Compliance

**Narrative:**

The Florida SouthWestern State College (FSW) Facilities Planning and Management (FP&M) Department oversees the physical operations and maintenance of FSW to support the institution's educational programs, support services, students, and communities. The mission of the department is to develop, implement, and manage facilities and grounds to provide healthy, safe, collaborative, and sustainable learning and cultural environments; and it is reflected in the ability of the College to efficiently use and provide spaces for students. FSW ranks 9<sup>th</sup> out of 28 Florida colleges in efficient use of space. <sup>[1]</sup> FSW also exceeds the median Florida College System efficiency by 3.2 square feet per student. <sup>[1]</sup>

In 2014, the Florida Senate and House approved the change of name from Edison State College to Florida SouthWestern State College. Rebranding of the college reenergized the students, staff, faculty, and community. During this time, all campus signage and technology was updated to reflect the new image of FSW and would set the stage for reinstating baseball, softball, basketball, and nationally recognized community events. <sup>[2]</sup>

FSW is a member of the Florida College System and supports the students and communities of Lee, Collier, Charlotte, Hendry, and Glades counties. FP&M operates and maintains three campuses and one regional center consisting of 60 buildings comprising 1,442,969 gross square feet (GSF) on 412 acres (AC). <sup>[3]</sup> This supports the Associate in Arts (AA), Associate in Science (AS), Bachelor of Science (BS), Bachelor of Applied Science (BAS) and certificate programs offered at FSW.

**Thomas Edison Campus (Lee County)**

Thomas Edison Campus consists of 142 acres and 30 buildings comprising 1,031,143 GSF. Continuing with the mission of the college to prepare students for global responsibilities and marketplace, the college is developing facilities to meet programmatic needs of an expanding student body and community. The campus student body consists of resident and non-resident students from various states within the United States (US) and around the world. It supports the academic growth of high



school students enrolled in dual enrollment, first-generation, traditional, and working adults. Students have access to technology throughout the campus including wireless access, open labs, library, and student lounges. New additions to campus include Classroom Building, Lighthouse Commons Residence Hall, and Suncoast Credit Union Arena.

A new 48,000 GSF classroom building, building U, opened in 2011. <sup>[4]</sup> The 15 general purpose classrooms, two teaching labs, 35 offices, Faculty Senate office, and 4,000 square foot multipurpose room supports 907 students with large spaces, natural lighting, auxiliary spaces, and projection technology to support a collaborative learning environment. The multipurpose room supports academic, staff, student life events including dances, training, and socials, and community events to enrich student and community opportunities.

The Student Services Hall, building S, remains the focal point for new and current students. It supports admission, registration, financial aid, and advising process. <sup>[5]</sup> In addition, it supports a central location for student needs including Student Services, book store, dining, lounge, café, and BUC Card office (Auxiliary Services). <sup>[5]</sup> The Admissions Department was moved to first floor of Student Services to improve new student orientation process. <sup>[4]</sup> This transition has improved intake process for new students to begin their educational journey.

The 89,345 GSF Suncoast Credit Union Arena, building X, was opened for the inaugural men's and women's basketball double header in November of 2016. <sup>[6]</sup> The Arena is a multipurpose facility that houses the athletics programs, fitness center, and specialty suites for sporting, student, business, and educational events. Athletics and other events have provided new opportunities for students, faculty, staff, and community enrichment. For example, after 23 years, the Culligan City of Palm Classic Basketball Tournament, a national recognized basketball tournament, returned to FSW. Arena events are critical for supporting the changing environment of FSW. The construction of Lighthouse Commons a 400 student residence hall has transformed the once commuter school to a vibrant 24/7 state college. <sup>[7]</sup> The residence hall and addition of activities at the Arena, Barbara B. Mann Performing Arts Hall, Bob Rauschenberg Gallery, Museum of Medical History, Richard H. Rush Library and Auditorium, and Julia

and Richard H. Rush Special Collections Gallery have transformed the college to a center point for learning, student life, and community. [\[8\]](#)

### **Collier Campus**

The Collier Campus has 14 buildings totaling 229,960 GSF and is situated on an 80-acre site. The campus is surrounded by an ever expanding population located on Grand Lely Drive and Lely Cultural Parkway. Technology on campus has been replaced and expanded to provide better coverage and increase student access to resources. Technology data rooms have been relocated to improve access and improve survivability from major weather events. [\[9\]](#)

Building A, a 12,000 GSF building was remodeled to support Student Life, Department of Public Safety, and academics. [\[10\]](#) The remodeled building has generous classroom sizes to support collaborate education, provide computer labs for studying and testing, and a Public Safety office to serve the growing student population.

Remodeling/renovations to buildings E and F were completed the summer of 2017. [\[11\]](#) The 35,000 GSF project included updated flooring, wall coverings, furniture, technology, and upgraded mechanical systems to support general purpose classrooms, medical program labs, and faculty offices.

### **Charlotte Campus**

The Charlotte Campus is the northern most campus of FSW, resides on 170 acres and consists of 13 buildings totaling 154,775 GSF. The natural surroundings, fauna, and flora bring out the natural southern charm of the campus. Students and community residents intermingle throughout the year as they partake in activities such as: remote sail boats races on the main lake, star gazing on the observatory deck, walking / exercise trails, dining facilities, Keystone Gallery, and meeting spaces. [\[12\]](#)

In 2016, FSW and Western Michigan University (WMU) partnered to collaborate on an avionics program at the local Punta Gorda Airport and local campus. FSW is in development of a power and frame aeronautical program that will be located at the airport. On the Charlotte Campus, WMU is working with FSW staff to complete remodeling of building E for inaugural classes in 2017. [\[13\]](#) The training program

will include the latest flight simulator and video conferencing technology that will connect local instructors and students with others across the country.

Wireless technology was upgraded to provide consistent coverage throughout campus. In addition, the nursing program expanded its simulation program to take advantage of increased simulation time authorized by State and provide state-of-the-art medical devices for improving student proficiencies. <sup>[14]</sup>

### **Hendry Glades Center**

Hendry Glades Center is located in LaBelle, Florida on 19 Acres surrounded by agricultural areas, municipal airport, Hendry-LaBelle Regional Sports Park Complex, and Hendry County seat. The center has two buildings totaling 27,091 GSF.

The newly constructed classroom and community building, building B, replaces the modular building original to the center. <sup>[15]</sup> A library, study spaces, community room, computer classroom, and offices were designed to meet academic needs of students and provide meeting space for community events. The building boasts the charm of the area and has received much support from the community and leaders that raised funds for construction of the building.

### **Master Facility Plan**

A Master Facility Plan provides strategic masterplan growth of college. <sup>[16]</sup> Every five years the college develops the Educational Plant Survey (EPS). <sup>[17]</sup> The systematic survey provides a roadmap of future growth using information on existing facilities, programmatic needs, student population projections, housing needs, college finances, facility masterplan, and facility recommendations. The survey is based on state calculations, student projections, programmatic needs, and administrative direction. The EPS is approved by Florida Department of Education and becomes the basis for all new construction, remodeling, and renovation projects for college.

### **Operation of Facilities**

Daily oversight of physical operations requires the standardization and monitoring of processes to efficiently and effectively balance needs and funds of the college. Experienced staff are located

throughout the district to monitor and attend to the daily operations, preventative maintenance, and improvements of the physical plant.

A work order system is used by faculty and staff to submit requests for work. The system automatically acknowledges the requestor and forwards request to central operations. Operations assign work tickets to qualified facilities personnel. The work is completed or is escalated for review by local coordinator for approval of funds to purchase parts or request additional support to complete request. A new work order system is in the implementation phase to improve scheduling and distribution of work load. [\[18\]](#)

The system will provide predictive measures for accessing equipment return on investment and determinants for replacing inefficient equipment. In addition, applications for supporting faculty and staff moves are under evaluation. Analysis tools will provide key load balancing reports and rich data to analyze determinants for implementation of best practices for improving processes.

### **Facilities Management**

The management of administration, laboratories, classrooms, student and faculty buildings are instrumental in accomplishing the mission of the department. To maintain the high expectations, the following services are provided daily:

- Facility planning and design services
- Facility management
- Project management
- Construction management
- Space inventory and performance utilization
- Condition assessment (deferred maintenance)
- Preventative and predictive maintenance
- Move management
- Shipping and receiving
- Custodial and grounds management
- Utilities and environmental management
- Lifesafety, building, and health inspections

### **Preparing for the Future**

Planning is critical in preparing for the future. Established goals based on master plans <sup>[15]</sup> and data from deferred maintenance program [\[19\]](#) allow administrators to make decisions that ensure the accomplishment of the vision of the college. Administrative strategies look to define current and future

issues while developing solutions to mitigate and provide outcomes that meet expectations, can be measured to determine success, and can be reflected on for future improvement. Facilities works with Administration and Academic Staff to assess departmental and college needs while aligning capital budgets in the Capital Improvement Plan (CIP) [\[20\]](#) and determine critical system updates that will serve the students and community that support the college.

## Supporting Documentation

1. [Florida College System Fact Book](#)
2. [Campus Signage, Technology and Re-Branding](#)
3. [Campus Maps](#)
4. [Lee Classroom Building](#)
5. [Lee Student Services Hall](#)
6. [Lee Suncoast Credit Union Arena](#)
7. [Lee Lighthouse Commons](#)
8. [College Center Point for Learning](#)
9. [Collier Technology](#)
10. [Collier Building A](#)
11. [Collier Buildings E and F](#)
12. [Community Activities](#)
13. [Charlotte WMU Building E](#)
14. [Charlotte Technology](#)
15. [Hendry/Glades Building B](#)
16. [Master Facilities Plans](#)
17. [Educational Plant Survey](#)
18. [Work Order System](#)
19. [Deferred Maintenance Program](#)
20. [Capital Improvement Plan](#)

8. The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating student achievement. **(Federal Requirement 4.1)**

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW) emphasizes student success as a core value that drives its vision and mission of “creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens.” <sup>[1]</sup> Further emphasis is provided in the strategic directions, one of which is focused on retention efforts, and to "prepare a diverse population for creative and responsible participation in a global society.” <sup>[1]</sup>

FSW monitors and reports student success using a variety of methods: grade distribution, retention rates, completion rates, degrees conferred per FTE, the results of various licensure examinations, annual program review, and job placement data. These measures of student achievement and success align institutional efforts with the mission and values.

**Retention and Completion Rates**

At FSW, completion and retention rates are collected and reported annually by the Office of Institutional Research using “first-time associate degree-seeking freshmen” cohorts. <sup>[2]</sup>

**1-Year Retention Rates**

	First-Time Associate Seeking Freshmen			Goal	Actual*
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2016
Cohort	2942	2975	2966	<b>3227</b>	<b>3227</b>
Retained (n)	1654	1786	1769	<b>1968</b>	<b>1956</b>
Retained (%)	56.2%	60.0%	59.6%	<b>61%</b>	<b>60.6%</b>

	First-Time Full-Time Associate Seeking Freshmen			Goal	Actual*
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2016
Cohort	1810	1880	1870	<b>2079</b>	<b>2079</b>
Retained (n)	1095	1229	1224	<b>1372</b>	<b>1375</b>
Retained (%)	60.5%	65.4%	65.5%	<b>66%</b>	<b>66.1%</b>

## 2-Year Retention Rates

	First-Time Associate Seeking Freshmen			Goal	Actual*
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2015
Cohort	2578	2942	2975	<b>2966</b>	<b>2966</b>
Retained (n)	1028	1226	1400	<b>1424</b>	<b>1393</b>
Retained (%)	39.9%	41.7%	47.1%	<b>48%</b>	<b>47.0%</b>

	First-Time <u>Full-Time</u> Associate Seeking Freshmen			Goal	Actual*
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2015
Cohort	1532	1810	1880	<b>1870</b>	<b>1870</b>
Retained (n)	676	830	977	<b>991</b>	<b>973</b>
Retained (%)	44.1%	45.9%	52.0%	<b>53%</b>	<b>52.0%</b>

\*Actual retention rates are preliminary and will become official in early November when census data is available.

## 3-Year Graduation Rates

	First-Time <u>Full-Time</u> Associate Seeking Freshmen			Goal	Actual
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2014
Cohort	1812	1532	1810	<b>1880</b>	<b>1880</b>
Graduated (n)	430	346	444	<b>489</b>	<b>546</b>
Graduated (%)	23.7%	22.6%	24.5%	<b>26%</b>	<b>29.0%</b>

Notable examples of continuous improvement in completion and retention rates using the most recent data are as follows:

### 2-Year Retention Rates for Fall 2014 cohort

- First-time (Full-time and Part-time) Associate seeking students were retained at 47% (improved from 39.9% for Fall 2012 cohort).
- First-time Full-time Associate seeking students were retained at 52% (improved from 44.1% for Fall 2012 cohort).

### 3-Year Completion Rates for Fall 2013 cohort

- First-time (Full-time and Part-time) Associate seeking students completed at 24.5% (improved from 23.7% for Fall 2011 cohort).

The institution also participates in the Student Achievement Measure (SAM) initiative each year which tracks additional cohorts and outcomes outside of the traditional federal definition of completion. This information is shared in executive summary formats and is published to the Institutional Research website. [\[3\]](#)



## Grade Distribution and Program Review

Through an annual program review, FSW regularly evaluates student success by analyzing progression and completion. <sup>[4]</sup> Grade distribution reports, with a calculated student success rate, are generated and disseminated after each fall and spring term. <sup>[5] [6] [7]</sup> This information is shared with the Provost, Deans, and department heads, program coordinators, and faculty.

## Degrees Conferred per FTE

Another measure of success used by the College is the calculation of degrees conferred per FTE (the number of degrees awarded in an academic year divided by the number of FTE degree-seeking students enrolled during that academic year). The most recent data (AY 2015-16) indicates that the College's ratio of associate degrees conferred to 100 FTE is 22.58, or nearly one fourth of FSW students earned a degree during that year. <sup>[8]</sup>

### Associate Degrees Conferred Per 100 FTE Students

	Associate Degrees			Goal	Actual
	AY 2013-14	AY 2014-15	AY 2015-16		AY 2016- 2017
Degrees Conferred	2308	1942	2102	---	<b>2559</b>
FTE Degree Seeking Students	9477	9140	9311	---	<b>9588</b>
Ratio of Degrees Conferred to 100 FTE	24.35	21.25	22.58	<b>24.00</b>	<b>26.69</b>

### Baccalaureate Degrees Conferred Per 100 FTE Students

	Baccalaureate Degrees			Goal	Actual
	AY 2013-14	AY 2014-15	AY 2015-16		AY 2016- 2017
Degrees Conferred	332	341	278	---	<b>313</b>
FTE Degree Seeking Students	749	763	659	---	<b>675</b>
Ratio of Degrees Conferred to 100 FTE	44.33	44.69	42.19	<b>45.00</b>	<b>46.37</b>

## Licensing Examinations

Results for licensing examinations, including pass rates, are maintained by the appropriate academic units. Data are available for students in the School of Health Professions; FSW's pass rates are

consistently above the national average. These data reaffirm the strong rigor of the programs as well as the level of achievement of the graduates of these programs.

Examples are provided for the following programs: Graduates of FSW's nationally accredited Dental Hygiene program have experienced 100% pass rates on the National Board Dental Hygiene Examination for the past 17 years. Graduates of FSW's nationally accredited Radiologic Technology program, have had 100% pass rates on the certification examination for the past 12 years – ranking it in the top 15% in the nation. FSW’s nursing graduates consistently score higher than the national average on licensing exams. [\[9\]](#)

School of Health Professions	AY 2015-16 Licensure Pass Rate	Goal AY 2016-17
Cardiovascular Technology/AS	91%	90%
Respiratory Care/AS	96%	90%
Dental Hygiene/AS	100%	90%
Emergency Medical Technician/Certificate	76%	80%
Paramedic/Certificate	84%	90%
Firefighter Minimum Standards/PSAV	100%	90%
Health Information Technology/AS	100%	85%
Nursing, AS	87%	90%
Radiologic Technology/AS	100%	90%

### Job Placement Data

Job placement rates for FSW’s Associate and Certificate graduates are calculated using a combination of Florida College System data and the Florida Education and Training Placement Information Program (FETPIP). [\[11\]](#) In addition, job placement rates are tracked locally by the School of Health Professions and the School of Education.

Examples are provided for the following programs: Graduates of FSW's nationally accredited Dental Hygiene program have experienced 100% job placement rates in 2014-15 and 2015-16. Graduates of FSW School of Education job placement in and out-of-state is 90% for the most recent year. [\[10\]](#)

<b>School of Health Professions Program:</b>	<b>AY 2015-16 Job Placement Rate</b>	<b>Goal AY 2016-17</b>
Cardiovascular Technology/AS	100%	<b>90%</b>
Respiratory Care/AS	79%	<b>90%</b>
Dental Hygiene/AS	100%	<b>90%</b>
Paramedic/Certificate	79%	<b>90%</b>
Health Information Technology/AS	89%	<b>90%</b>
Nursing, AS	94%	<b>90%</b>
Radiologic Technology/AS	97%	<b>90%</b>

<b>School of Education</b>	<b>Total Completions</b>	<b>Total Employed</b>	<b>AY 2015-16 Job Placement Rate</b>	<b>Goal AY 2016-17</b>
BS, Education	56	54	96%	<b>87%</b>

**Other Performance Measures and Strategies to Improve Student Success**

A newly launched campaign, “Dedicate to Graduate” (Fall 2016), is designed to increase graduation rates, better engage students, and enhance the overall advising process. Career services were consolidated with academic advising to create student success advisor positions that intrusively connect students with services instead of passively offering services. Advisors serve as students’ anchor to the institution based on a personal goal-driven relationship. [\[12\]](#)

The Early Alert program is a collaborative effort among faculty, staff, and administrators with the goal of increased student retention and success. The Early Alert committee is comprised of representatives from Academic Advising, Academic Success, Dual Enrollment, Financial Aid, First Year Experience, Housing, Registration, Student Support Services, and college faculty. [\[13\]](#)

Statewide Accountability Measures from the Florida College System are compiled and published by the Office of Institutional Research. Included in this report are retention/success rates, college preparatory success rates, and success rates of students who transfer into the Florida State University System. [\[14\]](#)

An ongoing study of retention trends of Florida SouthWestern students living in the on-campus residence hall captures the impact of housing on academic outcomes such as persistence, retention and completion. [\[15\]](#)



**Supporting Documentation:**

1. [Florida SouthWestern State College Vision and Mission](#)
2. [Retention Rates](#)
3. [Student Achievement Measure \(SAM\)](#)
4. [Program Reviews](#)
5. [SoHP Student Success & Grade Distributions Summer 2016-Spring 2017](#)
6. [SoPASS Student Success & Grade Distributions Summer 2016-Spring 2017](#)
7. [SoBT Student Success & Grade Distributions Summer 2016-Spring 2017](#)
8. [Degrees Conferred](#)
9. [Licensure Exam Pass Rates](#)
10. [Job Placement Rates](#)
11. [Florida Education and Training Placement Information Program \(FETPIP\)](#)
12. [Dedicate to Graduate](#)
13. [Early Alert Program](#)
14. [Accountability Measures](#)
15. [LightHouse Commons Retention and Completion](#)

9. The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Federal Requirement 4.2)**

Compliance       Non-Compliance

**Narrative:**

The curriculum at Florida SouthWestern State College (FSW) is directly related to and reflective of the College’s mission and goals [1]. The College offers Associate in Arts, Associate in Science, and Baccalaureate degrees for which authorization has been granted by Florida Statute 1004.65 [2] and 1007.33 [3], and Florida State Board of Education Rules 6A-14.030 [4] and 6A-10.024. [5] All programs are appropriate to the College’s status as a Level II degree-granting institution under the Commission on Colleges. FSW offers ten Baccalaureate degrees (5 of which are in teach out), an Associate of Arts degree, 20 Associate in Science degrees, and 21 Professional Certificate programs as referenced in the College Catalog. [6]

All programs and program curricula are designed to reflect the needs of the five counties served by the College. New associate degree programs, as documented in the new program proposal application form, must demonstrate that they fulfill the Florida SouthWestern State College mission and goals while meeting the needs of students, local market demand, and state workforce projections. [7] When establishing new baccalaureate programs, similar processes are followed. [7][8] FSW maintains its open-door policy and philosophy by providing the full complement of courses and programs authorized by the state of Florida while offering limited-access programs where capacity is restricted by clinical placement opportunities and/or professional accreditation standards.

**Curriculum Relationship to Mission and Goals**

The curriculum in all programs at Florida SouthWestern State College encourages and supports the mission of the College. The program types in table 4.2-1 below employ curricula developed to ensure the achievement of the mission.

**Table 4.2-1 Program Alignment with Institutional Mission**

Mission Statement	Program Type
The mission of Florida SouthWestern State College is to inspire learning; prepare a	<ul style="list-style-type: none"> <li>• Associate in Arts</li> <li>• Associate in Science</li> </ul>

diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community.	<ul style="list-style-type: none"> <li>• Bachelor of Applied Science</li> <li>• Bachelor of Science</li> <li>• High School Diploma (Charter High School)</li> </ul>
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At multiple stages, FSW ensures program relevance to the mission and goals. This is evident through the processes of Strategic Planning, Planning and Effectiveness, Curriculum Development, Program Review, and through Advisory Committee input.

**Strategic Planning**

FSW’s Strategic Directions outline 12 priorities; seven of the 12 directly address issues related to curriculum:

1. Increase scholarly activity vis-à-vis the creation of a sponsored programs office
2. Expand international education
3. Provide efficient processes that enhance or improve student, faculty and staff overall experience with the college
4. Explore new workforce-related certificate and degree offerings including additional \$10,000 degree options
5. Fund new initiatives that hold promise for FSW
6. Increase service area coverage through regional vice presidents for economic and community development
7. Assess and respond to regional workforce needs

**Planning and Effectiveness**

Each year, the Office of Institutional Effectiveness aids administrative units and academic programs in the development and tracking of their respective effectiveness plans. Creating a formal effectiveness plan is an important step in consistently documenting the continuous improvement efforts in which educational leaders engage at FSW. Every academic unit at the College is responsible for developing an Institutional Effectiveness (IE) plan for the upcoming academic year. Staff, faculty members, and academic leaders work together to develop their IE plans and reports, ensuring that all of the required elements are included. An effectiveness plan contains the following elements: expected student learning outcomes, program/operational goals, assessments, and measures of success. At the end of every year, each academic unit is responsible for developing an IE report, which includes all of the previous

elements as well as data/evidence, use of data/evidence results to make improvements, and an evaluation of changes made in the previous assessment cycle. Academic units use the data and evidence of results to make program improvements, which are referenced in the IE report and become integral to the following year's IE plan.

Methods utilized by the academic programs to assess student learning outcomes included calculations of mean scores, meeting benchmarks, passing rates, and analysis of baseline course assessments using classical test theory (CTT) and item-response theory (IRT). Methods of assessment for academic programs' operational outcomes included numbers of students enrolled in courses, graduation rates, retention rates, class size averages, success rates, licensure and certification exam rates, and satisfaction rates obtained through current student and/or post-graduation surveys. Exhibit 1 provides an evaluation matrix of IE reports for 2015-2016 and effectiveness plans for 2016-2017.

**EXHIBIT 1: Evaluation Matrix of Institutional Effectiveness Reports 2015-2016 and Institutional Effectiveness Plans 2016-2017**

Codes for Changes in Student Learning Outcomes		
1. Curricular Change	4. Process Revision	7. Development / Training
2. Course Revision	5. Assessment Method	8. Other
3. Pedagogy	6. Assessment Criteria	

Codes for Changes in Operational Outcomes			
A. Revised Service	D. New Process	G. Consultant / Contractor	J. Other
B. Revised Process	E. Assessment Method	H. Development / Training	
C. New Policy	F. Assessment Criteria	I. Instruction Change	

Unit Name (Click Name for IE report 2015-2016)	Division	2015-2016 Institutional Effectiveness Report		2016-2017 IE Plans (Click "Yes" for IE plan 2016-2017)	Comments
		Data / Evidence	Use of Results Based on Data / Evidence		
<b>Educational Programs</b>					
<b>School of Arts &amp; Sciences</b>					
<a href="#">AA-General Education</a>	Academic Affairs	Yes	3, 5, 6, 7, 8, B, D, F, H, J	<a href="#">Yes</a>	
<b>School of Business &amp; Technology</b>					
<a href="#">BAS-Public Safety Admin.</a>	Academic Affairs	Yes	3, 4, 8, B, D, J	<a href="#">Yes</a>	
<a href="#">BAS-Supervision &amp; Mgt.</a>	Academic Affairs	Yes	2, 3, 4, 8, E, F, B, D, J	<a href="#">Yes</a>	
<a href="#">AS-Accounting Technology</a>	Academic Affairs	Yes	3, 4, 5, 8, D, E, F, I, J	<a href="#">Yes</a>	
<a href="#">AS-Arch. Dsgn. &amp; Const. Tech.</a>	Academic Affairs	Yes	4, 5, 6, D, E, F, H, J	<a href="#">Yes</a>	
<a href="#">AS-Business Admin. &amp; Mgt.</a>	Academic Affairs	Yes	3, 4, 5, 6, 8, B, D, J	<a href="#">Yes</a>	
<a href="#">AS-Civil Engineering Tech.</a>	Academic Affairs	Yes	4, 5, 6, B, D, H, I, J	<a href="#">Yes</a>	
<a href="#">AS-Computer Prog. &amp; Anal.</a>	Academic Affairs	Yes	2, 8, B, D, E, F, I, J	<a href="#">Yes</a>	
<a href="#">AS-Crime Scene Technology</a>	Academic Affairs	Yes	8, B, J	<a href="#">Yes</a>	
<a href="#">AS-Criminal Justice Tech.</a>	Academic Affairs	Yes	8, B, J	<a href="#">Yes</a>	
<a href="#">AS-Network Systems Tech.</a>	Academic Affairs	Yes	5, 6, 8, B, E, F, I, J	<a href="#">Yes</a>	
<a href="#">AS-Paralegal Studies</a>	Academic Affairs	Yes	3, 6, 8, B, E, F, I, J	<a href="#">Yes</a>	
<b>School of Education</b>					



Unit Name (Click Name for IE report 2015-2016)	Division	2015-2016 Institutional Effectiveness Report		2016-2017 IE Plans (Click "Yes" for IE plan 2016-2017)	Comments
		Data / Evidence	Use of Results Based on Data / Evidence		
<b>Educational Programs</b>					
<a href="#">BS-Elementary Education</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Middle Grade Science Ed.</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Middle Grades LA Ed.</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Middle Grades Math Ed.</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Secondary Biology Ed.</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<a href="#">BS-Secondary Math Ed.</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<a href="#">AS-Early Childhood Education</a>	Academic Affairs	Yes	1 ,6, 8, J	<a href="#">Yes</a>	
<b>School of Health Professions</b>					
<a href="#">BAS-Cardiopulmonary Sci.</a>	Academic Affairs	Yes	2, I, J	<a href="#">Yes</a>	
<a href="#">BS-Nursing</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Cardiovascular Tech.</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Dental Hygiene</a>	Academic Affairs	Yes	1, 2, 7, 8, H, I, J	<a href="#">Yes</a>	
<a href="#">AS-Emergency Medical Svcs.</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	The Student Learning Outcome (SLO) data is contained within the EMT-Certificate Effectiveness Report because that is where the students actually take the courses. AS-Emergency Medical Services Effectiveness Plan/Report only contains operational outcomes. Therefore, the SLO data evidence was reviewed within the Certificate report and coded here.
<a href="#">AS-Fire Science Technology</a>	Academic Affairs	Yes	6, 8, J	<a href="#">Yes</a>	
<a href="#">AS-Health Information Tech.</a>	Academic Affairs	Yes	1, 8, J	<a href="#">Yes</a>	
<a href="#">AS-Human Services</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Nursing</a>	Academic Affairs	Yes	1, 5, 8, A, B, I, J	<a href="#">Yes</a>	
<a href="#">AS-Radiologic Technology</a>	Academic Affairs	Yes	8, J	<a href="#">Yes</a>	
<a href="#">AS-Respiratory Care</a>	Academic Affairs	Yes	5, 8, F, J	<a href="#">Yes</a>	

### Curriculum Committee Process

The College observes a deliberate and thoughtful curriculum process <sup>[69]</sup> to ensure that all course offerings are appropriate to the mission and meet the needs of the communities served. Curriculum at Florida SouthWestern State College is the responsibility of the faculty and is managed by the Curriculum Committee <sup>[70]</sup> and the Provost and Vice President of Academic Affairs. All new programs and courses, as well as changes to existing programs or courses, must be approved by the Committee and the Summary report forwarded to the Vice President of Academic Affairs for approval prior to implementation. <sup>[71]</sup>

### Program Review

In order to engage in a cycle of continuous improvement, all academic programs at the College set yearly goals, collect data, and use the results to inform course and program improvement. Beginning AY 2014-2015, and continuing yearly thereafter, all academic programs leading to degree and certificate completion began sharing a common program review template [\[2\]](#) which focuses on each program's mission, enrollment, completion and progression rates, course data, success, and satisfaction rates. Program review reports (password = 1617PR) [\[73\]](#) [\[74\]](#) [\[75\]](#) are distributed to program leaders in July for review and planning for the upcoming academic year. Advisory groups are also in place and work closely with program faculty to review and develop curriculum, program objectives, professional indicators, and learning outcomes to ensure they align with the mission and industry standards. [\[76\]](#) [\[77\]](#)

## Supporting Documentation

1. [FSW Vision and Mission](#)
2. [Florida Statute 1004.65 Public Postsecondary Education](#)
3. [Florida Statute 1007.33 Articulation and Access](#)
4. [Florida State Board of Education Rules 6A-14.030](#)
5. [Florida State Board of Education Rules 6A-10.024](#)
6. [College Catalog – Programs of Study](#)
7. [New Program or Certificate Proposal 2017](#)
8. [Workforce Statistics](#)
9. [AA-General Education Effectiveness Report 2015-2016](#)
10. [BAS-Public Safety Administration Effectiveness Report 2015-2016](#)
11. [BAS-Supervision & Management Effectiveness Report 2015-2016](#)
12. [AS-Accounting Technology Effectiveness Report 2015-2016](#)
13. [AS-Arch. Design & Construction Technology Effectiveness Report 2015-2016](#)
14. [AS-Business Admin. & Mgt. Effectiveness Report 2015-2016](#)
15. [AS-Civil Engineering Tech. Effectiveness Report 2015-2016](#)
16. [AS-Computer Prog. & Anal. Effectiveness Report 2015-2016](#)
17. [AS-Crime Scene Technology Effectiveness Report 2015-2016](#)
18. [AS-Criminal Justice Tech. Effectiveness Report 2015-2016](#)
19. [AS-Network Systems Tech. Effectiveness Report 2015-2016](#)
20. [AS-Paralegal Studies Effectiveness Report 2015-2016](#)
21. [BS-Elementary Education Effectiveness Report 2015-2016](#)
22. [BS-Middle Grade Science Ed. Effectiveness Report 2015-2016](#)
23. [BS-Middle Grades LA Ed. Effectiveness Report 2015-2016](#)
24. [BS-Middle Grades Math Ed. Effectiveness Report 2015-2016](#)
25. [BS-Secondary Biology Ed. Effectiveness Report 2015-2016](#)
26. [BS-Secondary Math Ed. Effectiveness Report 2015-2016](#)
27. [AS-Early Childhood Education Effectiveness Report 2015-2016](#)
28. [BAS-Cardiopulmonary Sci. Effectiveness Report 2015-2016](#)
29. [BS-Nursing Effectiveness Report 2015-2016](#)
30. [AS-Cardiovascular Tech. Effectiveness Report 2015-2016](#)
31. [AS-Dental Hygiene Effectiveness Report 2015-2016](#)
32. [AS-Emergency Medical Svcs. Effectiveness Report 2015-2016](#)
33. [AS-Fire Science Technology Effectiveness Report 2015-2016](#)
34. [AS-Health Information Tech. Effectiveness Report 2015-2016](#)
35. [AS-Human Services Effectiveness Report 2015-2016](#)
36. [AS-Nursing Effectiveness Report 2015-2016](#)
37. [AS-Radiologic Technology Effectiveness Report 2015-2016](#)
38. [AS-Respiratory Care Effectiveness Report 2015-2016](#)
39. [AA-General Education Effectiveness Plan 2016-2017](#)
40. [BAS-Public Safety Administration Effectiveness Plan 2016-2017](#)
41. [BAS-Supervision & Management Effectiveness Plan 2016-2017](#)
42. [AS-Accounting Technology Effectiveness Plan 2016-2017](#)
43. [AS-Arch. Design & Construction Technology Effectiveness Plan 2016-2017](#)
44. [AS-Business Admin. & Mgt. Effectiveness Plan 2016-2017](#)

45. [AS-Civil Engineering Tech. Effectiveness Plan 2016-2017](#)
46. [AS-Computer Prog. & Anal. Effectiveness Plan 2016-2017](#)
47. [AS-Crime Scene Technology Effectiveness Plan 2016-2017](#)
48. [AS-Criminal Justice Tech. Effectiveness Plan 2016-2017](#)
49. [AS-Network Systems Tech. Effectiveness Plan 2016-2017](#)
50. [AS-Paralegal Studies Effectiveness Plan 2016-2017](#)
51. [BS-Elementary Education Effectiveness Plan 2016-2017](#)
52. [BS-Middle Grade Science Ed. Effectiveness Plan 2016-2017](#)
53. [BS-Middle Grades LA Ed. Effectiveness Plan 2016-2017](#)
54. [BS-Middle Grades Math Ed. Effectiveness Plan 2016-2017](#)
55. [BS-Secondary Biology Ed. Effectiveness Plan 2016-2017](#)
56. [BS-Secondary Math Ed. Effectiveness Plan 2016-2017](#)
57. [AS-Early Childhood Education Effectiveness Plan 2016-2017](#)
58. [BAS-Cardiopulmonary Sci. Effectiveness Plan 2016-2017](#)
59. [BS-Nursing Effectiveness Plan 2016-2017](#)
60. [AS-Cardiovascular Tech. Effectiveness Plan 2016-2017](#)
61. [AS-Dental Hygiene Effectiveness Plan 2016-2017](#)
62. [AS-Emergency Medical Svcs. Effectiveness Plan 2016-2017](#)
63. [AS-Fire Science Technology Effectiveness Plan 2016-2017](#)
64. [AS-Health Information Tech. Effectiveness Plan 2016-2017](#)
65. [AS-Human Services Effectiveness Plan 2016-2017](#)
66. [AS-Nursing Effectiveness Plan 2016-2017](#)
67. [AS-Radiologic Technology Effectiveness Plan 2016-2017](#)
68. [AS-Respiratory Care Effectiveness Plan 2016-2017](#)
69. [Curriculum Committee Manual 2017](#)
70. [Curriculum Committee Members 2017-2018](#)
71. [Curriculum Committee Calendar 2017-2018](#)
72. [Program Review Template](#)
73. [Program Review Report - AA General Studies and AA Focus](#)
74. [Program Review Report – AS Nursing](#)
75. [Program Review Reports – BAS Public Safety Administration](#)
76. [School of Business and Technology Advisory Committee Minutes Fall 2016](#)
77. [School of Business and Technology Advisory Committee Minutes Spring 2017](#)

10. The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Federal Requirement 4.3)**

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW) provides full access to its academic calendars, <sup>[1]</sup>grading policies, <sup>[2]</sup> and refund policies <sup>[3]</sup> through multiple sources. The District Board of Trustees policies <sup>[4]</sup> and College Operating Procedures (COPs) <sup>[5]</sup> are published on the College website and freely available to students and the public. The Student Planner and Handbook is distributed on all campus and center locations during Fall and Spring semesters and is available online on the College’s website. <sup>[6]</sup> The Planner and Handbook includes a comprehensive academic calendar and contact information for administrative offices. The Planner and Handbook also provides information on refund policies, student rights and responsibilities and appeals processes. In accordance with Florida Statute 1006.50, <sup>[7]</sup> the Planner and Handbook is updated annually. The College Catalog <sup>[8]</sup> is available on the website and describes the policies, procedures, academic programs and requirements for attending FSW in accordance with COP 03-1706. <sup>[9]</sup>

**Official College Calendar**

The College Calendar is available to students and the public on the College website, <sup>[8]</sup> through the myFSW web portal, <sup>[10]</sup> and in the Student Handbook and Planner, and the College Catalog. <sup>[11]</sup> The academic calendar is approved by the District Board of Trustees and submitted to the Board of Education in compliance with State Board of Education Rule 6A-10.019, <sup>[12]</sup> Board of Trustees Policy 6Hx6:2.06, <sup>[13]</sup> and COP 06-0209. <sup>[14]</sup> The Calendar contains deadlines for the admissions and registration processes; important dates pertaining to examinations, grades, withdrawal and graduation; and financial deadlines.

**Grading Policies**

Grading and maximum course attempts policies are addressed in COP 03-1703 <sup>[15]</sup> and are available in the College Catalog. <sup>[16]</sup> In accordance with State Board of Education Rule 6A-14.0301, <sup>[17]</sup> students may

attempt a course a maximum of three times. Any student enrolled more than twice in the same state-funded undergraduate course is assessed an additional fee per credit hour.

### **Refund Policies**

The College's refund policies [\[18\]](#) are posted to the website and addressed in COP 04-0310. [\[19\]](#) Refunds of matriculation, tuition and special fees are made only if the student drops the class by the last day to withdraw with a refund, as published in the official College Calendar. [\[11\]](#)

## Supporting Documentation

1. [FSW Calendars](#)
2. [FSW Office of the Registrar – Grading Policy](#)
3. [FSW Refund Policy](#)
4. [FSW Board of Trustees Policies](#)
5. [FSW College Operating Procedures](#)
6. [Student Planner and Handbook 2017-2018](#)
7. [Florida Statute 1006.50 Student Handbooks](#)
8. [FSW College Catalog](#)
9. [College Operating Procedure 03-1706 Effective Catalog Procedure](#)
10. [myFSW Portal Log-In Screenshot](#)
11. [FSW College Catalog – Official College Calendar](#)
12. [State Board of Education Rule 6A-10.019 Required Annual Calendar for Colleges](#)
13. [FSW Board of Trustees Policy 6Hx6:2.06 Duty Day Calendar](#)
14. [College Operating Procedure 06-0209 Academic Calendar Procedure](#)
15. [College Operating Procedure 03-1703 Grading Policies](#)
16. [FSW College Catalog – Grading Policies](#)
17. [State Board of Education Rule 6A-14.0301 Withdrawal and Forgiveness](#)
18. [FSW Refund Policy](#)
19. [College Operating Procedure 04-0310 Refund of Student Fees](#)

11. Program length is appropriate for each of the institution’s educational programs. (*Federal Requirement 4.4*)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW) complies with all Florida State Statutes governing degree hours for Associate of Arts degrees, Associate of Science degrees, and Baccalaureate degree programs, as well as the Florida Department of Education mandates for program length for certificates. Florida Statute 1007.25 <sup>[1]</sup> and State Board of Education Rule 6A-10.024 <sup>[2]</sup> mandate degree hours for Associate degree programs in Florida. Florida State Statute 1007.25 <sup>[1]</sup> mandates degree hours for Baccalaureate degree programs. The Florida Department of Education Curriculum Frameworks <sup>[3]</sup> provides curriculum standards that specify the number of credit hours required for each programs. Many FSW programs are reviewed and evaluated by specialized accrediting agencies. <sup>[4]</sup>

All associate degrees offered by FSW require a minimum of 60 semester credit hours of instruction, and all baccalaureate programs require at least 120 semester credit hours of instruction. FSW offers baccalaureate degrees in ten disciplines (five of which are in teach out), an Associate in Arts degree program, 20 Associate in Science degree programs, 20 certificate programs, one postsecondary adult vocational program, and one advanced technical certificate. FSW does not offer post-graduate or graduate programs.

The program length requirements for each program are listed in the College Catalog, <sup>[5]</sup> with degree links that lead to the degree course breakdown and total number of hours. All of FSW’s programs are based on semester credit hours and, therefore, issues associated with program equivalence are not applicable. All of the current College Credit Certificates (CCCs) are credit-hour based and follow standard credit course lengths and total minutes for semester hour courses. They also follow State of Florida Career and Technical Education established program credit hours. Each program is aligned to a career cluster and is detailed in the curriculum frameworks. In association with partnerships from education, business and industry, and trade associations, the curriculum frameworks include program standards that are both academically integrated and responsive to business and industry. <sup>[6] [7] [8] [9] [10] [11] [12] [13]</sup>

The following tables outline the credit hour requirements of all degree programs currently offered at FSW.

<b>Associate Degree Programs</b>	
<b>Associate in Arts</b>	<b>Credits</b>
AA, General Studies	60

<b>Associate in Science</b>	<b>Credits</b>
AS, Accounting Technology	60
AS, Architectural Design and Construction Technology	66
AS, Business Administration and Management	60



<b>Associate in Science</b>		<b>Credits</b>
AS, Cardiovascular Technology		77
AS, Civil Engineering Technology		63
AS, Computer Programming and Analysis		60
AS, Crime Scene Technology		60
AS, Criminal Justice Technology		60
AS, Dental Hygiene		88
AS, Early Childhood Education		60
AS, Emergency Medical Services Technology		73
AS, Fire Science Technology		60
AS, Health Information Technology		70
AS, Network Systems Technology		60
AS, Nursing		72
AS, Paralegal Studies		64
AS, Radiologic Technology		77
AS, Respiratory Care		76
AS, Science and Engineering Technology		64
AS, Social and Human Services		60

<b>Advanced Technical Certificate (ATC)</b>	
<b>Program</b>	<b>Credits</b>
ATC, Computed Tomography	9

<b>College Credit Certificate (CCC) Programs</b>	
<b>Program</b>	<b>Credits</b>
CCC, Accounting Technology Management	27
CCC, Addiction Services	24
CCC, Audio Technology Certificate	15
CCC, Business Development and Entrepreneurship	25
CCC, Computer Programmer	33
CCC, Computer Programming Specialist	18
CCC, Crime Scene Technician	28
CCC, Digital Forensics	32
CCC, Emergency Medical Technician	12
CCC, Engineering Technology Support Specialist	18
CCC, Financial Services Management	27
CCC, Information Technology Support Specialist	18
CCC, Intermodal Freight Transportation	18
CCC, Medical Information Coder/Biller	37
CCC, Network Enterprise Administration	32
CCC, Network Security	30
CCC, Paramedic	42
CCC, Scientific Workplace Preparation	26
CCC, Small Business Management	24

<b>Postsecondary Adult Vocational (PSAV)</b>	
<b>Program</b>	<b>Clock Hours</b>
Firefighter Minimum Standards Certificate	398

<b>Baccalaureate Degree Programs</b>
--------------------------------------

<b>Bachelor or Applied Science (BAS)</b>	<b>Credits</b>
BAS, Public Safety Administration	120
BAS, Supervision and Management	120
<b>Bachelor of Science (BS)</b>	<b>Credits</b>
BS, Cardiopulmonary Sciences	120
BS, Elementary Education	120
BS, Middle Grades Language Arts Education (teach out)	120
BS, Middle Grades Mathematics Education (teach out)	120
BS, Middle Grades Science Education (teach out)	120
BS, Secondary Biology Education (teach out)	120
BS, Secondary Mathematics Education (teach out)	120
BSN, Nursing	120

<b>Programs with Partner Colleges</b>	
<b>Program</b>	<b>Credits</b>
AS, Opticianry Programs (Hillsborough Community College)	72
AS, Physical Therapist Assistant Program (Broward College)	74

## Supporting Documentation

1. [Florida Statute 1007.25](#)
2. [Florida State Board of Education Rule 6A-10.024](#)
3. [Florida Department of Education Curriculum Frameworks](#)
4. [Specialized Accrediting Agencies](#)
5. [College Catalog – Programs of Study](#)
6. [School of Business and Technology CCC Programs Credit Hours and Framework Category](#)
7. [Framework-Course Mapping Sample - Accounting Technology Management CCC](#)
8. [Curriculum Framework - Accounting Technology Management CCC](#)
9. [College Catalog – Accounting Technology Management CCC](#)
10. [Curriculum Framework – Network Security CCC](#)
11. [College Catalog – Network Security CCC](#)
12. [Curriculum Framework – Crime Scene Technician CCC](#)
13. [College Catalog – Crime Scene Technician CCC](#)

12. The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (**Federal Requirement 4.5**)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College publishes both an academic and non-academic grievance policy to assist students with a timely, fair, and equitable process for having their complaints heard and a decision made by the respective college official for the area in which the complaint is generated from. All complaints submitted include an appeal process of the original decision, if requested by the complainant. The grievance process is published electronically in the College Catalog <sup>[1]</sup> as well as hard copy via the annual FSW Student handbook. <sup>[2]</sup> The College appoints the Dean of Students as student ombudsperson <sup>[3]</sup> to assist student through the steps of the grievance procedures.

There were very few academic grievances filed and no non-academic grievances filed during 2016-2017. <sup>[4]</sup> Examples of academic grievances are provided, <sup>[5]</sup> <sup>[6]</sup> with the first one focusing on a Nursing student that was removed from the program due to unsuccessful completion of the last two courses required to enroll in a nurse preceptorship course, and the second example focusing on a student disputing three failing grades and requesting the final grade for the course be dropped in order to retake the course with another professor.

Students enrolled at off-site or in distance education programs are afforded the same rights in the complaint procedure as a residential student at the main campus of the College. Accommodations can be made to meet with these students via telephone or by electronic means.

**Supporting Documentation**

1. [College Catalog - Academic Policies and Procedures Relating to Students](#)
2. [FSW Student Handbook and Planner](#)
3. [Office of the Student Ombudsperson](#)
4. [Academic Grievance Chart 2016-2017](#)
5. [Academic Grievance Example](#)
6. [Academic Grievance Example](#)

13. Recruitment materials and presentations accurately represent the institution's practices and policies.  
(Federal Requirement 4.6)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW), an equal access institution, prohibits discrimination in its employment, programs and activities based on race, sex, gender, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran's status. Additionally, all applicants for admission are considered solely on the basis of their academic qualifications. As a member of the Florida College System whose goal is to serve as the primary access point to undergraduate education for Floridians, including recent high school graduates and returning adult students, FSW affirms its policy of open access admissions.

FSW's admissions policies are maintained and published in accordance with College Operating Procedure 06-0101 (Student Admissions Policies and Procedures). <sup>[1]</sup> Implicit within these guidelines are that the admissions policies and related practices reflect the College's mission, while being compliant with state statute. The Office of Admissions is responsible for administering the College's admissions policies and procedures, and are committed to providing a high level of service to students at all stages of the admissions process.

The Office of Admissions develops an annual enrollment plan <sup>[1]</sup> that includes a variety of strategies to engage with prospective students. The plan outlines an array of on-and off-campus recruitment and admissions events which may include college fairs, high school visits, group tours, open houses and information sessions.

Admissions Counselors in the Office of Admissions, faculty, and staff from throughout the College may partner to execute recruitment events as needed, but no outside agents are utilized in the College's recruitment efforts. Current students and alumni are occasionally identified to support Admissions Counselors in their recruitment efforts, to conduct campus tours, or participate in presentations, and these individuals are provided coaching and training to ensure messaging is appropriate and consistent with institutional practices.

All recruitment events are designed to educate and inform prospective students about the College's academic and student support programs, tuition and financial aid options, and enrollment steps.

Recruitment materials are designed to support these initiatives while providing a compelling selection of literature to assist a student in making a decision about whether Florida SouthWestern might represent a fit for their educational needs.

Recruitment materials utilized by the Office of Admissions on an on-going basis include the College's Viewbook, <sup>[2]</sup> programs of study sheet, <sup>[3]</sup> die-cut Buc head fact sheet, <sup>[4]</sup> Buc bill (tuition and financial aid brochure), <sup>[5]</sup> scholarship information sheet, <sup>[6]</sup> and housing brochure. <sup>[7]</sup> Additional materials such as flyers and postcards are developed on an as-needed basis to market admissions events, open houses, information sessions (dual enrollment and general student), financial aid workshops, and other events as appropriate.

The recruitment materials outlined above are general in nature and provide a broad overview of the institution, but the Office of Admissions occasionally utilizes department or academic school literature for recruitment events involving targeted groups (i.e. School of Business and Technology, School of Health Professions, School of Education, Adaptive Services, English for Academic Purposes, etc.).

In partnership with the Office of Enrollment Management Systems, Marketing and Communications, the Office of Admissions conducts a comprehensive review and revision process of its recruitment materials at least every other year, while making periodic updates and reprints to literature as needed to ensure content is current. The comprehensive literature review and revision process may involve interviews with staff members, focus groups with students, and meetings with key administrators, faculty and staff.

A variety of departments across the College contribute and edit copy to include the Office of Research, Technology, and Accountability, Office of the Registrar and Academic Deans, Financial Aid, student enrollment and support services, and others as required to ensure content is complete and accurate.

In addition to print materials, Florida SouthWestern State College's website <sup>[8]</sup> is a key resource for prospective students to learn more about the institution and its offerings. The website provides the

most up-to-date and accurate information regarding academic programs, tuition costs, financial aid, admissions and enrollment steps, and student support services.

The Admissions webpage [\[9\]](#) provides specific detail regarding the admissions steps and requirements for student types to include first time freshmen, transfer, transients, international (F1) students, non-degree students, and high school students interested in pursuing dual enrollment/early admissions. Additionally, students can use this site to request more information, apply for admission, and update their applications.

The Office of Technology Services serves as the primary partner for academic schools, enrollment services, and student support departments to conduct regular review and updates to the content on the College's website.



## **Supporting Documentation**

1. [Annual Enrollment Plan](#)
2. [FSW Viewbook 2016-2017](#)
3. [Programs of Study Sheet 2017](#)
4. [Buccaneer Head Die-cut Fact Sheet 2017](#)
5. [Buc Bill 2017](#)
6. [Scholarship Information Sheet 2017](#)
7. [Housing Brochure 2017](#)
8. [FSW Website](#)
9. [Admissions Webpage](#)

14. The institution is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended. (**Federal Requirement 4.7**) The institution audits financial aid programs as required by federal and state regulations. (**Comprehensive Standard 3.10.2**)

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW) is in full compliance with its program responsibilities under the Higher Education Act of 1965, as amended. As demonstrated through the Federal Student Aid Approval Letter, <sup>[1]</sup> FSW is authorized to participate in the Federal Student Aid programs. FSW was required in September 2016 to recertify its Program Participation Agreement. <sup>[2]</sup> The Program Participation Agreement was approved and the new expiration date is December 31, 2022.

The College offers assistance and participates in the following federal student aid programs: Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Federal Work Study, and Federal Direct Loan Programs. Our eligibility to participate in these specific programs can be seen on our Eligibility and Certification Approval Report (ECAR). <sup>[3]</sup>

Financial Aid audits are performed annually by the Florida Auditor General's Office. The audit evaluates the institution's procedures and effectiveness in determining eligibility, performing verification, awarding and disbursing funds, and complying with the rules and regulations governing Title IV funds. FSW's financial aid audits, <sup>[4] [5] [6]</sup> including actions taken to address any findings, illustrate the College's commitment to accountability and integrity.

All audit and review standards are met annually by the single audit report of the State of Florida Universities and Community Colleges, administered by the Florida Auditor General and submitted to the U.S. Department of Education.

Note: The Florida Auditor General's Office did not perform an annual audit for financial aid for the 2015-2016 award year.

**Supporting Documentation**

1. [Federal Student Aid Approval Letter](#)
2. [Program Participation Agreement](#)
3. [Eligibility and Certification Approval Report](#)
4. [2011-2012 Financial Aid Audit](#)
5. [2012-2013 Financial Aid Audit](#)
6. [2013-2014 Financial Aid Audit](#)

15. An institution that offers distance or correspondence education documents each of the following:  
**(Federal Requirement 4.8)**

**4.8.1** demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance       Non-Compliance

**Narrative:**

The Office of Information Technology develops, maintains and implements procedures to ensure the safeguard and integrity of Florida SouthWestern State College (FSW) course and program offerings.

These safeguards are in place to ensure that a student who registers for a distance learning course is the same as the one participating in the course and receiving the credits. FSW verifies the student's identity by using at least one of the following safeguards:

- **FSW ID/Password:** All students are assigned secure username and password. Students are able to access the requested programs, the myFSW portal, and LMS using a secure login process. These student profiles and unique identifiers are maintained in a secured database or server that follows the industry standard with regard to the creation of a username and password. FSW password rules meet or exceed best practices and contain the necessary complexity rules. <sup>[1]</sup> FSW also provides students guidelines on how to protect their username, password, and personal data. <sup>[2]</sup>
- **Proctored exams:** Proctored testing services enable authentication of distance learners. Florida SouthWestern State College offers free proctored testing services at its four campuses, and will cooperate with remote testing centers or ProctorU for students outside the local area. Testing centers require a photo ID be presented prior to taking the test. <sup>[3]</sup> ProctorU requires a webcam and high speed internet connection and requires showing the proctor a photo ID via the webcam for authentication. <sup>[4]</sup>

**Supporting Documentation**

1. [College Operating Procedure 02-0401 Technology Passwords](#)
2. [FSW – Office of Information Technology Security](#)
3. [FSW – Testing Center General Proctoring Information](#)
4. [ProctorU Pre-Exam Checklist](#)

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance       Non-Compliance

**Narrative:**

A student's privacy is very important and Florida SouthWestern State College (FSW) makes every effort to protect it. FSW's website provides the following information related to student privacy:

*Thank you for visiting the Florida SouthWestern State College website. Your privacy is very important to us. Simply stated, our policy is to collect no personal information about you when you visit our website unless you affirmatively choose to make such information available to us.*

*When you visit our website, our web server automatically recognizes only the Internet domain and IP address from which you accessed our website. This information does not result in the identification of your personal email address or other personal information.*

*In addition, we gather information regarding the volume and timing of access to our website by collecting information on the date, time and website pages accessed by visitors to the website.*

*We do this so we can improve the content of our website, and this information is not shared with other organizations. Again, only aggregate information is collected, and individual visitors' personal information is not identified.*

*If you choose to share personal information with us - by sending us a message or by filling out an electronic form with personal information - we will use the information only for the purpose you authorized. Some of the information may be saved for a designated period of time to comply with Florida's archiving policies, but we will not disclose the information to third parties or other governmental agencies, unless required or authorized to do so by state or federal law.*

**Notice of Collection, Use and Release of Social Security Numbers**

*Under Florida law, e-mail addresses are public records. By entering your email address on any form or document on this website, it is possible for your email address to be released in response to an official public records request. If you do not want your e-mail address released in a specific*

situation, please call the appropriate department at the college. We use email addresses only for their intended purpose and do not give them out unless required by law.

If you have any questions about our privacy policies, or have ideas about improving our policies, please feel free to contact us at [webmaster@fsw.edu](mailto:webmaster@fsw.edu).<sup>[1]</sup>

Regarding the Family Educational Rights and Privacy Act (FERPA), FSW's website posts the following disclosure:<sup>[2]</sup>

*In 1974, Congress passed the Federal Educational Rights and Privacy Act (FERPA) also known as the Buckley Amendment. Section 1002.22 of Florida Statutes<sup>[3]</sup> requires public educational institutions to comply with FERPA mandates. College Operating Procedure 03-1701 describes the manner in which FERPA regulations are implemented at Florida SouthWestern State College.*

#### **Notification of Access and Review of Student Records**

*According to FERPA, students have four general rights with respect to their educational records.*

- 1. Students have the right to inspect and review their educational records within 45 days of submitting a written request for access.*
- 2. If a student believes that his or her educational record is inaccurate or misleading, the student can request an amendment to their educational records.*
- 3. Students can request the non-disclosure of personally identifiable information contained in their education record (except to the extent that FERPA authorizes disclosure without consent).*
- 4. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Florida SouthWestern State College to comply with the requirements of FERPA. The office that administers FERPA can be reached at the following address:*

*Family Compliance Office*

*U.S. Department of Education*

*400 Maryland Avenue, SW*

*Washington, DC 20202-5901*

College Operating Procedure 03-1701<sup>[4]</sup> provides detailed descriptions of the manner in which FSW facilitates students' access to their records and methods for requesting amendments to these records.

#### **Directory Information**

The College may disclose student directory information upon request and without written consent from the student. Directory information includes:

1. Student's name
2. Student's address
3. Major field of study
4. Dates of attendance
5. Date of degrees and awards received
6. Local and permanent addresses
7. Telephone number
8. Participation in official recognized activities, organizations, and sports
9. Date of birth
10. Previous colleges attended
11. FSW e-mail address

Although the above directory information may be available for release to the general public, FSW does not routinely release such information to third parties. A student can preclude the release of any information by providing the Registrar with a written request to withhold directory information. Once the written request is received for a student, the student's record will be noted as: "Restricted Information. No information is to be released without the written consent of the student."



**Supporting Documentation**

1. [FSW Privacy Policy](#)
2. [FSW – FERPA Disclosure](#)
3. [Florida Statute 1002.22 Education Records and Reports of Students](#)
4. [COP 03-1701 Student Records Procedures](#)

**4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance       Non-Compliance

**Narrative:**

No additional fees are charged by Florida SouthWestern State College (FSW) for the purpose of student identity verification, including proctored testing at an FSW Testing Center. A listing of the tuition and fees can be found on the Office of the Bursar website. <sup>[1]</sup> However, there are additional costs associated with proctored exams taken at a remote testing center or ProctorU which are detailed in the “Offsite Proctoring Information” tab <sup>[2]</sup> of the FSW Testing Center website.

**Supporting Documentation**

1. [FSW – Office of the Bursar Detailed Tuition Costs](#)
2. [FSW – Testing Center Offsite Proctoring Information](#)

16. The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. **(Federal Requirement 4.9)**

Compliance       Non-Compliance

**Narrative:**

Florida SouthWestern State College (FSW) has adopted a policy defining the semester credit hour:

**Credit Hour:** A Credit Hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates to:

- A. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen (15) weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or
- B. At least an equivalent amount of work as outlined in item "A." above for other academic activities including laboratory work, internships, practica, field work, studio work, and other academic work leading to the award of credit hours.

Faculty develop syllabi for courses in accordance with the most recent Curriculum Committee Manual and any additional guidelines provided by the department/school and college. Consistent with this policy, the syllabus must document in-class instruction, out-of-class assignments, and/or other formal course activity that contribute to the determination of appropriate credit for the course.

This unit is the primary method by which academic coursework is awarded credit and progress towards a degree is gauged. This semester credit hour policy conforms to the SACSCOC policy for credit hours [\[1\]](#) and aligns with commonly accepted practices in higher education.

As stated in the FSW Academic Catalog [\[2\]](#) the definition of a credit hour is “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates to:

- A. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen (15) weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or
- B. At least an equivalent amount of work as outlined in item "A." above for other academic activities including laboratory work, internships, practica, field work, studio work, and other academic work leading to the award of credit hours.

Faculty develop syllabi <sup>[3]</sup> for courses in accordance with the most recent Curriculum Committee Manual <sup>[4]</sup> and any additional guidelines provided by the department/school and college. Curriculum Committee proposals originate primarily from full-time faculty members who teach in the discipline to which the proposal relates. Proposals may also be initiated by input from advisory committees, adjunct professors, or standing faculty committees. Proposals that fail to adhere to the Curriculum Committee Manual will not be considered by the Curriculum Committee. Consistent with this policy, the syllabus must document the number of credit hours alongside general course information, objectives and requirements.

Courses offered via blended or distance are equivalent to the same face-to-face course in terms of the course content, expected student learning outcomes and academic rigor. For these courses the syllabi, assessments and evaluation activities are adapted to accommodate the differences in method of delivery. <sup>[5]</sup> In accordance to federal regulations, the College's policies for assigning credit hours to courses is based on minimum student learning outcomes that must be met by students as verified by evidence of student achievement.

For vocational certificates, FSW uses a measure of credit known as a clock hour, which measures credit and progress. The clock hour is a conversion of the semester credit hour in which one credit hour corresponds to thirty clock hours of instruction in order to meet Title IV eligibility requirements.

### **Supporting Documentation**

1. [SACSCOC Credit Hours Policy Statement](#)
2. [College Catalog – Definition of a Credit Hour](#)
3. [Syllabus \(Ground Course\) – SLS 1515 Cornerstone Experience Fall 2017](#)
4. [Curriculum Committee Manual 2017](#)
5. [Syllabus \(Online Course\) – MAC 1105 College Algebra Fall 2017](#)

17. The institution complies with the policies of the Commission on Colleges. **(Comprehensive Standard 3.13)**  
**(Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Policies can be accessed at <http://www.sacscoc.org/policies.asp>).**

**3.13 A. Accrediting Decisions of Other Agencies**

**Applicable Policy Statement.** Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

**Documentation:** The institution should (1) list federally recognized agencies that currently accredit the institution, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies. (Or you can reference Part II, Item 5, Accreditation, for your response and also include your response to Item (3) above.)

Compliance       Non-Compliance       Not applicable

**Narrative:**

Four accrediting agencies are included in the College’s entry in the U.S. Department of Education’s *Database of Accredited Postsecondary Institutions and Programs*.<sup>[1]</sup> For each of the agencies, the following information is provided: (1) the date of last accreditation, (2) whether any negative actions have been applied by the agency, (3) an excerpt from the most recent self-study, including, where required, a statement describing the institution, and (4) evidence of the most recent reaffirmation of accreditation.

A comprehensive listing of the College’s accreditation, including agencies not recognized by the U.S. Department of Education, may be found in Part II, Section 5 of the Institutional Summary Form.

Accrediting Agency	Date of Last Review	Sanctions	Documentation
<b>Institutional</b>			
Southern Association of Colleges and Schools Commission on Colleges	2013	None	<a href="#">Statement Letter</a>
<b>Programmatic</b>			
Accreditation Commission for Education in Nursing (ACEN)	2017	None	<a href="#">Statement Letter</a>
Commission on Dental Accreditation (CODA)	2014	None	<a href="#">Statement Letter</a>
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2014	None	<a href="#">Statement Letter</a>

**Supporting Documentation**

1. [USDOE Database of Accredited Postsecondary Institutions and Programs](#)
2. [SACSCOC Self-Study](#)
3. [SACSCOC Letter – Accreditation Reaffirmation](#)
4. [ACEN Self-Study](#)
5. [ACEN Letter –Accreditation Continuation](#)
6. [CODA Self-Study](#)
7. [CODA Letter – Accreditation Approval](#)
8. [JRCERT Self-Study](#)
9. [JRCERT Letter – Self-Study](#)



### 3.13 B. Complaint Procedures against the Commission or Its Accredited Institutions

**Applicable Policy Statement.** In addition to FR 4.5 regarding complaints, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

**Documentation:** Normally, this record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation; however, during the fifth-year interim review, when addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized).

Compliance       Non-Compliance       Not applicable

**Narrative:**

Florida SouthWestern State College maintains student complaints within the Maxient electronic database system. Maxient is a secure, log-in and password protected, system only accessible by approved staff members of the college. The system is available electronically at any of the campus locations when needed. Maintenance and responsibility for the system is centrally located with the Office of the Dean of Students.

The elements of a complaint include specific date, time, and location for the complaint, as is best available. The complainant's information as well as the office of individual who would be the respondent. The College appoints the Dean of Students to serve in the capacity of student ombudsperson to assist students toward a fair and equitable complaint process. [\[1\]](#) [\[2\]](#) [\[3\]](#)

Students enrolled at off-site or in distance education programs are afforded the same rights in the complaint procedure as a residential student at the main campus of the college.

Accommodations can be made to meet with these students via telephone or by electronic means.

**Supporting Documentation**

1. [FSW Office of the Student Ombudsperson](#)
2. [Academic Grievance Chart 2016-2017](#)
3. [Academic Grievance Example](#)

### 3.13 C. Reaffirmation of Accreditation and Subsequent Reports

**Applicable Policy Statement.** An institution includes a review of its distance learning programs in the Compliance Certification and in its Fifth-Year Compliance Certification.

**Documentation:** In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Compliance       Non-Compliance       Not applicable

#### **Narrative:**

Florida SouthWestern State College regularly assesses its distance and correspondence education program and courses. Florida SouthWestern State College offers online courses that count towards degree completion. These courses are overseen by department chairs, program coordinators and directors, and ultimately the academic dean of the respective school. The courses, therefore, are assessed within FSW's institutional effectiveness model. FSW's academic programs identify student learning outcomes and operational outcomes, annually assess the extent to which these outcomes are met and use the data / results for program improvement. Through annual course-level and general education assessment, the Office of Academic Assessment disseminates data showing the comparability of achievement of student learning outcomes, student retention, and student satisfaction across online and traditional face-to-face sections.

#### **Mission and Organizational Structure**

Florida SouthWestern State College's mission statement reflects a commitment to learners from a variety of backgrounds:

*The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community.* <sup>[1]</sup>

FSW serves a large population of non-traditional students with the majority of students retaining a part-time status. <sup>[2]</sup> To serve this population, distance learning is important in providing flexible access to education. FSW's vision statement spells out our commitment to making education accessible:

*Florida SouthWestern State College will be the catalyst for creating an innovative education system which provides accessible educational pathways that prepare students to be enlightened and productive citizens.* [\[1\]](#)

Within Academic Affairs, each of the five academic schools maintains authority for its respective distance and campus-based courses and ensures the academic integrity of the courses. The operations of distance learning are managed by the Office of Information Technology. [\[3\]](#) Information Technology also provides oversight for the funding and support. The funding is currently comprised of approximately \$1 million in distance learning fees that are used to provide direct support to distance education in various forms such as technology infrastructure, instructional design staff, online tutoring services, software applications and technical support.

The Office of Information Technology partners with the academic schools to develop master online courses in a centralized instructional design model. The Office of Information Technology partners with student support services to meet the unique needs of distance learners.

### **Institutional Effectiveness**

The comparability of distance and campus-based programs is assessed every semester, by every academic department, in a continuous improvement process. Academic departments evaluate achievement of student learning outcomes, student retention, and student satisfaction across online and traditional face-to-face sections through common assessments, student opinion surveys and overall program effectiveness measures. Related data are reviewed regularly in the faculty-led Learning Assessment Committee. [\[4\]](#)[\[5\]](#)[\[6\]](#) The Office of Academic Assessment [\[7\]](#) supports faculty in academic assessment efforts, and the Office of Institutional Effectiveness [\[8\]](#) supports the evaluation of academic programs by the academic chairs, coordinators, directors and deans. Course studies comparing achievement in online and traditional face-to-face courses are reviewed within departments, and posted to the Academic Assessment Web page. Table 3.13c-1 below provides example of recent studies examining achievement in online courses.

**Table 3.13c-1**  
**Course Level Assessments that Include Online Courses**

School Department	Course	Assessment Report
<b>SCHOOL OF ARTS, HUMANITIES, AND SOCIAL SCIENCES</b>		
Economics	ECO 2013 <i>Principles of Macroeconomics</i>	Economics Assessment Report Fall 2016 <a href="#">[9]</a>
	ECO 2023 <i>Principles of Microeconomics</i>	
English	ENC 1101 <i>Composition I</i>	English Assessment Report Fall 2016 <a href="#">[10]</a>
	ENC 1102 <i>Composition II</i>	
History	AMH 2010 <i>History of the United States to 1865</i>	History Assessment Report Fall 2016 <a href="#">[11]</a>
Humanities & Fine Arts	ARH 1000 <i>Art Appreciation</i>	Art Assessment Report Fall 2016 <a href="#">[12]</a>
	HUM 2211 <i>Studies in Humanities: The Ancient World through the Medieval Period</i>	Humanities Assessment Report Fall 2016 <a href="#">[13]</a>
	HUM 2235 <i>Studies in Humanities: The Renaissance through the Age of Reason</i>	
	HUM 2250 <i>Studies in Humanities: The Romantic Era to the Present</i>	
	MUL 1010 <i>Music Appreciation</i>	Music Assessment Report Fall 2016 <a href="#">[14]</a>
	REL 2300 <i>World Religions</i>	Religions Assessment Report Fall 2016 <a href="#">[15]</a>
Philosophy	PHI 1010 <i>Introduction to Philosophy</i>	Philosophy Assessment Report Fall 2016 <a href="#">[16]</a>
	PHI 2103 <i>Critical Thinking</i>	
	PHI 2600 <i>Ethics</i>	
Political Science	POS 2041 <i>American National Government</i>	American Government Assessment Report Fall 2016 <a href="#">[17]</a>
Psychology	DEP 2004 <i>Human Growth &amp; Development</i>	Psychology Assessment Report Spring 2017 <a href="#">[18]</a>
	PSY 2012 <i>Introduction to Psychology</i>	
	DEP 2004 <i>Human Growth &amp; Development</i>	Psychology Assessment Report Fall 2016 <a href="#">[19]</a>
	PSY 2012 <i>Introduction to Psychology</i>	
Speech & Foreign Language	SPC 1017 <i>Fundamentals of Speech Communication</i>	Speech Assessment Report Spring 2017 <a href="#">[20]</a>
	SPC 2608 <i>Introduction to Public Speaking</i>	Speech Assessment Report Fall 2016 <a href="#">[21]</a>
	SPC 1017 <i>Fundamentals of Speech Communication</i>	
	SPC 2608 <i>Introduction to Public Speaking</i>	
	SPN 1120 <i>Beginning Spanish I</i>	Foreign Language Assessment Report Spring 2017 <a href="#">[22]</a>
	SPN 1121 <i>Beginning Spanish II</i>	Foreign Language Assessment Report Fall 2016 <a href="#">[23]</a>
	SPN 1120 <i>Beginning Spanish I</i>	
SPN 1121 <i>Beginning Spanish II</i>		
<b>SCHOOL OF PURE AND APPLIED SCIENCES</b>		
Mathematics	MAT 1033 <i>Intermediate Algebra</i>	Math Assessment Report Spring 2017 <a href="#">[24]</a>
	MAC 1105 <i>College Algebra</i>	
	MAC 1114 <i>Trigonometry</i>	
	MAC 1140 <i>Pre-Calculus Algebra</i>	
	MAT 1033 <i>Intermediate Algebra</i>	Math Assessment Report Fall 2016 <a href="#">[25]</a>
	MAC 1105 <i>College Algebra</i>	

School Department	Course	Assessment Report
Science	BSC 1010 <i>Biological Science I</i>	Biological Science Assessment Report Fall 2016 <a href="#">[26]</a>
	CHM 2025 <i>Introduction to College Chemistry</i>	Chemistry Assessment Report Fall 2016 <a href="#">[27]</a>
	ISC 1001C <i>Foundations of Interdisciplinary Science I</i>	Interdisciplinary Science Assessment Report Spring 2016 <a href="#">[28]</a>
	PHY 2049 <i>General Physics II</i>	Physics Assessment Report Spring 2017 <a href="#">[29]</a>
<b>SCHOOL OF BUSINESS AND TECHNOLOGY</b>		
Accounting	ACG 1001 <i>Principles of Financial Accounting I</i>	Accounting Assessment Report Fall 2016 <a href="#">[30]</a>
	ACG 2021 <i>Financial Accounting</i>	
	ACG 2071 <i>Managerial Accounting</i>	
	ACG 2450 <i>Accounting Software Applications</i>	Accounting Software Applications Assessment Report Fall 2016 <a href="#">[31]</a>
Business & Management	BUL 2241 <i>Business Law</i>	Business Law Assessment Report Fall 2016 <a href="#">[32]</a>
	MAN 2021 <i>Management Principles</i>	Business Management Assessment Report Fall 2016 <a href="#">[33]</a>
	MAN 4915 <i>Management Capstone</i>	
Criminal Justice	CCJ 1010 <i>Introduction to Criminology</i>	Criminology Assessment Report Fall 2016 <a href="#">[34]</a>
	CCJ 1020 <i>Introduction to Criminal Justice</i>	
	CJL 2100 <i>Criminal Law</i>	Criminal Law & Procedure Assessment Report Fall 2016 <a href="#">[35]</a>
	CJL 2130 <i>Criminal Procedure and Practice</i>	
	CJE 1300 <i>Police Organization and Administration</i>	
	CJE 2600 <i>Criminal Investigation Techniques</i>	
Programming	CTS 1133 <i>Computer Hardware</i>	Computer Software/Hardware Assessment Report Fall 2016 <a href="#">[37]</a>
<b>SCHOOL OF EDUCATION</b>		
Education	EDF 2005 <i>Introduction to the Teaching Profession</i>	Education Assessment Report Spring 2017 <a href="#">[38]</a>
	EDF 2085 <i>Introduction to Diversity for Educators</i>	
	EDF 2005 <i>Introduction to the Teaching Profession</i>	Education Assessment Report Fall 2016 <a href="#">[39]</a>
	EDF 2085 <i>Introduction to Diversity for Educators</i>	

Student retention is a primary focus for the institution and each entity takes ownership. The faculty-led Academic Technology Committee [\[40\]](#) and the Office of Information Technology evaluate student satisfaction, withdrawal, and success data for distance courses to inform instructional design. [\[41\]](#) In addition, research efforts have been made to associate student engagement in online courses with course design, success, and support services. [\[42\]\[43\]\[44\]\[45\]](#)

## **Curriculum and Instruction**

Academic Affairs maintains authority over curriculum and instruction for distance learning. The Curriculum Committee <sup>[46]</sup> oversees matriculation and alignment of distance programs and courses. Academic Deans identify courses to develop for distance learning and the Collective Negotiations Agreement <sup>[47]</sup> guides the process whereby faculty developers are chosen. Distance courses are collaboratively developed by a team of faculty and instructional designers. At the conclusion of course development, a quality review process <sup>[48]</sup> ensures curriculum rigor, alignment with program outcomes, consistency in navigation and support tools, accessibility, and engaging learning activities.

## **Faculty**

Academic Affairs oversees the credentialing and certifying of faculty wishing to teach distance courses. Faculty teaching online classes must hold credentials described in FSW's Credentialing Manual. <sup>[49]</sup> Additionally, distance learning instructors are required to complete a three-course, six-week online certification sequence consisting of Tech 101, Canvas 101, and Teach 101. <sup>[50]</sup> The Teaching and Learning Center provides ongoing professional development opportunities for distance learning instructors. <sup>[51]</sup> Distance learning instructors are evaluated by Academic Deans in a process described in Article 9 of the Collective Negotiations Agreement. <sup>[52]</sup> The faculty-led Academic Technology Committee <sup>[40]</sup> provides vision and counsel for distance learning at FSW. The committee is comprised of technology-oriented faculty representatives from each of the disciplines. The Academic Technology Committee promotes best practices for distance teaching through its college operating procedures <sup>[53][54][55][56]</sup> and guidelines, <sup>[57]</sup> authors the compensation framework for distance course development, <sup>[58]</sup> and defines the quality review process for distance courses. <sup>[48]</sup> The Academic Technology Committee evaluates retention and student satisfaction data for distance courses to inform its recommendations. <sup>[44]</sup>

## **Library and Learning Resources**

The distance learners of Florida SouthWestern State College benefit from and have full access to the statewide library system. This includes the full range of library databases and 24 hour Ask a Librarian service. Library access is ever-present within the learning management system, including single sign-on to database search functions. <sup>[59]</sup> Many distance courses include subject-specific library guides to streamline access to relevant resources. <sup>[60]</sup>

## **Student Support Services**

The distance learners of Florida SouthWestern State College access support services in a variety of ways. The primary point of contact for the distance learner is the academic advisor. Florida SouthWestern State College utilizes a case-model approach to advising, which enables personal connections to assigned academic advisors. Within the Office of Information Technology, the distance learning Operations Specialist allies with academic advisors to ensure the success of distance learners. The distance learning Operations Specialist provides information and training to academic advisors about distance learning and is involved in Early Alert cases involving distance learners. <sup>[61]</sup>

Within every distance course, students are a click away from support services including HelpDesk, academic services, adaptive services, and counseling. <sup>[62]</sup> Distance learners can choose between online and campus-based tutoring services. For technical support, distance learners can submit a ticket, call, or walk-in. Onboard technical support in the form of guides and tutorial videos is readily available.

An online orientation course to the learning management system provides essential technical support for distance learners. <sup>[63]</sup> In addition, browser checks and technology startup requirements are loaded into each online course.

Student grievances outside of technology issues are escalated through Academic Deans.

The Office of Information Technology provides additional student support services through its website and distance learning Facebook page. <sup>[64]</sup>



## **Facilities**

Routine and preventative maintenance is performed on a regular basis on all college facilities, including off campus sites. Off campus sites are also included in all facilities planning and maintenance activities.

## **Technological Infrastructure**

The technological infrastructure is sufficient for the needs of the institution, including off campus sites.

The college upgrades the infrastructure when necessary to ensure the success of faculty, staff and students. The bandwidth has been increased over the past 5 years from 200Mbps to 2 gig with redundant, load balanced connections from Florida Lamdarail (FLR Internet2) and FPL. Wireless internet is provided on all campuses and buildings as well as some outside common areas. The wireless infrastructure was recently replaced and the number of access points increased dramatically.

The college learning management system, Canvas, is hosted at AWS (Amazon Web Services) to provide seamless and robust servers to address the needs of the FSW community. Canvas has an uptime of 99.99% and 24\7 helpdesk. Internal servers provide a location for all faculty and instructional designers to store any supplemental course related videos and materials for use as well.

The technology infrastructure is supported by a team of System Administrators and Network Administrators with the necessary expertise to ensure efficient, protected and effective data transport and use of the infrastructure for academic learning.

The college has made a commitment to technology funding. The Information Technology has created a college-wide technology refresh plan which was vetted through the Academic Technology Committee. The refresh plan provided the means for administration to ensure adequate technology funding for all students, faculty and staff and continue to advance technology at the college.

## **Federal Requirements**

### ***1. Process for student complaints***

Technology support is readily available using the Help & Resources button on the universal navigation bar in Canvas. [\[62\]](#)

Academic concerns are handled by the academic advisor and Academic Dean.

## **2. *Recruitment materials accurately represent the institution's practices and policies***

Each academic school is responsible for recruiting materials for its respective distance learning programs.

## **3. *Authentication of distance learners***

The Office of Information Technology develops, maintains and implements procedures to ensure the safeguard and integrity of FSW course and program offerings. These safeguards are in place to ensure that a student who registers for a distance learning course is the same as the one participating in the course and receiving the credits. FSW verifies the student's identity by using at least one of the following safeguards:

- **FSW ID/Password:** All students are assigned secure usernames and passwords. Students are able to access the requested programs, the myFSW portal, and LMS using a secure login process. These student profiles and unique identifiers are maintained in a secured database or server that follows the industry standard with regard to the creation of a username and password. FSW password rules meet or exceed best practices and contain the necessary complexity rules. <sup>[65]</sup> FSW provides students guidelines on how to protect their username/password and personal data. <sup>[66]</sup>
- **Proctored exams:** Proctored testing services enable authentication of distance learners. Florida SouthWestern State College offers free proctored testing services at its four campuses, and will cooperate with remote testing centers or ProctorU for students outside the local area. Testing centers require a photo ID be presented prior to taking the test. <sup>[67]</sup> ProctorU requires a webcam and high speed internet connection and requires showing the proctor a photo ID via the webcam for authentication. <sup>[68]</sup>

#### **4. Privacy**

A student's privacy is very important and FSW makes every effort to protect it. Florida SouthWestern State College protects students' identities according to relevant statute and with College Operating Procedures. The FSW Privacy Policy posted to the website summarizes identity protections measures offered to the students. <sup>[69]</sup> The policy outlines the recognition of domain and IP address upon accessing the website. The policy also delineates the type of information we gather:

- *the volume and timing of access to our website by collecting information on the date*
- *time and website pages accessed by visitors to the website*

As noted in the policy, FSW collects this type of information so we can improve the content of our website, and this information is not shared with other organizations. Only aggregate information is collected, and individual visitors' personal information is not identified. Under Florida law, e-mail addresses are public records. The Privacy Policy lets students know that by entering their email address on any form or document on this website, it is possible for their email address to be released in response to an official public records request. It also lets them know that if they do not want their e-mail address released in a specific situation, they may call the appropriate department at the college. We use email addresses only for their intended purpose and do not give them out unless required by law.

Florida SouthWestern State College engages in practices in accordance with the Family Educational Rights and Privacy Act (FERPA). College Operating Procedure 03-1701 outlines the student records policies and procedures to include rights afforded by FERPA. <sup>[70][71]</sup> COP 03-1701 also provides detailed descriptions of the manner in which Florida SouthWestern State College facilitates students' access to their records and methods for requesting amendments to these records. <sup>[71]</sup>

#### **Directory Information**

Under the terms of the Family Educational Rights and Privacy Act (FERPA), the College has established the following as directory information:

- Student's name
- Current term hours enrolled and expected date of completion in enrolled courses

- Major
- Date(s) of enrollment
- Degree(s) and honors earned and dates
- Participation in officially recognized activities or sports
- Enrollment status (e.g., full-time or part-time student status)
- Previous colleges attended
- Photographs
- Awards

Although the above directory information may be available for release to the general public, the College does not routinely release such information to third parties. Under FERPA, students have the right to inform the College that any or all of the student's directory information is not to be released. The College honors the student's request to restrict the release of "Directory Information" as stated previously. To withhold information, a student must notify the Office of the Registrar in writing. Status of disclosure is binding and all records are noted: "Confidential." No information is to be released without the written consent of the student, until removed by the student. The College has designated the National Student Clearinghouse and Higher One Inc. as agents of the college, authorized to release student information in the performance of their contracted duties.

## Supporting Documentation

1. [FSW Vision and Mission Statement](#)
2. [FSW Quick Facts](#)
3. [eLearning Organization Chart](#)
4. [LAC Minutes for 2015-10-02 Meeting](#)
5. [LAC Minutes for 2016-09-02 Meeting](#)
6. [LAC Minutes for 2017-02-03 Meeting](#)
7. [Office of Academic Assessment](#)
8. [Office of Institutional Effectiveness](#)
9. [Economics Assessment Report Fall 2016](#)
10. [English Assessment Report Fall 2016](#)
11. [History Assessment Report Fall 2016](#)
12. [Art Assessment Report Fall 2016](#)
13. [Humanities Assessment Report Fall 2016](#)
14. [Music Assessment Report Fall 2016](#)
15. [Religions Assessment Report Fall 2016](#)
16. [Philosophy Assessment Report Fall 2016](#)
17. [American Government Assessment Report Fall 2016](#)
18. [Psychology Assessment Report Spring 2017](#)
19. [Psychology Assessment Report Fall 2016](#)
20. [Speech Assessment Report Spring 2017](#)
21. [Speech Assessment Report Fall 2016](#)
22. [Foreign Language Assessment Report Spring 2017](#)
23. [Foreign Language Assessment Report Fall 2016](#)
24. [Math Assessment Report Spring 2017](#)
25. [Math Assessment Report Fall 2016](#)
26. [Biological Science Assessment Report Fall 2016](#)
27. [Chemistry Assessment Report Fall 2016](#)
28. [Interdisciplinary Science Assessment Report Spring 2016](#)
29. [Physics Assessment Report Spring 2017](#)
30. [Accounting Assessment Report Fall 2016](#)
31. [Accounting Software Applications Assessment Report Fall 2016](#)
32. [Business Law Assessment Report Fall 2016](#)
33. [Business Management Assessment Report Fall 2016](#)

34. [Criminology Assessment Report Fall 2016](#)
35. [Criminal Law & Procedure Assessment Report Fall 2016](#)
36. [Police/Criminal Investigation & Justice Assessment Report Fall 2016](#)
37. [Computer Software/Hardware Assessment Report Fall 2016](#)
38. [Education Assessment Report Spring 2017](#)
39. [Education Assessment Report Fall 2016](#)
40. [Academic Technology Committee Charge](#)
41. [Example of Course Design Student Survey Results - PSY2012 Fall 2016](#)
42. [Distance Education Technological Advancement \(DETA\) Survey 2016 Results](#)
43. [Distance Education Technological Advancement \(DETA\) Survey II](#)
44. [Academic Technology Committee Meeting Minutes Feb 2017](#)
45. [2017 FSW Online Faculty Institute Online Student Retention Presentation](#)
46. [Curriculum Committee Charge](#)
47. [Collective Negotiations Agreement 2016-2019 – Article 8.1.C.iii.](#)
48. [Quality rubric](#)
49. [Instructional Credentialing Guidelines Revised 06-26-2017](#)
50. [FSW Online Instructor Certification Process Infographic](#)
51. [Teaching and Learning Center Professional Development Catalog](#)
52. [Collective Negotiations Agreement 2016-2019 – Article 9](#)
53. [COP 03-0801 Initial Faculty Certification](#)
54. [COP 03-804 Renewal of Online Faculty Certification](#)
55. [COP 03-0802 Online Course Development](#)
56. [COP 03-0805 General Online Course Operating Procedures](#)
57. [Academic Technology Committee Guidelines](#)
58. [Course Development Agreement](#)
59. [Library Resources Menu](#)
60. [Example library research guide in American History course](#)
61. [Early Alert eLearning Data Fall 2016](#)
62. [Help & Resources Menu in Canvas](#)
63. [Student Canvas Orientation course](#)
64. [FSW Online social media](#)
65. [COP 02-0401 Technology Passwords](#)
66. [Security Technology Florida SouthWestern State College](#)
67. [Testing Center General Proctoring Information](#)
68. [ProctorU Pre-Exam Checklist](#)

69. [FSW Privacy Policy](#)
70. [FSW FERPA Information - Financial Aid Office](#)
71. [COP 03-1701 Student Records Policies and Procedures](#)

## **Part IV: Fifth-Year Follow Up Report** *(Not applicable to all institutions)*

**Directions:** Please provide four copies of Part IV of the Fifth-Year Interim Report regardless whether the document is submitted in print or electronic format. It should not be combined with another Part of the Fifth-Year Interim Report. Entitle it "Fifth-Year Follow Up Report" and submit it by the date indicated in the letter from the President of SACS Commission on Colleges.

**Definition:** A Fifth-Year Follow Up Report addresses an institution's continued compliance with standards and requirements specified in a letter by the President of SACS Commission on Colleges normally at the time of an institution's last review. *(If applicable, a copy of the letter is enclosed.)*

**Audience:** The Fifth-Year Follow Up Report is reviewed by SACSCOC Board of Trustees and is subject to the review procedures of the Commission's standing committees, including the continuation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

**Elements:** Structure the response so that it addresses the standards in the order that they appeared in the report. Tabs should separate each response to a cited standard.

For each accreditation standard noted in the letter, (1) restate the number of the Core Requirement, Comprehensive Standard, or Federal Requirement of the *Principles of Accreditation* and the recommendation exactly as it appeared in the visiting committee report; (2) provide a brief history of previous responses to the standard, if more than a first response (to include an accurate summary of the original concerns of the visiting committee; (3) cite verbatim the current request of the Commission (reference notification letter from the President of the Commission); and (4) prepare a response to the recommendation to include documentation supporting ongoing compliance.

When doing so, please adhere to the following guidelines:

- *Provide a concise, clear, and complete report. Ensure that documentation is appropriate for demonstrating fulfillment of the requirement. Specify actions that have been taken and document their completion.*
- *Ensure that your narrative explains the use of the documentation and how the documentation supports compliance.*
- *When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document as a reference. Provide definitive evidence, not documents that only address the process.*
- *Specify actions that have been taken and provide documentation that such actions have been completed.*
- *When possible and appropriate, provide samples of evidence of compliance rather than all documents pertaining to all activities associated with compliance.*



## Part V: The Impact Report of the Quality Enhancement Plan

**Directions:** Please include Part V with Parts I, II, and III on the same electronic device or with the same print document. It should *not* be combined with Part IV. Entitle it "QEP Impact Report."

**Definition:** The QEP Impact Report, submitted five years prior to the institution's next decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning. It is part of the institution's Fifth-Year Interim Report.

**Audience:** The QEP Impact Report is reviewed by the Committee on Fifth-Year Interim Reports.

**Elements:** With each copy of the QEP Impact Report, include a copy of the Executive Summary of your institution's QEP submitted to the Commission following your institution's recent reaffirmation.

The Report itself should address the following elements:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

The report should not exceed ten pages, excluding the Executive Summary but including the narrative, all appendices, and/or any other supporting documentation (whether in printed or electronic format).

## QEP IMPACT REPORT

**GOALS AND INTENDED OUTCOMES OF THE QEP:** The stated goal of Florida SouthWestern State College’s QEP was to enable first-time-in-college students to become self-reliant learners imbued with critical thinking skills. Once fully implemented, the QEP intended to (1) facilitate an increase in student retention rates, rates of persistence, and graduation rates, (2) foster increased rates of student satisfaction and student engagement through each implementation phase, (3) help faculty in applying newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students, and (4) help staff and administrators in applying practices that promote critical thinking and success to their interactions with first-year students.

**DISCUSSION OF CHANGES MADE TO THE QEP AND THE REASONS FOR MAKING THOSE CHANGES:** The intended plan outlined in the original QEP included a five-year timeline to make the Cornerstone Experience course a requirement with various subpopulations phasing in, leading up to all FTICs being required to successfully complete the course. During the 2013 Florida Legislative Session, the Florida Senate introduced a Senate Bill 1720 later realized as Florida Statute 1008.30(4)(a) which included revised requirements for the common placement test to enter a public postsecondary education degree program. The statute provides that a large number of students will now be exempt from college placement testing. Due to these legislative changes, placement testing would not serve the purpose it did in implementation year one and two for identifying the population with remedial needs. Therefore, the original implementation timeline was advanced so that the requirement for “All FTIC degree-seeking students” to take and successfully complete the course began in implementation year three (2014-2015) rather than waiting until Implementation Year four.

After implementation year one, the QEP Assessment Subcommittee revised the SENSE and CCSSE goals based on data trends. An increase of 5% over the previous year’s goals each year was deemed unrealistic. The subcommittee concluded that the new goal should be scoring 3% above the comparative “extra-large college” weighted scores for the given year. This way, the College would not be “competing against itself” to the point where it would not be able to show additional gains.

Based on a review of assessment data from AY 2014-2015, the QEP Assessment Subcommittee and the Cornerstone faculty re-evaluated the SmarterMeasure Learning Readiness Indicator and the California Critical Thinking Disposition Inventory (CCTDI) vis-à-vis other available assessment tools. The faculty supported adoption of the Conley Readiness Index (CRI). Beginning fall 2015, CRI scores are reported as a measure of Success Strategy and Critical Thinking achievement.

**QEP’S IMPACT ON STUDENT LEARNING AND ACHIEVEMENT OF IDENTIFIED GOALS AND OUTCOMES:** As of the 2014-2015 academic year, all FTIC degree-seeking students were required to successfully complete SLS 1515.

**Goal 1: Critical Thinking:** As a result of successful completion of the SLS 1515 course, students will be able to: a) explore how background experiences impact their values and assumptions and explain how they influence personal relationships; b) demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues; and c) apply intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives.

**Measurement 1: Critical Thinking Journal: Outcome** – By the end of each term, 70% of students who complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the critical thinking rubric. **Results** – The students’ achievement of each rubric dimension was measured on a 4-point scale. Table 1 provides the percent of students scoring “3” or higher. **Goal was met.**  
*Table 1. SLS 1515 Critical Thinking Achievement by Rubric Dimension: Journal Assignment % of students scoring '3' or higher.*

	Clarity	Accuracy	Relevance	Significance	Logic
Fall 2012	65%	81%	85%	76%	83%

	Clarity	Accuracy	Relevance	Significance	Logic
Spring 2013	67%	81%	53%	78%	83%
Fall 2013	79%	86%	89%	88%	88%
Spring 2014	80%	90%	92%	91%	92%
Fall 2014	79%	*	89%	88%	88%
Spring 2015	73%	*	85%	86%	86%
Fall 2015	78%	*	85%	86%	87%
Spring 2016	79%	*	87%	88%	89%
Fall 2016	88%	*	92%	91%	92%
Spring 2017	80%	*	92%	88%	89%

**Measurement 2: Final Essay Assignment: Outcome** – By the end of each term, 70% of students who complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the rubric. **Results** – The students’ achievement of each dimension of the rubric was measured on a 4-point scale. Table 2 provides the percentage of students scoring “3” or higher for each dimension. **Goal was met.**

Table 2. SLS 1515 Critical Thinking Achievement by Rubric Dimension: Final Essay % of students scoring '3' or higher.

	Clarity	Accuracy	Relevance	Significance	Logic
Fall 2012	68%	80%	89%	79%	83%
Spring 2013	84%	88%	91%	92%	88%
Fall 2013	84%	91%	89%	87%	90%
Spring 2014	79%	96%	95%	93%	93%
Fall 2014	84%	*	94%	90%	94%
Spring 2015	81%	*	95%	90%	94%
Fall 2015	86%	*	95%	93%	95%
Spring 2016	85%	*	96%	93%	94%
Fall 2016	84%	*	100%	97%	100%
Spring 2017	85%	*	92%	91%	93%

**Measurement 3: Critical Thinking using CCTDI & CRI: Outcome (CCTDI)** –After completing the SLS 1515 course, students will have statistically significant improvement in all CCTDI Dispositions. **Results (CCTDI)** – Table 3 provides results since implementation. **Goal was partially met.**

Table 3. Change in means from pre-to-post. [For Tables 3 through 7: Shaded cells indicate statistically significant results. Red denotes decrease from pre-to-post. \*Marginal significance (Johnson 2013)<sup>1</sup>.]

	Truth-seeking	Open Mindedness	Inquisitiveness	Analyticity	Systematicity	Confidence in Reasoning	Maturity of Judgment
Fall 2012	1.1	0.7	0.7	1	0.8	1.6	1.2
Spring 2013	0.4	0.7*	0.1	1.2	0.8*	1.8	1.1
Fall 2013	0.5	0.0	-0.6	0.4*	0.0	1.4	-0.1
Spring 2014	1.1	0.8	0.0	1.2	0.8	1.7	1.1
Fall 2014	0.8	0.4*	-0.3	0.7	0.2	1.7	-0.2*
Spring 2015	0.9	1.0	0.1	1.3	0.4*	2.3	-0.0
Fall 2015	0.0	0.0	-0.4	0.5	-0.5	1.3	0.3
Spring 2016	0.8	0.4	0.0	1.1	0.6	2.0	0.3
Fall 2016	0.1	0.0	-0.1	0.5	-0.5	2.0	-0.3
Spring 2017	-0.3	0.1	-0.2	0.8	0.9	2.1	0.0

**Outcome (CRI)** – After completing the SLS 1515 course, students will have statistically significant improvement in all areas of the Key Cognitive Strategies areas of the CRI. **Results (CRI)** – Table 4 provides results since implementation of the CRI (fall 2015). All but one Key Cognitive Strategy has exhibited statistically significant results in all terms. The CRI was changed in spring 2017 such that the 10 Key Cognitive Strategies components were combined into five aptitudes, “Communication”, “Interpretation”, “Precision/Accuracy”, “Problem Formulation”, and “Research.” **Goal was met.**

Table 4. Change in percentage of students responding “Agree” or “Strongly Agree” to Key Cognitive Strategies areas of the CRI.

	Construct	Organize	Analyze	Evaluate	Confirm	Monitor	Hypothesize	Strategize	Collect	Identify
F 2015	16.6%	12.7%	16.3%	14.4%	2.9%	6.7%	11.5%	8.9%	11.0%	12.5%

	Construct	Organize	Analyze	Evaluate	Confirm	Monitor	Hypothesize	Strategize	Collect	Identify
Sp 2016	17.7%	12.9%	13.7%	13.6%	4.6%	7.1%	14.0%	8.4%	9.3%	12.2%
F 2016	20.3%	15.4%	19.4%	18.1%	6.8%	11.1%	14.7%	11.2%	13.6%	13.3%
	Communication		Interpretation		Precision/Accuracy		Problem Formulation		Research	
Sp 2017	16.0%		11.4%		4.7%		10.2%		14.8%	

**Goal 2: Success Skills:** As a result of successful completion of the SLS 1515 course, students will be able to: a) develop strategies for effective written and verbal communications, use of technology, listening, reading, critical thinking, and reasoning; and b) demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff, and faculty.

**Measurement 1: SmarterMeasure Learning Readiness Indicator / CRI: Outcome (SmarterMeasure) –** After completing the Cornerstone Experience course, students will have significant improvement in the following indicators: “Personal Attributes,” “Life Factors,” “Technology Knowledge” and “Technology Competency.” Beginning fall 2015, the CRI was adopted to replace SmarterMeasure. *Results (SmarterMeasure)* – Table 5 provides the t-test results for all terms since implementation. There was a statistically significant improvement in “Technology Knowledge” in all terms. Other attributes exhibit mixed results. **Goal was partially met.**

Table 5. Change in means from pre-to-post for SmarterMeasure readiness indicators.

	Fall 2012	Sp 2013	Fall 2013	Sp 2014	Fall 2014	Sp 2015
Personal Attributes	-0.2	-1.0*	-0.5	-0.3	-0.7	-1.7
Technology Knowledge	3.8	4.2	3.1	3.9	3.0	2.3
Technology Competency	-0.1	2.0*	-1.0	2.1	0.0	0.6
Life Factors	-0.4	0.6	-0.2	0.2	-1.1	-1.5

**Outcome (CRI 1) –** After completing the SLS 1515 course, students will have statistically significant improvement in all areas of the Key Content Knowledge areas of the CRI. Note that the “Experience with Technology” was removed from this area of the CRI beginning spring 2017. *Results (CRI 1)* – Table 6 provides results since implementation of the CRI (fall 2015). In three of six indices, Key Content Knowledge areas have exhibited statistically significant results in all terms. The other three exhibit statistically significant results in some terms. **Goal was met.**

Table 6. Change in percentage of students responding “Agree” or “Strongly Agree” to Key Content Knowledge.

	Attribution	Value	Challenge Level	Experience with Tech	Structure of Knowledge	Student Effort
Fall 2015	2.1%	-0.1%	7.5%	10.3%	3.8%	3.0%
Spring 2016	3.3%	2.8%	8.5%	14.7%	6.9%	5.0%
Fall 2016	4.1%	2.6%	11.4%	13.6%	7.4%	5.7%
Spring 2017	4.8%	10.0%	11.8%	*	7.5%	0.8%

**Outcome (CRI 2) –** After completing the SLS 1515 course, students will have statistically significant improvement in all areas of the Learning Skills areas of the CRI. *Results (CRI 2)* – Table 7 provides results since implementation of the CRI (fall 2015). In three of ten indices results are statistically significant in all terms. Other areas exhibit statistically significant improvement in some terms. **Goal was partially met.**

Table 7. Change in percentage of students responding “Agree” or “Strongly Agree” to Learning Skills areas.

	Collaborative Learning	General Study	Information Retention	Note Taking	Strategic Reading	Test Taking	Time Management	Goal Setting	Persistence	Self-Awareness
F 2015	6.9%	2.9%	11.8%	-1.0%	11.9%	8.2%	3.1%	2.0%	3.9%	2.8%
Sp 2016	9.4%	5.7%	11.6%	0.3%	8.9%	7.1%	3.1%	4.3%	5.3%	5.1%
F 2016	7.2%	6.4%	15.0%	1.4%	12.3%	8.7%	7.2%	6.0%	6.2%	4.8%
Sp 2017	12.7%	*	16.8%	2.8%	13.9%	9.6%	6.5%	5.8%	7.6%	7.3%

**Measurement 2: Success Strategies Presentation: Outcome** – By the end of each term, 70% of students that complete the course will achieve a “3” (accomplished) or higher on all relevant aspects of the rubric. **Results** – The students’ achievement of each rubric dimension was measured on a 4-point scale. Table 8 provides the percentage of students scoring “3” or higher for each dimension. **Goal was met.**

Table 8. SLS 1515 Success Strategies by Rubric Dimension: Group Presentation % of students scoring '3' or higher. \*A revised rubric was implemented in spring 2013 so scores are not comparable to fall 2012.

	Accuracy	Relevance and Demonstration of Application	Creativity	Effective Group Communication
Spring 2013	90%	90%	86%	86%
Fall 2013	94%	90%	86%	88%
Spring 2014	94%	94%	89%	90%
Fall 2014	93%	91%	87%	90%
Spring 2015	94%	94%	89%	92%
Fall 2015	92%	90%	83%	90%
Spring 2016	94%	92%	90%	92%
Fall 2016	90%	88%	86%	90%
Spring 2017	92%	89%	88%	92%

**Measurement 3: Success Strategies Survey: Outcome** –Upon completion of the SLS 1515 course, 75% of respondents will report usage or application for “Cognitive,” “Goal attainment” and “Campus engagement” survey items; 30% of respondents will report substantial improvement for the skills (non-Likert rating scale) items. **Results** –Table 9 provides results. **Goal was partially met.**

Table 9. Percent Respondents Reporting Substantial Improvement in Goal Attainment, Communication, & Cognitive Strategies.

	Arriving to class on time.	Attending class.	Reviewing the course schedule.	Using the calendar or lists.	Working on large projects incrementally.	Using small group communication skills.	Participating and asking questions when appropriate.	Forming a relationship with other students.	Meeting with the professor outside of class for help.	Thinking critically about texts and lectures.
Fall 2012	5%	10%	10%	18%	23%	35%	23%	20%	10%	36%
Spring 2013	7%	7%	20%	26%	27%	33%	33%	24%	28%	39%
Fall 2013	6%	7%	13%	20%	18%	21%	21%	18%	22%	19%
Spring 2014	12%	9%	22%	13%	29%	35%	36%	30%	36%	40%
Fall 2014	9%	9%	19%	22%	24%	31%	27%	29%	34%	30%
Spring 2015	11%	9%	21%	28%	32%	39%	34%	37%	43%	32%
Fall 2015	6%	6%	20%	24%	29%	34%	27%	27%	39%	32%
Spring 2016	11%	11%	16%	19%	23%	22%	22%	29%	33%	24%
Fall 2016	8%	7%	21%	28%	27%	29%	25%	28%	36%	28%
Spring 2017	12%	10%	16%	22%	27%	36%	25%	36%	38%	35%

**Goal 3: Retention, Persistence, and Graduation:** Fully implemented, the QEP will facilitate an increase in student retention rates, rates of persistence, and graduation rates.

**Measurement 1: Within-Course Completion Rates: Outcome** – Fully implemented, students will successfully complete the Cornerstone Experience at a rate of 80% with a “C” or better. **Results** – Table 10 provides success rates by campus and term. **Goal was partially met.**

Table 10. SLS 1515 Within-Course Success Rates (%Passing, A-C) by term.

	Charlotte	Collier	Hendry Glades	Lee	FSW Online	College Total
Fall 2012	74%	84%	87%	75%	~	77%
Spring 2013	83%	69%	53%	70%	~	70%
Fall 2013	80%	78%	77%	75%	~	76%
Spring 2014	76%	76%	75%	70%	~	73%
Fall 2014	85%	84%	90%	81%	~	82%
Spring 2015	79%	78%	77%	70%	~	73%

	Charlotte	Collier	Hendry Glades	Lee	FSW Online	College Total
Fall 2015	88%	88%	81%	82%	75%	84%
Spring 2016	76%	73%	79%	70%	77%	72%
Fall 2016	82%	84%	90%	83%	79%	83%
Spring 2017	76%	77%	84%	73%	79%	75%

**Measurement 2: Term-to-term Retention: Outcome** – Using AY 2011-12 baseline data, term-to-term retention will increase by 5% each year. **Results** – Table 17-19 provide term-to-term comparisons between the baseline year and implementation years using the 2012 requirement (Table 11), the 2013 requirement (Table 12), and 2014 requirement (Table 13). **Goal was partially met.**

Table 11. Comparison of term-to-term retention for students testing into two or more developmental areas (2012 requirement).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Fall	743	662	842	527	531	480
Spring	561, (75.5%)	505, (76.3%)	687, (81.6%)	443, (84.1%)	433, (81.5%)	401, (83.5%)

Table 12. Comparison of term-to-term retention for students testing into any one developmental area (2013 requirement).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Fall	1544	1456	1671	1153	1065	732
Spring	1190, (77.1%)	1123, (77.1%)	1345, (80.5%)	960, (84.1%)	884, (83.0%)	608, (83.1%)

Table 13. Comparison of term-to-term retention for students not testing into any developmental courses (2014 requirements).

	AY 2014-15	AY 2015-16	AY 2016-17
Fall	1160	1199	1484
Spring	935, (80.6%)	1040, (86.7%)	1224, (82.5%)

**Measurement 3: Year-to-year Retention: Outcome** – Using AY 2011-12 baseline data, year-to-year retention will increase by 3% each year. **Results** – Tables 20-22 provide year-to-year comparisons between the baseline year and implementation years using the 2012 requirement (Table 14), the 2013 requirement (Table 15), and 2014 requirement (Table 16). **Goal was partially met.**

Table 14. Comparison of yr-to-yr retention for students testing into two or more developmental areas (2012 requirement).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Fall	743	662	842	527	531
Fall	368, (49.5%)	339, (51.2%)	432, (51.3%)	303, (57.5%)	290, (54.6%)

Table 15. Comparison of yr-to-yr retention for students testing into any one developmental area (2013 requirement).

	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Fall	1544	1456	1671	1153	1065
Fall	790, (51.2%)	737, (50.6%)	869, (52.0%)	680, (59.0%)	614, (57.7%)

Table 16. Comparison of yr-to-yr retention for students not testing into any developmental courses (2014 requirements).

	AY 2014-15	AY 2015-16
Fall	1160	1199
Spring	678, (58.4%)	756, (63.1%)

**Measurement 4: Cohort Graduate Reports: Outcome** – This analysis will use the cohort graduation rate associated with students that entered FSW as FTIC compared with AY 10-11, where (a) cohorts from AY 12-13 150% graduation rate will increase by 10%, (b) cohorts from AY 13-14 and AY 14-15 150% graduation rate will increase by 10%, and (c) cohort from AY 15-16 150% graduation rate will increase by 10%. **Results** – Table 17 provides the cohort graduation rates at the two-year mark and three-year mark

(150%). Two-year graduation rates have increased from 1.6% to 2.2% over the study while three-year (150%) rates are up from 9.6% to 15.8%. **Goal was not met.**

Table 17. Comparison of cohort graduation rates for FTIC degree-seeking, non-transfer students.

	2yr Graduation rate	3yr Graduation rate
AY 2010-2011	37/2382, (1.6%)	228/2382, (9.6%)
AY 2011-2012	38/2262, (1.7%)	199/2262, (8.8%)
AY 2012-2013	36/1930, (1.9%)	169/1930, (8.8%)
AY 2013-2014	82/2291, (3.6%)	231/2291, (10.1%)
AY 2014-2015	51/2315, (2.2%)	365/2315, (15.8%)

**Measurement 5: Course Outcome and Student Effort & Involvement Items from SIR II (#29-33 and 34-36):** *Outcome* – Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions. *Results* – Table 18 provides the means for SLS 1515 and comparative four-year institutions. **Goal was met.**

Table 18. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

		F 2012	Sp 2013	F 2013	Sp 2014	F 2014	Sp 2015
<b>Course Outcome (29, 30, 31, 32, 33)</b>	Florida SouthWestern	4.2	4.3	3.9	4.2	3.9	4.1
	Comparative 4-Yr Institution	3.8	3.8	3.8	3.8	3.8	3.8
<b>Student Effort &amp; Involvement (34, 35, 36)</b>	Florida SouthWestern	4.0	4.0	3.8	3.9	3.8	3.9
	Comparative 4-Yr Institution	3.7	3.7	3.7	3.7	3.7	3.7

Beginning in fall 2015, the SIR II was replaced by the Student Evaluation of Instruction (SEI), which itself was replaced in fall 2016 by the Student Opinion Survey (SOS). Results are shown in Table 19.

Table 19. SEI Positive response: SOS percentage responding “Agree” or “Strongly Agree”.

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
SEI #1	96%	99%	*	*
SEI/SOS SLS-Specific #1	95%	95%	90%	93%
SEI/SOS SLS-Specific #2	97%	97%	98%	99%

**Goal 4: Student Satisfaction and Engagement:** Through each phase of implementation, the QEP will foster increased rates of student satisfaction and engagement. The success measure is demonstrated through the quality of student/student, student/faculty, and student/college engagement.

**Measurement 1: Engaged Learning Items from SENSE Survey (19a, b, e, g, h, i, j, k, l, m, n, o, q, 20d2, f2, and h2):** *Outcome* – At the end of each academic year, the college’s scores in the Engaged Learning benchmark will be 3% above the comparative “extra-large college.” *Results* – Table 20 provides results of the FSW’s weighted scores compared with “extra-large college.” **Goal was partially met.**

Table 20. FSW SENSE Survey Results. E<sub>w</sub>: FSW weighted score, XLC<sub>w</sub>: extra-large college weighted score. \*Baseline scores before implementation of FYE Course and Program are E<sub>w</sub>: 49, XLC<sub>w</sub>: 49, with 0% difference.

	Engaged Learning Benchmark		
	E <sub>w</sub>	XLC <sub>w</sub>	% Difference
Fall 2012	51.4	49.3	4%
Fall 2013	53.5	49.7	8%
Fall 2014	52	50	4%
Fall 2015	49.2	48.6	1%
Fall 2016	47.3	48.8	-3%

**Measurement 2: Student/Faculty Interaction Items from CCSSE Survey (4k, l, m, n, o, and q): Outcome** – At the end of each academic year, the College’s scores in the Student-Faculty Interactions items will be 3% above the comparative "extra-large college" weighted scores. *Results* – Table 21 provides FSW’s weighted score compared with that of “extra-large college” weighted scores. **Goal was partially met.**

Table 21. FSW CCSSE Survey Results. *E<sub>w</sub>*: FSW weighted score, *XLC<sub>w</sub>*: extra-large college weighted score.

	Student / Faculty Interaction Benchmark		
	<i>E<sub>w</sub></i>	<i>XLC<sub>w</sub></i>	% Difference
2013	50.0	48.6	3%
2014	48.6	48.2	1%
2015	48.4	47.9	1%
2016	50.2	47.7	5%
2017	50.0	48.2	2%

**Measurement 3: Subset of Active & Collaborative Learning Items from CCSSE Survey (4f, g, h, and r) and SIR II (11-15): Outcome** – Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions. *Results* – Table 22 provides FSW’s weighted score in compared with that of “extra-large college” weighted scores. **Goal was partially met.**

Table 22. FSW CCSSE Survey Results. *E<sub>w</sub>*: FSW weighted score, *XLC<sub>w</sub>*: extra-large college weighted score.

	Active & Collaborative Learning Benchmark		
	<i>E<sub>w</sub></i>	<i>XLC<sub>w</sub></i>	% Difference
2013	49.3	49.7	-1%
2014	48.9	49.5	-1%
2015	49.1	49.8	-1%
2016	52.2	49.5	5%
2017	52.6	50.0	3%

**Measurement 4: Qualitative Data from Focus Group Responses: Outcome** – Focus group responses were analyzed and discussion of student satisfaction and engagement will be coded. *Results* – Table 23’s codes are grouped into concepts and categories that lead faculty/staff to understand the elements of the course and extracurricular activities that increased students’ satisfaction and engagement.

Table 23. Major Categories from Focus Group Responses.

Learning & Acquisition	Academic & Affective Support	Campus/College Engagement
Concepts	Concepts	Concepts
Learning about College Resources	Valuing Faculty and Reporting Positive Interactions	Participating in College Activities but Needing More Choices
Gaining and Valuing “Self-Awareness”	Valuing and Critiquing GPS Assignment	Expanding Social Network and Experiencing Diversity
Learning “Time Management” and Course Success Strategies	Valuing Peer Architects	
Learning and Valuing Critical Thinking Skills	Critiquing Lack of Textbook Usage	
Valuing and Critiquing Journal Assignment	Valuing Group Project, Acquiring Presentation Skills and Gaining Confidence	

**Goal 5: Faculty Application of New Knowledge:** As the faculty complete the Cornerstone Experience Instructor professional development modules, they will apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.

**Measurement 1: Academic Challenge Items from CCSSE Survey (4p, 5b, c, d, e, f, 6a, c, 7, 9a): Outcome** – At the end of each academic year, ESC/FSW scores in the Academic Challenge items will be 3% above the comparative "extra-large college" weighted scores. *Results* – Table 24 provides FSW’s weighted



score in the Academic Challenge benchmark compared with that of “extra-large college” weighted scores. **Goal was partially met.**

Table 24. FSW CCSSE Survey Results. *E<sub>w</sub>*: FSW weighted score, *XLC<sub>w</sub>*: extra-large college weighted score.

	Academic Challenge Benchmark		
	<i>E<sub>w</sub></i>	<i>XLC<sub>w</sub></i>	% Difference
2013	50.3	50.0	1%
2014	50.2	50.0	0%
2015	50.2	50.1	0%
2016	52.3	50.0	4%
2017	51.5	50.4	1%

**Measurement 2: Professional Development Surveys: Outcome** – Following completion of the professional development modules, 80% of trained faculty will report using critical thinking and first-year student success strategies as measured on Likert scale items. **Results** – Table 25 provides positive response rates by respondents in the survey. **Goal was met.**

Table 25. Faculty Professional Development Survey Results: Percentage of Respondents Applying Strategies.

Training Content	Fall 2012	Spring/Summer 2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
Critical Thinking	79.0%	100.0%	92.9%	100.0%	100.0%
Success Strategies	79.0%	100.0%	92.9%	100.0%	100.0%

**Measurement 3: SIR II Communication Items (6-10): Outcome** – Beginning AY 2012-13, faculty results for these items will meet or exceed the comparative mean for four-year institutions. **Results** – Table 26 below provides the means for SLS 1515 and comparative four-year institutions. **Goal was met.**

Table 26. SIR II Means: SLS 1515 and Comparative Four-Year Institutions. Values are on a 5-point scale.

		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
<b>Communication (6, 7, 8, 9, 10)</b>	Florida SouthWestern	4.7	4.7	4.6	4.5	4.7	4.5	4.7
	Comparative 4-Yr Institution	4.6	4.4	4.4	4.4	4.4	4.4	4.4

**Goal 6: Staff Interactions with First-Year Students:** As the staff and administrators complete the Cornerstone Experience Services professional development modules, they will apply practices that promote critical thinking and success to their interactions with first-year students.

**Measurement 1: Staff and Administrators Professional Development Surveys: Outcome** – Following completion of the professional development modules, 80% of trained staff and administrators applying critical thinking and first-year student success strategies as measured on Likert scale items. **Results** – Table 27 provides positive response rates by respondents in the survey. **Goal was partially met.**

Table 27. Staff/Administrator Professional Development Survey Results: Percentage of Respondents Applying Strategies.

Training Content	Fall 2012	Spring/Summer 2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
Critical Thinking	69.0%	67.0%	75.0%	75.0%	100.0%
Success Strategies	69.0%	67.0%	75.0%	75.0%	100.0%

**Measurement 2: Clear Academic Plan & Pathway Items from SENSE Survey (18d, e, g, f, and h):**

**Outcome** – At the end of each academic year, ESC/FSW scores in the Clear Academic Plan and Pathway items will be 3% above the comparative "extra-large college" weighted scores. **Results** – Table 28 provides FSW’s weighted score in the Clear Academic Plan and Pathway benchmark compared with that of “extra-large college” weighted scores. **Goal was partially met.**

Table 28. FSW SENSE Survey Results. Ew denotes FSW weighted score, XLCw denotes extra-large college weighted score, % Diff denotes percent difference between two scores. \*Baseline scores before implementation of FYE Course and Program.

	Clear Academic Plan and Pathway Benchmark		
	E <sub>w</sub>	XLC <sub>w</sub>	% Difference
<b>Fall 2011*</b>	48.9	47.6	3%
<b>Fall 2012</b>	48.9	48.0	2%
<b>Fall 2013</b>	53.8	47.5	13%
<b>Fall 2014</b>	57.6	50.0	15%
<b>Fall 2015</b>	56.8	46.9	21%
<b>Fall 2016</b>	42.9	47.4	-9%

## REFLECTION

Throughout the five years of the QEP, a number of committees met regularly to review data to inform improvement. Annual reports were disseminated widely, discussed in stakeholder meetings and posted to the college Website (<https://www.fsw.edu/fye/qep/assessment>). The academic achievement data from five-year implementation demonstrate that SLS 1515 has had a positive effect on student learning, specifically in terms of their ability to think critically and utilize success strategies.

Through an analysis of the domains of both the assignment rubrics and the standardized assessment, the QEP Assessment Subcommittee has identified the following areas that prove challenging for students: (1) Though there have been improved scores in writing “Clarity,” this continues to be the dimension where students receive the lowest scores. (2) Though there have been improved scores, students continue to have low scores in information literacy and thinking critically about the validity and veracity of texts and lectures (“Truth-seeking”).

In response the College has made positive changes and continued promising practices to include: (1) Designing and implementing “Academic Journaling” workshops to support students’ academic writing on all campuses and centers. (2) Holding in-house critical thinking training and sending faculty to the International Conference on Critical Thinking. (3) Implementing “Truth-seeking” workshops for students. Information from the workshops includes: learning how to evaluate information, credibility of websites and searching for information on the Internet. (4) Implementing “Engendering Truth-seeking” workshops for faculty and staff.

The data supports the hypothesis that SLS 1515 and ancillary FYE Programming have had a positive effect on student retention, satisfaction and engagement. Additionally, students report gaining “self-awareness” that provides clarity for academic and career planning. Through an analysis of the qualitative data, the QEP Assessment Subcommittee has identified the following area that prove challenging for students: Engaging in campus events and activities due to scheduling challenges.

In response the College has made positive changes and continued promising practices to include: (1) Revising the course schedule so that the courses formerly offered at 5:30 p.m. to begin at 6:00 p.m. to allow evening students to attend workshops and support centers before class. Additionally, online workshops have been developed to support students with scheduling conflicts. New Student Programs, Student Life, the Academic Support Centers, and the Library now schedule workshops in the 5:00-6:00 p.m. time slot. (2) Increasing evening and weekend programming and service learning opportunities College-wide. (3) Restructuring “Early Alert” to be housed in the Advising Office. This has enhanced a case-based advising approach focused on student retention. (4) Restructuring the Academic Support Center and Library so that there is College-wide consistency of workshops and services. (5) Holding in-house training on supporting first-year students and sending faculty and staff to the Annual Conference on The First-Year Experience®. (6) Implementing new admissions/advising process that includes meta-major declaration, Career Source assessment, and a self-appraisal. (7) Contracting with CareerSource Southwest Florida job placement services, resume support, and interview preparation.

Through analysis of retention and graduation rates, there is a clear pattern of significant increases in by course participation in both term-to-term and year-to-year retention. While the initial graduation rates studies do not demonstrate significant differences since the implementation of the QEP, the most recent academic year does, and so a trend may be present although it is too early to determine at this point.

In response the College has made positive changes and continued promising practices to include: (1) The College President announced the new *Dedicate to Graduate* initiative in fall 2016. A *Dedicate to Graduate* implementation team to include faculty, staff and administrators from both Student and Academic Affairs was established to operationalize the goals of the Dedicate to Graduate initiative. The college's strategic directions, as well as individual department effectiveness goals, are aligned with the initiative. (2) The College partnered with Suncoast Federal Credit Union to offer Financial Literacy Workshops to students, faculty, and staff. Suncoast educators began leading workshops on each campus in fall 2016. (3) The college renewed support for the Cornerstone Experience course which will continue to be required for all FTIC degree-seeking students. The course is housed within the Academic Success Department which is overseen by an academic faculty department chair in the School of Arts, Humanities, and Social Sciences.