

Provost Meeting
Student Achievement (School of Health Professions)
Minutes
November 27, 2018
1:00 p.m. – 2:00 p.m.
Thomas Edison Campus; Building A, Room 137

Present: Dr. Eileen DeLuca (Interim Provost)
Jeff Davis (Program Director, Cardiovascular Technology)
Kelli Dunlap (Director, Institutional Reporting & Analysis)
Deborah Howard (Program Director, Health Information Technology)
Sindee Karpel (Professor, Respiratory Care)
Jim Mayhew (Program Director, Radiology Technology Program)
Terry McVannel-Erwin (Professor, Human Services)
Barbara Miley (Coordinator, Accountability & Effectiveness)
Karen Molumby (Program Director, Dental Hygiene)
Jean Newberry (Program Director, Respiratory Care)
Dr. Deborah Selman (Interim Associate Dean, Nursing Programs)
Susan Torres (Professor, Nursing/Interim Program Director, Nursing)
Dr. Joseph van Gaalen (AVP, Institutional Research, Assessment & Effectiveness)
Joe Washburn (Program Director, Emergency Service Programs)
Dr. Denis Wright (Special Assistant to the President/Interim Dean, School of Health Professions)

- Dr. DeLuca opened the meeting and explained the purpose was to discuss goal setting as it relates to programs and student achievement (SACSCOC Principle 8.1 [formerly 4.1])
 - It is important to discuss goal setting not only for the purpose of the upcoming SACSCOC Monitoring Report but for moving forward overall
- Kelli Dunlap reviewed the 6-Year Completion Rate, Licensure Rate, and Placement Rate information (handout)
- Dr. Wright stated it is somewhat challenging to set goals when the programs are so successful; it is challenging to think in terms of how to improve the program
- Dr. DeLuca stated that one way we can make a good case with the narrative is to review the past six years and make an informed decision
- Dr. DeLuca stated it is important for us to define our student achievement and it is not a deal breaker if we do not meet the goal; what is important is that we are having conversations about goal setting and what it means
 - In the past, licensure rates, graduation rates, and job placement rates were reported for student achievement; now we need to be able to provide an explanation of how we developed the goals rather than just reporting numbers and percentages

- Professor Davis stated that one of the mechanisms utilized in Cardiovascular Technology is to review the exam matrix and identify where downfalls occurred
- Dr. DeLuca stated that every November will be a good time to review data and set goals
- A question was posed as to how placement data is tracked in the School of Health Professions
 - Some of it comes from employment confirmation and some of it comes from student confirmation
 - Kelli Dunlap stated her office uses FETPIP (Florida Education & Training Placement Information Program) to obtain job placement data
 - Dr. DeLuca stated the placement rates and data need to come from program leaders
- Dr. DeLuca stated the Monitoring Report is due to SACSCOC by April 2, 2019
 - We are also suggesting a new system for reporting and locating the data
- Dr. DeLuca emphasized the importance of developing goal statements and definitions
- Dr. DeLuca stated we need to identify what program leaders are doing to track placement rates
 - Professor Washburn stated he tracks the information by administering a survey to students and then having an instructional assistant telephone those individuals that have not responded and completing the survey over the phone
- Dr. DeLuca asked that the completion rate chart be revised either with an explanation below of what the data means or provide an explanation below the chart if we decide to use one institutional goal
- Survey administration needs to be reviewed and identify how it can be made better
 - Office of Academic Assessment will work on how the data is collected
- Dr. DeLuca noted that the Monitoring Report will also include a response to Principle 8.2a (Institutional Effectiveness – educational programs)
 - One more review for completion of the effectiveness plans will be done by Dr. van Gaalen and Barbara Miley
 - Unit leaders need to finalize AY 2017-2018 as quickly as possible

The meeting adjourned at 2:00 p.m..

School of Health Professions Student Achievement Data

School of Health Professions Program:	AY 2012-13 Licensure Pass Rate	AY 2013-14 Licensure Pass Rate	AY 2014-15 Licensure Pass Rate	AY 2015-16 Licensure Pass Rate	AY 2016-17 Licensure Pass Rate	AY 2017-18 Licensure Pass Rate*
Cardiovascular Technology/AS	88.9%	90.0%	93.8%	84.6%	80.0%	67.0%
Respiratory Care/AS	97.0%	95.0%	100.0%	96.0%	100.0%	89.5%
Dental Hygiene/AS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Emergency Medical Technician/Certificate	Not Available	83.0%	91.0%	92.0%	94.0%	90.0%
Paramedic/Certificate	88.1%	94.7%	95.5%	83.3%	100.0%	Not Available
Firefighter Minimum Standards/PSAV	Not Available	96.3%	100.0%	95.7%	97.9%	90.0%
Health Information Technology/AS	100.0%	80.0%	100.0%	100.0%	100.0%	100.0%
Nursing, AS	89.4%	86.6%	87.1%	84.7%	82.0%	85.9%
Radiologic Technology/AS	100.0%	100.0%	100.0%	100.0%	96.0%	100.0%

School of Health Professions Program:	AY 2012-13 Job Placement Rate	AY 2013-14 Job Placement Rate	AY 2014-15 Job Placement Rate	AY 2015-16 Job Placement Rate	AY 2016-17 Job Placement Rate	AY 2017-18 Job Placement Rate*
Cardiovascular Technology/AS	100.0%	90.0%	100.0%	100.0%	100.0%	88.8%
Respiratory Care/AS	91.0%	100.0%	100.0%	96.0%	100.0%	63.2%
Dental Hygiene/AS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Emergency Medical Technician/Certificate	73.0%	100.0%	79.0%	81.0%	94.0%	90.0%
Paramedic/Certificate	99.0%	100.0%	91.0%	89.0%	100.0%	Not Available
Firefighter Minimum Standards/PSAV	67.0%	100.0%	78.6%	61.7%	37.5%	93.6%
Health Information Technology/AS	83.0%	86.0%	78.0%	89.0%	91.0%	Not Available
Nursing, AS	84.6%	96.0%	90.0%	100.0%	100.0%	Not Available
Radiologic Technology/AS	95.2%	100.0%	96.2%	100.0%	100.0%	95.0%

School of Health Professions Program:	AY 2012-13 Completion Rate	AY 2013-14 Completion Rate	AY 2014-15 Completion Rate	AY 2015-16 Completion Rate	AY 2016-17 Completion Rate	AY 2017-18 Completion Rate*
Cardiovascular Technology/AS**	18	10	16	13	10	9
Respiratory Care/AS**	33	19	23	23	19	19
Dental Hygiene/AS	88.8%	100.0%	83.3%	77.7%	83.3%	Not Available
Emergency Medical Technician/Certificate**	136	141	129	130	112	
Paramedic/Certificate	84.6%	82.7%	87.1%	86.8%		
Firefighter Minimum Standards/PSAV**	6	31	39	28	45	
Health Information Technology/AS	86.7%	91.0%	90.0%	90.0%	91.0%	81.8%
Nursing, AS	93.4%	77.0%	88.0%	93.0%	95.0%	Not Available
Radiologic Technology/AS	60.0%	70.0%	86.7%	78.6%	82.1%	Not Available

**Students who graduated are still taking licensure exams and finding employment; data incomplete.*

***Number of graduates*

SECTION 8: Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

(Student achievement) [CR]

Rationale and Notes

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

An institution needs to be able to document its success with respect to student achievement. In doing so, it may use a broad range of criteria to include, as appropriate: enrollment data; retention, graduation, or course completion; job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Note the three related obligations of the institution in order to meet this standard: student achievement goals (target levels of performance) must be identified; data for student achievement must be presented and evaluated (outcomes); and both the goals and the outcomes must be published. For purposes of this standard, "multiple measures" refers to several distinct outcomes, not multiple ways of measuring the same outcome. Being published means in a way accessible to the public—not published only behind an internal firewall.

The standard recognizes that not every institution will utilize the same goals or establish the same targets. For example, an open-admissions institution would generally have a lower target for undergraduate graduation rates than a highly selective institution. An institution that prepares students for transfer to other institutions may use National Student Clearinghouse data for graduation rates while an institution that has little transfer activity might prefer to use IPEDS data. A seminary and an institute of technology may well define job placement "in the field of study" in very different ways. In some cases, institutions may use local data that can only be benchmarked against itself, such as a locally created alumni survey. Nonetheless, every institution has an obligation to establish goals, collect data, and publish this information.

NOTES

In accord with federal regulations, it is expected that the institution will demonstrate its success with respect to student achievement and indicate the criteria and thresholds of acceptability used to determine that success. The criteria are the items to be measured (and published); the thresholds of acceptability are the minimal expectations set by the institution to define its own acceptable level of achievement (i.e., a minimum target). The institution is responsible

for justifying both the criteria it utilizes and the thresholds of acceptability it sets. The items measured and the thresholds of acceptability should be consistent with the institution's mission and the students it serves.

In their reviews, SACSCOC committees will examine and analyze (1) documentation demonstrating success with respect to student achievement, (2) the appropriateness of criteria and thresholds of acceptability used to determine student achievement, and (3) whether the data and other information to document student achievement is appropriately published.

While this standard does not ask what the institution does when it finds it falls short of its own expectations, institutions not meeting their self-identified thresholds of performance would be expected to document efforts to meet expectations. [See especially Standard 7.1 (Institutional planning), as well as Standard 7.2 (Quality Enhancement Plan), Standard 8.2.a (Student outcomes: educational programs), Standard 8.2.b (Student outcomes: general education), and Standard 8.2.c (Student outcomes: academic and student services).]

Questions to Consider

- How does the institution determine appropriate measurable goals and outcomes for student achievement consistent with its mission?
- Does a state board or specialized accreditor expect certain student achievement rates that would be relevant for this standard?
- Are data sources for this information clearly identified?
- If the institution does not use examples of criteria mentioned above, what are the criteria used and why are they appropriate?
- Are both criteria and thresholds of acceptability clearly identified?
- Can the institution justify both criteria and thresholds of acceptability that would be found acceptable by a reasonable external party?
- How does the institution publish this information for the public?

Sample Documentation

- Published evidence containing tables, charts, and/or narrative that include criteria, thresholds of acceptability, and findings related to student achievement.
- Discussion of the underlying rationale for the chosen criteria and thresholds in relation to the institution's mission.
- Data underlying the findings.

Reference to SACSCOC Documents, If Applicable

SACSCOC policies: [Institutional Obligations for Public Disclosure](#)

Cross-References to Other Related Standards/Requirements, If Applicable

- CR 7.1 *(Institutional planning)*
Standard 7.2 *(Quality Enhancement Plan)*
Standard 8.2.a *(Student outcomes: educational programs)*
Standard 8.2.b *(Student outcomes: general education)*
Standard 8.2.c *(Student outcomes: academic and student services)*

8.2

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. **Student learning outcomes for each of its educational programs.**
(Student outcomes: educational programs)
- b. **Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.**
(Student outcomes: general education)
- c. **Academic and student services that support student success.**
(Student outcomes: academic and student services)

Rationale and Notes

Student outcomes—both within the classroom and outside of the classroom—are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals and how it can become even better.

Even though the concept of institutional effectiveness may not be explicitly referenced in all of the standards, the accreditation process assumes that all programs and services, wherever offered within the context of the institution's mission and activity, are reviewed as part of the institutional effectiveness process.

When reviewing this standard, peer evaluators will look for evidence of each of the three key elements of the standard, but do so as an integrated activity where the parts are linked. When reporting about the process, it might be useful to consider the process in this fashion:



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.

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.”^[1] 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.”^[1]

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.^[2]

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	3227	3227
Retained (n)	1654	1786	1769	1968	1956
Retained (%)	56.2%	60.0%	59.6%	61%	60.6%

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

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	2966	2966
Retained (n)	1028	1226	1400	1424	1393
Retained (%)	39.9%	41.7%	47.1%	48%	47.0%

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

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

3-Year Graduation Rates

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

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. ^[4] Grade distribution reports, with a calculated student success rate, are generated and disseminated after each fall and spring term (password = 1617PR). ^{[5][6][7]} 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. ^[8]

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	--	2559
FTE Degree Seeking Students	9477	9140	9311	--	9588
Ratio of Degrees Conferred to 100 FTE	24.35	21.25	22.58	24.00	26.69

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	--	313
FTE Degree Seeking Students	749	763	659	--	675
Ratio of Degrees Conferred to 100 FTE	44.33	44.69	42.19	45.00	46.37

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). ^[10] 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. ^[11]

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

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

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. Florida Education and Training Placement Information Program (FETPIP)
11. Job Placement Rates
12. Dedicate to Graduate
13. Early Alert Program
14. Accountability Measures
15. LightHouse Commons Retention and Completion

FLORIDA SOUTHWESTERN STATE COLLEGE

Referral Report

April 2, 2018

Dr. Jeff Allbritten, President

Jeff.allbritten@fsw.edu

239-489-9211

Dr. Jeff Stewart, Provost & SACSCOC Liaison

Jeff.stewart@fsw.edu

239-489-9081

F.R. 4.1 (Student Achievement) – 2012 Principles

8.1 (Student Achievement) – 2018 Principles

Request of the Commission:

The College evaluates student achievement in support of its mission and strategic objectives plan using a number of measures. The College sets goals for the measures of achievement. However, the institution did not describe how the targets for each criterion are determined and why they are appropriate to the institution.

Response to the Request of the Commission:

Consistent with our mission, Florida SouthWestern evaluates success with respect to student achievement. 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. Annual goals are determined by monitoring historic rates of 1-Year, and 2-Year retention as well as the 3-Year graduation rates. In addition to meeting and increase historic rates, the college monitors state trends as detailed in Statewide Accountability Measures from the Florida College System and sets goals accordingly.

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	3227	3227
Retained (n)	1654	1786	1769	1968	1956
Retained (%)	56.2%	60.0%	59.6%	61%	60.6%

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

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	2966	2966
Retained (n)	1028	1226	1400	1424	1393
Retained (%)	39.9%	41.7%	47.1%	48%	47.0%

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

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

3-Year Graduation Rates

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

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).

Additionally, deans receive progression and completion reports annually from FSW's Office of Institutional Research. These include five-years of trend data that allow deans to work with department chairs to set goals that meet and slightly exceed previous years. [\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#)

The Office of the Provost and Vice President of Academic Affairs also reviews three-year trend data on Associate and Baccalaureate degrees conferred per 100 FTE students. The college sets goals related to the ratio of degrees conferred to 100 FTE. As with retention and completion reports, goals are set by reviewing trend data and setting goals that meet and slightly exceed previous years. This annual review is part of the annual program review process leading to continuous improvement.

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	---	2559
FTE Degree Seeking Students	9477	9140	9311	---	9588
Ratio of Degrees Conferred to 100 FTE	24.35	21.25	22.58	24.00	26.69

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	---	313
FTE Degree Seeking Students	749	763	659	---	675
Ratio of Degrees Conferred to 100 FTE	44.33	44.69	42.19	45.00	46.37

School of Health Professions Licensure Pass Rates

In addition to annual program reviews for the college, School of Health Professions programs engage in continuous improvement as related to various oversight entities. Minimum benchmarks for licensure

pass rates and are determined by several entities, including program national accreditation agency, state statute for training programs, and minimum passing score on national examinations.

AS Cardiovascular Technology

The goal for the credentialing exam pass rates in the Cardiovascular Technology Program is based on the CAAHEP/JRCCVT programmatic accreditation threshold that is currently set at a three year rolling average of 60%. Based on recent CVT program credentialing exam pass rate outcomes, the program, faculty, and advisory committee agreed to increase this goal to exceed the CAAHEP/JRCCVT programmatic accreditation thresholds. The goal is appropriate for the institution because it complies with accreditation standards, is a realistic goal, and meets the needs of the communities of interest. [5]

AS Respiratory Care

The goal for the licensure exam pass rate is based on the CoARC programmatic accreditation threshold that is currently set at a three year rolling average of 80%. Based on recent RC program licensure exam pass rate outcomes, the program, faculty, and advisory committee agreed to increase this goal to exceed the CoARC programmatic accreditation thresholds. The goal is appropriate for the institution because it complies with accreditation Standards, is a realistic goal, and meets the needs of the communities of interest. [6]

AS Dental Hygiene

Assessment, planning, implementation and evaluation of the educational quality of a dental hygiene education program (inclusive of distance education modalities/programs), that is broad-based, systematic, continuous and designed to promote achievement of program goals will maximize the academic success of the enrolled students in an accountable and cost effective manner. The Commission on Dental Accreditation expects each program to define its own goals for preparing individuals in the discipline and that one of the program goals is to comprehensively prepare competent individuals in the

discipline. The goal is appropriate for the institution because it complies with accreditation Standards, is a realistic goal, and meets the needs of the communities of interest. [\[7\]](#) [\[8\]](#) [\[9\]](#) [\[10\]](#) [\[11\]](#) [\[12\]](#) [\[13\]](#) [\[14\]](#)

Emergency Medical Technician Certificate

The faculty and program director of the Emergency Medical Technician program determine the goal for licensure exam pass rate. The goal, 73% for 2016-2017, is based on previous pass rates for FSW EMT students and the national pass rates from the National Registry of Emergency Medical Technicians. Each year program changes are instituted designed to increase the licensure pass rates. The goal is appropriate for the institution because it is a realistic, it is one that we continue to aspire towards, and it meets the needs of the communities of interest. [\[15\]](#) [\[16\]](#) [\[17\]](#) [\[18\]](#)

Paramedic Certificate

The program advisory committee for the Paramedic program is made up of program stakeholders as outlined by The Commission on Accreditation of Educational Programs for the EMS professional (CoAEMSP). This advisory committee determines the goal for licensure exam pass rate. The goal, 85% for 2016-2017, is appropriate for this institution because the goal and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program (CoAEMSP Standard Iv.B.1, Outcome Assessment). [\[19\]](#) [\[20\]](#) [\[21\]](#)

Firefighter Minimum Standards/PSAV

The faculty and program director determined the goal for the Firefighter Minimum Standards licensure exam pass rate. The foundation of the goal, 85% for 2016-2017, was determined by using previous state examination pass rates to set the initial goals. The goal is appropriate for this institution because the historical results allow us to understand how the improvements in each year exceed our state examination pass rate goal. [\[22\]](#) [\[23\]](#) [\[24\]](#)

AS Health Information Technology

The AS Health Information Technology Program is accredited by CAHIIM. This accreditation is necessary to permit our students to take their national certification examination to become Registered Health Information Technicians (RHIT). This certification demonstrates that students have entry level competency knowledge and skills for successful practice in the health information management profession. Review of pass rate data is a required part of our annual report to CAHIIM. The goal standard of 85% is established by the Program Director and is higher than the national pass rate (69%). The College exists to provide graduates with the knowledge and skills to be successful in their chosen career path. Attainment of the RHIT credential by AS in HIT program graduates demonstrates entry level competencies in the health information management profession. This goal is appropriate for the institution as it aligns with the industry standard. [\[25\]](#)

AS Nursing

The AS Nursing faculty annually review national, state, and regional outcome data for licensure pass rates and employment setting goals for the following year. The licensure pass rate goal determined by Faculty is to be at or above the national and state average, 82.24% and 69.55% respectively, for AS Nursing Programs. This goal is appropriate for the institution as it helps us aspire to meet the successes of our counterpart programs and we continue to meet the licensure pass rate goal. The program's licensure pass rate for 2017 was 82.01%. [\[26\]](#) [\[27\]](#) [\[28\]](#)

AS Radiologic Technology

The annual certification pass rate for the Radiologic Technology program is provided by the certifying agency (the American Registry of Radiologic Technologists) and is available to the Program Director via the internet (ARRT.org) at any time. The program's goal of a 90% certification pass rate, over a rolling 5-year period, exceeds the accrediting body's (JRCERT) minimal goal of 75%. The program has historically

met this goal and the program faculty feel that the goal is both appropriate and attainable. Additionally, this goal is periodically reviewed and endorsed by the program's Advisory Committee.

School of Health Professions Job Placement Rates

Minimum benchmarks for job placement rates are set by the program or by national accreditation agencies in their guidelines. Each program is allowed to set unique program level outcomes. Job placement may be a required benchmark or one set by the program for annual evaluation.

AS Cardiovascular Technology

The goal for the job placement rate in Cardiovascular Technology is based on the CAAHEP/JRCCVT programmatic accreditation threshold that is currently set at a three year rolling average of 70%. Based on recent CVT program job placement rate outcomes, the program, faculty, and advisory committee agreed to increase this goal to exceed the CAAHEP/JRCCVT programmatic accreditation thresholds. The goal is appropriate for the institution because it complies with accreditation Standards, is a realistic goal, and meets the needs of the communities of interest.

AS Respiratory Care

The goal for the job placement rate is based on the CoARC programmatic accreditation threshold that was set at a three year rolling average of 70%. Based on recent RC program job placement rate outcomes, the program, faculty, and advisory committee agreed to increase this goal to exceed the CoARC programmatic accreditation thresholds. The goal is appropriate for the institution because it complies with accreditation Standards, is a realistic goal, and meets the needs of the communities of interest.

AS Dental Hygiene

The Commission on Dental Accreditation expects each Dental Hygiene program to define its own goals for preparing individuals in the discipline and that one of the program goals is to comprehensively

prepare competent individuals in the discipline. While the program has had 100% pass rates, a goal of 90% is set as an acceptable threshold when compared to nationwide programs.

Paramedic Certificate

The faculty, program director, and advisory committee determine the Paramedic Certificate goal to meet Standard IV.B.1. Outcomes Assessment established by CoAEMSP. The goal for job placement rates, 70%, is part of the CoAEMSP Standard IV.B.1. Outcomes Assessment included for job placements. The goal is appropriate for the institution because the program must meet the outcomes assessment thresholds established by the CoAEMSP each year. For the years 2013 – 2015, an average placement rate of 79.2% was achieved. [\[29\]](#) [\[30\]](#)

AS Health Information Technology

The AS Health Information Technology program monitors the employment status of graduates on an annual basis. This outcome measure is further defined to determine the number of graduates that are employed in field after graduation. The 90% compliance level for this goal was set based upon review of historical data and input from HIT faculty and advisory committee members. Programmatic accreditation by CAHIIM also requires that this program metric be monitored and reported as part of our Annual Program Assessment Report (APAR). This measure is felt to be the strongest indicator of program success because the goal of higher education is to provide preparation for employment in the field of study.

AS Nursing

The Accreditation Commission for Education in Nursing state in Standard 6.2, “the program’s most recent annual licensure pass rate will be at least 80% for all first time test-takers during the same 12-month period” and there is ongoing assessment and analysis of the extent of which graduates succeed on the licensure examination. Standard 6.4 states the program demonstrate evidence of

graduates' achievement in job placement. Job placement goal is set at 90% and ongoing assessment and analysis are conducted annually.

AS Radiologic Technology.

Data about the job placement rate in Radiologic Technology is collected from the hospitals and imaging centers in the area that typically hire the program's graduates. If a graduate is not employed within the area, the program contacts the graduate directly to confirm employment. The program has set a rolling five-year goal of 90% employment in the profession within one year of graduation. This exceeds the national accreditation goal of 75% and the program historically meets its goal. The program's faculty feels that this goal is realistic and attainable and it is periodically reviewed and endorsed by the Advisory Committee.

School of Education Job Placement Rates

The School of Education's Bachelor's Degree programs operate with the approval and oversight of the Florida State Department of Education (FLDOE). The FLDOE makes passage of the General Knowledge Test, the Professional Education Test, and the Subject Area Exam a requirement to earn a Bachelor of Science in Elementary Education degree. Elementary Education program graduates earn their Reading and English to Speakers of Other Languages (TSOL) endorsements. By graduating from our program, our teacher candidates meet all of the state licensure requirements. There is an estimated teacher gap of between 700 and 900 teachers annually in our service area, while the two largest teacher preparation programs graduate less than 300 teachers per year. This gap in certified teachers informs how we establish job placement goals for our graduates. Each semester we host a recruiting day and invite our five school district partners, local charter, and private schools to participate. Last semester, our students received, on average, 1.5 contract offers each. It is the case each semester that less than 10 percent of our students decide to not enter the labor market for personal reasons or because they

decide to continue their education by attending graduate school. Therefore, the School of Education sets a goal of placing at least 90 percent of our graduates each year.

Supporting Documentation

1. Program Review Components
2. AA General Studies & AA Focus
3. AS Nursing
4. BAS Public Safety Administration
5. RCIS Outcome Data
6. Respiratory Care Pass Rates 2014-2016
7. NBDHE FSW March 2012
8. NBDHE FSW March 2013
9. NBDHE FSW March 2014
10. NBDHE FSW March 2015
11. NBDHE FSW March 2016
12. NBDHE FSW March 2017
13. NBDHE FSW 5 Yr Review
14. NBDHE Letter 2017
15. NREMT EMS Educators Pass Fail Rpt 2015-2016
16. NREMT EMS Educators Pass Fail Rpt 2016-2017
17. EMS Faculty Staff Mtg Mins 08192016
18. EMS Faculty Staff Mtg Mins 08182017
19. FSW Annual Report 2016 EMS Paramedic
20. CoAEMSP Interpretations 2015 CAAHEP Stds 02052018
21. Advisory Committee Mtg Mins 08162016
22. FLDoE Curr Framework FMS Lic Pass Rates
23. MIN STD Report 01202014
24. North Naples Fire Acad Mtg Mins 03102016
25. CAHIIM 2015-2016 APAR Report
26. NCSBN 2017 FSW NCLEX Pass Rate
27. NCSBN 2017 FL NCLEX Pass Rate
28. NCSBN 2017 National NCLEX Results
29. FSW Annual Report 2016 EMS Paramedic
30. Advisory Committee Mtg Mins 05302017