1. Core Requirement 2.8

Faculty

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)*

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) values a highly qualified faculty, low faculty-student ratios, and an appropriate proportion of full-time to adjunct faculty members. In accord with NWF's mission[1] to "deliver outstanding educational programs that are relevant, accessible, and engaging for students of all ages," the institution complies with the requirement to employ sufficient full-time faculty members to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

"Fully qualified" instructors are those who demonstrate that they meet or exceed the minimum qualifications in knowledge, skills, experience, and academic or professional preparation to carry out the responsibilities of their position with the College. Minimum qualifications are clearly expressed in NWF's Faculty Minimum Qualifications Chart.[2] In rare exceptions, NWF accepts a faculty member whose qualifications do not match those prescribed in the Faculty Qualifications chart, but whose experiences outside of academia make him or her an ideal faculty member for specific positions, including those where academic programs have not kept up with rapidly emerging career fields or those in which performance in professional groups provides equally rigorous preparation for teaching. In these rare cases, the appropriate supervisor must submit a Faculty Justification of Variance form,[3] providing the alternate rationale for the instructor's qualifications. The State of Florida has provided guidance[4] in some of these technical or performance fields, and NWF has documented compliance with these state guidelines in its Faculty Minimum Qualifications Chart.

Definition of Full-Time Faculty

The number of full-time faculty at NWF has ranged from 102 to 99 in the last three years. These full-time faculty members are awarded Continuing Contract or Annual Contract status. Florida Statute 1012.82[5] and Florida State Board Rule 14.091[6] stipulate 25 hours of student contact time per week as the required load for full-time college faculty who teach college-credit courses. NWF Board of Trustees Policy HR 11.00[7] details the policy for instructor load. Full-time faculty members are required to work a total of 34 hours per week each spring and fall semester, divided as follows: 25 classroom contact hours, with 9 hours for other obligations related to instruction or other College obligation. During summer semester, all full-faculty members who elect to teach are employed in part-time status. Meeting the same qualifications as full-time instructors, part-time faculty members work the equivalent of 29 hours or fewer each week and are employed semester-to-semester.

The primary duty of a full-time faculty member is to provide the student with quality education through professional competence, effective teaching, and wise counseling. In addition, NWF Board of Trustees Policy AA 12.00[8] directs that faculty members are expected to maintain currency in their field, engage in service to the institution and community, and advise students. Where necessary and appropriate, NWF uses part-time faculty to supplement teaching requirements. Department Chairs and Program Directors, Deans, and the Vice-President of Academic Affairs monitor the ratio of full-time to part-time faculty in each program by semester and annually. Increasing full-time faculty in any department or program is based on program need, supported by enrollment trends and quantitative data analysis. Table 2.8-1 illustrates the institution's favorable comparison to its peer institutions.

Table 2.8-1*
Full-Time Faculty Numbers Compared to Peer Institutions

Fall 2013											
Name of College	Total Faculty	Full Time	% Full Time	Part Time	% Part Time	Total FTE*	AP FTE	%to Total	PSV FTE	% to Total	PSAV FTE	% to Total
College of Central Florida	238	114	47.90%	124	52.10%	5,976.10	3,870.60	64.77%	1,341.60	22.45%	278	4.65%
Gulf Coast State College	303	103	33.99%	200	66.01%	4,504.60	3,063.60	68.01%	910.8	20.22%	185.9	4.13%
Northwest Florida State College	**275**	**100**	**36.36%**	**175**	**63.64%**	**5,196.40**	**3,823.10**	**73.57%**	**765.4**	**14.73%**	**154.7**	**2.98%**
Pensacola State College	638	183	28.68%	455	71.32%	9,297.00	5,413.20	58.23%	1,969.70	21.19%	483	5.20%
Polk State College	654	161	24.62%	493	75.38%	7,828.10	5,218.60	66.66%	1,826.60	23.33%	89.7	1.15%
St. John's River State College	431	144	33.41%	287	66.59%	4,794.90	3,272.00	68.24%	911.2	19.00%	118.7	2.48%
*NOTE: *FTE Enrollment: Funded, Lower and Upper Division*											
Fall 2014											
Name of College	Total Faculty	Full Time	% Full Time	Part Time	% Part Time	Total FTE*	AP FTE	%to Total	PSV FTE	% to Total	PSAV FTE	% to Total
College of Central Florida	252	127	50%	125	50%	5,904.30	3,926.50	67%	1,320.40	22%	196.9	3%
Gulf Coast State College	293	107	37%	186	63%	4,256.90	3,036.70	71%	748.1	18%	164.1	4%
Northwest Florida State College	**269**	**99**	**37%**	**170**	**63%**	**5,022.40**	**3,718.70**	**74%**	**756.9**	**15%**	**132.4**	**3%**
Pensacola State College	599	180	30%	419	70%	8,518.00	5,132.80	60%	1,864.70	22%	381.3	4%
Polk State College	388	151	39%	237	61%	7,904.80	5,358.10	68%	1,848.80	23%	87.7	1%
St. John's River State College	427	133	31%	294	69%	4,768.10	3,261.50	68%	994.9	21%	92.8	2%
*NOTE: *FTE Enrollment: Funded, Lower and Upper Division*											
Fall 2015											
Name of College	Total Faculty	Full Time	% Full Time	Part Time	% Part Time	Total FTE	AP FTE	%to Total	PSV FTE	% to Total	PSAV FTE	% to Total
College of Central Florida						5,770.50	3,883.80	67.30%	1,240.70	21.50%	159.2	2.76%
Gulf Coast State College						3,989.80	2,954.00	74.04%	741.7	18.59%	141.3	3.54%
Northwest Florida State College	As of August 18, 2016 IPEDS data for the Human Resources Survey is not available in the IPEDS data center for the 2015-16 reporting year.					4,775.60	3,612.00	75.63%	670.7	14.04%	156.1	3.27%
Pensacola State College						7,621.20	4,799.00	62.97%	1,670.40	21.92%	367.5	4.82%
Polk State College						7,496.10	5,334.50	71.16%	1,711.40	22.83%	85.1	1.14%
St. John's River State College						4,722.30	3,297.40	69.83%	1,015.90	21.51%	83.7	1.77%
*NOTE: *FTE Enrollment: Funded, Lower and Upper Division*											

Faculty Oversight of Academic Programs

The number of NWF full-time faculty is sufficient to ensure the quality and integrity of the institution's academic programs. As described in the Curriculum Guide,[9] full-time faculty members provide oversight in curriculum and program design, development, and evaluation. Curriculum Committee membership, purposes, and tasks are clearly stated in the Administrative Governance Document.[10]

Curricular recommendations, including additions, deletions, and changes, originate through full-time faculty at the department or program level. Recommendations are presented monthly to the Curriculum Committee for discussion and approval. The Curriculum Committee is comprised of department and program chairs from each discipline/department, four at-large faculty members, and appropriate administrators as illustrated by Table 2.8-2.

Table 2.8-2
Curriculum Committee Membership and Institutional Role

CURRICULUM COMMITTEE MEMBERSHIP	
VOTING MEMBERS	
Mr. Anthony Boyer	Collegiate High School
Dr. Mike Davis	Social Sciences, History
Dr. Deborah Fontaine*	English/Communications and Social Sciences
Mr. Ben Gillham*	Graphic Design
Dr. Phil Heise*	Science
Ms. Wanjiku Jackson*	Business and Computer Science/BAS
Mr. William Looper*	Public Safety
Dr. Inger McGee	Teacher Education
Mr. Chris Mizell*	Math
Ms. Julie Nelson*	Dental
Mr. Barry Reed*	Emergency Services
Dr. Jeremy Ribando*	Humanities
Mr. Ray Rickman*	Advanced Technology and Design
Mr. Ramsey Ross*	Athletics
Mr. Dennis Sherwood	Dean, Career and Technical Education
Dr. Anne Southard	Dean, General Education and Grants
Ms. Grace Stewart*	Radiology
Ms. Marty Walker*	Nursing
designates full-time faculty	
NON-VOTING	
Dr. Aimee Watts	Interim Dean of Student Services
Ms. Pat Bennett	Financial Aide
Ms. Janice Buchanan (Ex-officio)	Curriculum and Instruction
Ms. L'Terica Clark	Coordinator, Career and Technical Education
Ms. Emily Cole	Enrollment Services/Graduation Specialist
Ms. Karyn Cooper	Director, Admissions
Ms. Julie Cotton	Professional and Continuing Education
Ms. Penny Cox	Educational Assessment and Grants
Ms. Bree Durham	Student Records
Ms. Tanya Kunze-Fernandes	Disability Support Services
Ms. Marlayna Goosby	Advising and Testing
Mr. Ross Hamilton	Director, Fort Walton Beach and Centers
Mr. Syed Hasnain	Director, Instructional Technology and Online Education
Ms. Janice Henderson	Learning Resource Center
Dr. Diane Hodgins	Institutional Research
Ms. Sam Hollis	Curriculum and Instructional Specialist
Dr. Sasha Jarrell	Vice President, Academic Affairs
Ms. Cristie Kedroski	Vice-President, Foundation and College Advancement
Ms. Julie Terrell	Director, Career and Academic Support Services

Full-time faculty are also responsible for student learning outcome (SLO) development and assessment. NWF collects SLO data annually and conducts program reviews on a three-year cycle. Department Chairs and Program Directors are responsible for disseminating SLO information, including common assessments,[11] to all faculty and for annual data collection. Once collected, Department and Program Chairs close this assessment loop by presenting the information to their respective departments, where faculty develop and implement a plan for continuous program improvement based on data. Data from the three-year program review cycles are also included in this continuous improvement loop, with chairs or directors presenting key findings both within their own programs and departments for immediate practical use in curriculum and pedagogical improvement strategies and to the College community at large, thus reducing the tendency for units to work as silos and supporting the unified College vision for continued improvement in the instruction and services offered to students.

Full-Time/Part-Time Faculty Distribution/Disaggregation

NWF is committed to maintaining an appropriate proportion of full-time faculty who, as highly qualified professionals are not only to teach an appropriate class load, but also to develop curriculum, establish and review student learning outcomes, serve on committees, advise students, and engage in other professional activities per the full-time faculty job description.[12]

Teaching: NWF places a high priority on maintaining an adequate number of faculty to ensure the quality and integrity of each of its academic programs. Table 2.8-3 below illustrates a comparison of all student contact hours taught by full- and part-time faculty by percentage for a full academic year.

Table 2.8-3*
NWF Full-Time Faculty Members by Location and
Percent of Sections Taught by Full-Time Faculty

	Fall 2015		Spring 2016		Summer 2016	
Campus	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Niceville Campus (Main)	74.05%	25.95%	76.91%	23.09%	73.51%	26.49%
Fort Walton Beach Campus	82.99%	17.01%	74.87%	25.13%	79.01%	20.99%
Chautauqua Center (DeFuniak)	23.68%	76.32%	20.45%	79.55%	75.00%	25.00%
Hurlburt Field Ed. Center	12.00%	88.00%	29.03%	70.97%	0.00%	100.00%
Robert L.F. Sikes Center	37.91%	62.09%	23.19%	76.81%	56.76%	43.24%
South Walton Center	64.86%	35.14%	50.00%	50.00%	100.00%	0.00%
Online	75.31%	24.69%	74.72%	25.28%	78.86%	21.14%

Although the DeFuniak, Hurlburt Field, and Robert L.F. Sikes Centers have less than a 50% ratio of full- to part-time instructors in some semesters, department chairs are aware of the need for mentoring part-time faculty at these sites. Often full-time faculty members choose to mentor individual part-time faculty members as part of their responsibility to the institution outside of teaching. Part-time faculty are also included in department and college-wide meetings and professional development workshops.

NWF also places a priority on ensuring an adequate number of full-time faculty for each program it offers. Table 2.8-4 below illustrates the disaggregate breakdown of full- and part-time faculty by program on the main campus for a full academic year.

Table 2.8-4*
NUMBER OF FULL-TIME AND PART-TIME FACULTY
TEACHING IN NWF STATE COLLEGE EDUCATIONAL PROGRAMS
NICEVILLE CAMPUS (Main)

Major Discipline or Curricular Area	Specific Curricular Area or Program	Fall 2015 F-T Faculty	Fall 2015 P-T Faculty	Spring 2016 F-T Faculty	Spring 2016 P-T Faculty	Summer 2016 F-T Faculty	Summer 2016 P-T Faculty
Bachelor of Science Degrees							
BS Education	BS Early Childhood Education, Birth through Four	3	0	3	1	1	0
	BS Elementary Education	4	6	3	6	1	3
	BS Middle Grades Science Education	8	6	5	5	2	2
	BS Middle Grades Math	13	4	10	5	4	1
BS Nursing	BS Nursing	2	0	2	2	1	2
BAS Degrees	BAS Management & Supervision -Health Care Management	5	5	4	4	3	2
	BAS Management & Supervision -Human Resources Management	7	3	2	5	4	2
	BAS Management & Supervision -Public Service Management	6	4	4	3	3	2
	BAS Management & Supervision -Supervision	6	3	1	5	4	2
	BAS Project Management -Acquisitions	7	3	5	1	4	2
	BAS Project Management-Project Management	6	3	5	1	4	2

	BAS Project Management - Quality Improvement	6	5	6	2	5	2
	BAS Project Management - Technology Management	4	1	3	0	2	1

Associate in Arts (AA) Degree - General Education

English/Communication	American Sign Language	1	1	1	1	1	0
	Chinese	0	1	0	0	0	0
	Creative Writing	1	0	1	0	0	0
	English/Communication	7	4	8	4	3	1
	Dev Ed English	0	2	0	3	0	1
	French	0	1	0	1	0	0
	Library Sciences	2	0	1	0	1	0
	Literature	2	0	2	0	0	0
	Reading	1	0	2	0	1	0
	Spanish	1	2	1	1	0	2
	Speech	1	0	1	1	1	0
	Technical Writing	1	0	1	0	0	0
Total		17	11	18	11	7	4
Mathematics	Dev Ed Math	1	3	1	3	0	2
	Math General Education	11	6	12	5	6	0
	Math Electives	7	6	4	2	1	0
Total		19	15	17	10	7	2
Natural Sciences	Interdisciplinary Studies	1	0	1	0	0	0
	NSCI-Allied Health Biology	3	1	2	2	2	1
	Biology-General Education	4	1	5	1	1	1
	Biological Majors	2	1	2	1	0	0
	Natural Science General Education	6	2	6	2	2	1
	Natural Science Majors	4	1	4	1	3	1
Total		20	6	20	7	8	4
Social Sciences	American History	1	4	1	1	0	0
	Anthropology	1	0	1	0	0	0
	Human Growth/Dev	1	1	1	1	0	0
	College Success	3	2	1	2	0	1
	Geography	0	1	0	0	0	0
	Political Science	0	2	0	3	0	1
	Psychology	1	2	1	1	1	0
	Social History	2	0	2	0	0	0
	World History	0	2	0	2	0	0
Total		9	14	7	10	1	2

Associate in Arts (AA) Degree - General Education

Humanities/Fine Arts	Dance	1	3	1	3	1	1
	Humanities	5	0	5	0	2	0
	Philosophy	2	0	2	0	1	0
	Religion	2	1	2	0	0	1
	Humanities Art	3	0	3	0	1	0
	Music	7	10	6	9	6	3
	Studio Arts	2	0	2	0	0	0
	Theater Electives	4	0	2	0	1	0
	Theater Performance	4	0	4	0	2	0
Total		30	14	27	12	14	5
Associate in Science or Certificates							
	Accounting Technology (AS)	11	3	8	2	5	0
	Accounting Technology Management (CCC)	3	3	1	1	2	0
	Architectural Design & Construction Technology - Architectural Design (AS)	2	2	1	2	1	2
	Architectural Design & Construction Technology - Construction Technology (AS)	3	2	1	2	1	1
	Business Administration (AS)	6	4	3	1	3	0
	Business Management (CCC)	4	3	1	1	2	0
	Business Specialist Marketing (CCC)	1	0	NA	NA	NA	NA
	Computer Engineering Technology (AS)	4	1	3	0	2	1
	Microcomputer Repair/Installer (CCC)	2	1	2	0	0	1
	Computer Information Technology (AS)	3	2	2	1	3	0
	Computer Programming and Analysis (AS)	1	0	1	0	2	0
	Computer Programmer (CCC)	NA	NA	NA	NA	1	0
	Computer Programming Specialist (CCC)	NA	NA	NA	NA	1	0
	Criminal Justice Technology (AS)	8	3	4	3	0	1
	Auxiliary Law Enforcement Officer Basic (PSAV)	0	9	0	8	0	5
	Correctional Officer Basic (PSAV)	1	9	0	11	0	4
	Law Enforcement Officer Basic (PSAV)	1	23	2	23	0	11
	Customer Relationship Management (AS)	11	5	7	4	3	1

Customer Service Technology (ATD)	0	0	NA	NA	NA	NA
Dental Assisting (PSAV)	2	1	2	1	1	1
Digital Media/Multimedia Technology (AS)	1	0	0	1	1	0
Digital Media/Multimedia Authoring (CCC)	1	0	1	0	1	0
Digital Media/Multimedia Presentation (CCC)	1	0	1	0	1	0
Drafting & Design Technology - Mechanical Design/CAD (AS)	2	1	1	1	1	1
AutoCAD Foundations (CCC)	2	1	1	1	1	1
Drafting Design (CCC)	2	1	1	1	1	1
Drafting & Design Technology - Technical Illustration (AS)	3	1	1	1	1	1
Early Childhood Education (AS)	3	1	4	1	0	1
Child Care Center Management Specialization (CCC)	1	1	0	1	0	1
Child Development Early Intervention (CCC)	1	1	2	1	0	1
Infant/Toddler Specialization (CCC)	1	0	2	0	0	1
Preschool Specialization (CCC)	1	1	1	1	0	1
Emergency Administration & Management (AS)	2	2	1	1	NA	NA
Emergency Administrator & Manager (CCC)	NA	NA	0	1	NA	NA
Homeland Security Emergency Manager (CCC)	0	1	0	1	NA	NA
Firefighter Basic (PSAV)	0	2	NA	NA	NA	NA
Emergency Medical Services (AS)	3	2	2	3	1	1
Emergency Medical Technician Basic (CCC)	1	1	1	1	1	1
Paramedic (CCC)	3	2	2	2	1	1
Engineering Technology - Advanced Technology Specialization (AS)	2	3	1	2	1	1

Engineering Technology - Digital Design/Modeling Specialization (AS)	2	2	1	1	1	1
Computer-Aided Design & Drafting (CCC)	2	0	1	1	1	1
Engineering Technology - Digital Manufacturing Specialization (AS)	2	3	1	2	1	2
Digital Manufacturing Specialist (CCC)	1	1	1	1	0	1
Engineering Technology - Electronics Specialization (AS)	2	2	1	1	1	1
Engineering Technology - Mechanical Design & Fabrication Specialization (AS)	2	3	1	2	1	2
CNC Machinist/Fabricator (CCC)	0	1	0	1	0	1
Engineering Technology Support Specialist (CCC)	2	2	1	1	1	1
Rapid Prototyping Specialist (CCC)	1	0	1	0	NA	NA
Welding Technology (PSAV)	2	0	2	0	1	0
Welding Technology - Advanced (PSAV)	NA	NA	1	0	2	0
Graphics Technology - Graphic Design (AS)	1	0	1	0	1	0
Graphic Design Production (CCC)	1	0	1	0	1	0
Graphic Design Support (CCC)	1	0	1	0	NA	NA
Graphics Technology- Visual Artist (AS)	1	0	4	0	1	0
Health Services Management (AS)	4	4	3	1	1	1
Industrial Management Technology (AS)	5	3	4	1	3	0
Internet Services Technology (AS)	1	0	2	0	2	0
Web Development Specialist (CCC)	NA	NA	1	0	1	0
IT Security (AS)	2	0	4	0	1	0
Database and E-Commerce Security (CCC)	2	0	4	0	1	0
Music Production Technology (AS)	5	4	6	4	6	3
Audio Technology (Recording Arts) (CCC)	1	0	1	0	1	0
Network Systems Technology (AS)	2	1	3	0	2	1
Digital Forensics (CCC)	0	1	3	0	1	1

Program						
Network Security (CCC)	2	0	3	0	1	0
Network Server Administration (CCC)	2	1	2	0	1	1
UNIX/Linux System Administrator (CCC)	1	1	2	0	2	1
Nursing (AS)	15	7	11	8	4	2
Office Administration (AS)	5	3	1	2	2	0
Medical Coder/Bill (CCC)	1	3	2	0	2	0
Medical Office Management (CCC)	6	4	1	5	3	0
Office Management (CCC)	5	2	1	1	2	0
Office Specialist (CCC)	5	3	3	1	3	0
Paralegal Studies (AS)	2	5	2	3	2	0
Radiography (AS)	2	0	2	0	2	0
Sports, Fitness & Recreation Management (AS)	19	17	13	8	9	2
Theater & Entertainment Technology - Acting Specialization (AS)	3	0	3	0	1	0
Stage Technology (Theater & Entertainment) (CCC)	3	0	3	0	1	0
Theater & Entertainment Technology - Costuming Specialization (AS)	6	1	5	0	1	1
Theater & Entertainment Technology - Dance Specialization (AS)	3	3	5	1	2	0
Theater & Entertainment Technology- Music Theater Specialization (AS)	6	1	5	1	3	0
Theater & Entertainment Technology - Technical Theater Specialization (AS)	9	0	8	0	3	0

The only program available at multiple locations is the AA degree. All other programs are offered at the Niceville campus only. Therefore, Tables 2.8-5 and 2.8-6 below illustrate, for the AA degree only, the disaggregate breakdown of full- and part-time faculty by program on the College's outlying campus and centers for a full academic year.

Table 2.8-5*
NWF Full-Time Faculty Members Disaggregated by Centers
and by Available Program (AA only)

	Chautauqua Center (DeFuniak)						Robert L.F. Sikes Center						South Walton Center					
	Term						Term						Term					
	Fall 2015		Spring 2016		Summer 2016		Fall 2015		Spring 2016		Summer 2016		Fall 2015		Spring 2016		Summer 2016	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
AA Degree/Gen Ed																		
Communications	1	1	1	1	1	0	1	3	2	2	2	1	1	1	2	0	0	0
Humanities	1	0	1	1	1	0	0	1	1	2	0	1	0	0	0	0	1	0
Mathematics	0	1	0	2	0	1	1	1	1	2	1	1	0	2	0	3	0	1
Natural Sciences	1	2	2	1	1	0	2	1	1	1	1	0	1	1	1	1	0	0
Social Sciences	1	2	0	2	1	0	2	3	2	2	2	1	0	2	0	0	1	0
Foreign Language	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0

Table 2.8-6*
NWF Full-Time Faculty Members Disaggregated by Off-Site Campus
and by Available Program (AA only)

	Fort Walton Beach Campus					
	Term					
	Fall 2015		Spring 2016		Summer 2016	
	FT	PT	FT	PT	FT	PT
AA Degree/Gen Ed						
Communications	3	2	3	2	1	1
Humanities	2	5	1	3	0	2
Mathematics	1	3	1	3	2	1
Natural Sciences	3	3	3	4	2	2
Social Sciences	2	5	2	3	2	1
Speech	0	0	0	0	0	0
Foreign Language	0	3	0	3	0	1

Table 2.8-7 below illustrates the disaggregate breakdown of full- and part-time faculty by program in distance learning programs for a full academic year.

Table 2.8-7*
NWF Full-Time Faculty Members Disaggregated for Distance Education
and by Available Programs

	Online					
	Term					
	Fall 2015		Spring 2016		Summer 2016	
	FT	PT	FT	PT	FT	PT
AA Degree/Gen Ed						
Communications	5	1	4	0	1	0
Hummanties	4	1	4	1	2	2
Mathamatics	4	1	4	0	4	0
Natural Sciences	5	1	6	1	5	0
Social Sciences	7	1	8	1	6	1
Speech	0	0	0	0	0	0
Foreign Language	1	0	2	0	1	0
Nursing (BSN)	2	2	1	4	2	1
Emergency Administration & Management (AS)	4	1	3	1	1	0
Office Management (CCC)	6	2	9	1	6	1
Office Specialist (CCC)	6	3	9	1	5	2

As displayed in Tables 2.8-6 and 2.8-7, the College is committed to its Centers and off-site Campus and values the importance of having a full-time faculty presence at all locations of NWF State College.

Distance learning courses are typically taught by full-time faculty members with part-time faculty eligible to teach online once they have demonstrated content mastery in the traditional classroom and completed the College's online certification course. All faculty members who teach online must meet the criteria established in the Minimum Faculty Qualifications[13] established by the College and must demonstrate the appropriate technological and pedagogical skills.

Table 2.8-8*
NWF Full-Time Faculty Members Disaggregated for Dual Enrollment

	Dual Enrollment					
	Term					
	Fall 2015		Spring 2016		Summer 2016	
	FT	PT	FT	PT	FT	PT
AA Degree/Gen Ed						
Communications	0	2	0	2	N/A	N/A
Humanties	0	0	0	0	N/A	N/A
Mathamatics	0	7	0	6	N/A	N/A
Natural Sciences	0	1	0	0	N/A	N/A
Social Sciences	0	5	0	3	N/A	N/A

Although the majority of dual enrollment students attend classes at the College's Campuses and Centers, NWF offers select General Education courses to some dual enrollment students at five high school sites each semester. These courses are listed in the articulation agreements for the two counties in the College's service area: Okaloosa[14] and Walton.[15] The part-time faculty at these sites must meet the same criteria all faculty meet to teach at NWF. While these dual enrollment faculty are employees of county school systems, they are encouraged to teach with the College on one of its established campuses or centers prior to teaching a College course in the high school. On the rare occasion this does not occur, an individual mentor is assigned. Common courses objectives, college syllabi, and student learning outcome assessments are used in all dual enrollment sections.

As a routine practice, the College monitors program and location enrollment trends and makes every effort to add full-time faculty members when and where appropriate.

Faculty Workloads Outside of Teaching: In addition to instructional responsibilities, NWF faculty have a responsibility in four additional areas: professional development, service to the institution, advising, and community engagement. NWF faculty participate in regular professional development and service to the institution. Full-time faculty can request funds for professional development activities,[16] including conference attendance and course reimbursement, through Staff and Professional Development. Full-time faculty members are also assigned to various College committees, standing and ad hoc. Standing committee purposes, tasks, and memberships are clearly outlined in the 2016-2018 Administrative Governance[17] document. Full-time faculty are also expected to participate in student advising and/or advising activities, where appropriate. Finally, full-time faculty must also engage in community activities, which can include a range of opportunities from attending and participating in College-sponsored community events to joining local civic organizations.

The faculty duties discussed above are clearly outlined in the Board of Trustees Policy AA 12.00.[18] Each faculty member demonstrates his or her proficiency in each of the above described areas based on criteria established in the evaluation template that includes processes and procedural information.[19] Faculty members who have earned continuing contract are evaluated three times in each successive five-year period; faculty who are on annual contracts are evaluated annually.

Distance Learning: Adequate Number of Qualified Faculty

NWF has an adequate number of qualified faculty to support its distance learning courses and programs as illustrated in Table 2.8-7 above. Full-time faculty teach distance learning courses, with adjunct faculty teaching only after content mastery has been demonstrated in the traditional classroom and expertise with the learning management system (LMS) has been documented. All faculty teaching distance learning courses must meet the criteria established in the Faculty Minimum Qualifications[20] to teach online. Full-time faculty can include up to two distance learning sections as part of their teaching load. Although included in the appropriate regular program reviews, these courses are also subject to a separate Distance Learning Program Review,[21] with the data collected for comparison to traditional and hybrid delivery success rates.

*Tables 1 and 3 - 8 data from NWF *Ellucian Banner*

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2. Core Requirement 2.10

Student Support Services
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)

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) provides student support programs, services, and activities consistent with its mission.[1] The College is a learning centered community facilitating student success through collaboration among Administration, Faculty, Staff, and Students. Using the guiding principles of the College's Vision 2020 Statement,[2] Student Affairs Staff works together as a team to deliver excellent service and opportunities to students to prepare them for a successful future. According to the Noel-Levitz Student Satisfaction Inventory,[3] which is administered to all students enrolled in credit-bearing courses in spring semesters, when asked about satisfaction with student support programs and services, students indicate a satisfaction rate ranging from 5.51-5.70 on a 7.0 scale, .09-.26 points higher than the national average and frequently with a statistically significant positive difference from this mean.

NWF's student body is diverse, including high school graduates coming directly to college, active duty military, retired persons reorienting their lives, and people who are changing careers or returning to the workforce. According to the 2014-2015 Fact Book,[4] NWF's unduplicated headcount for the year was 13,248. This number represents 78.5% college credit and 21.5% non-credit students. Of the 10,403 credit students, 60% are part-time and 40% are full-time.

The Student Affairs Offices serve students by providing a range of services for this diverse student population. Services include admissions, academic advising, registration, financial aid, student organizations, career counseling, and intercollegiate athletics. All services are performed and records maintained according to state and federal FERPA guidelines.[5]

Enrollment Services

Admissions, Records, and Registration: The Office of Enrollment Services oversees the recruiting, admissions, and registration processes. Additionally, the office serves as the official repository for all student records. The Niceville office serves as the main campus; however, all services are available to students in person at all college locations as well as by phone or email. Enrollment Services staff, regardless of physical location, respond to questions from students and the general public.

Staff members use established processes and consistent forms, available online, to collect student information to verify residency status,[6] assist transient students,[7] admit international students,[8] verify high school graduation and GED completion, coordinate dual enrollment programs,[9] and verify graduation requirements, among other responsibilities.

In January 2016, the College launched *Recruiter*, new admissions software that, in addition to streamlining the admissions process, allows the College to track potential and new students through the registration process more efficiently and effectively. Future students are guided through the admissions process via a dedicated website that provides a specialized path for all categories of students[10] to follow. Regardless of category, all students must first complete the online admissions application. Once the application is submitted, all future records and registration activities may be completed through the College's online services system, *RaiderNet 2.0*,[11] which was upgraded in July 2015 with the implementation of a new ERP, *Ellucian Banner*. Through *RaiderNet*, students are able to apply for admissions, search the class schedule,[12] register[13] for classes, pay fees,[14] withdraw from class,[15] request transcripts,[16] and complete a degree audit,[17] in addition to other similar activities. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Enrollment Services, ranging from 5.51-5.66 on a 7.0 scale.[18] Student satisfaction in these areas at NWF is higher than the national average.

Blackboard: In June 2016, NWF contracted with *Blackboard* to provide a 24/7/365 call center and chat line service for students to contact a person for inquiries involving admission, records and registration, financial aid, and student accounts. This service is seamlessly integrated into the College website,[19] with clear headings and instructions to guide students to the appropriate area. The site lists frequently asked questions and answers and provides contact information and links to specific information for the appropriate area.

Student Orientation

Recognizing the importance of early intervention strategies to promote student learning, the College implemented a revised, in-person new student orientation program[20] in August 2016. In the new orientation series, students are provided information to help them understand basic college information, navigate their college email, use *RaiderNet 2.0*, and access *Desire2Learn* (D2L), the College's learning management system. These sessions progress throughout the first year into Group Advising sessions for first year students, who are able to register early if they attend. Throughout the year, information becomes more advanced as students progress through their academic career.

Advising and Counseling Services

Academic Advising: In-person, academic advising is available at all College locations, with advisors available by appointment throughout the year and on a drop-in basis at non-peak times during the academic year. New students are required to meet with an academic advisor prior to registration. Beginning in Fall 2015, students are alphabetically assigned to an advisor based on their primary campus choice. This practice helps students create a personal connection with College staff.

Upon completion of an admission application, students receive a welcome email[21] from their academic advisor inviting them to make an appointment to discuss enrollment. Throughout the term, targeted communication[22] is relayed to students regarding mid-terms, tutoring, and other support services.

As part of a degree completion initiative, NWF designated three academic advisors and the Career Center Directors as Completion Coaches whose role is to reach out to students to encourage improved academic behavior for successful course completion. These staff members serve as an additional support system for students who show signs of faltering in classes. Although faculty are the first line in trying to intercede to help students academically, if students appear to need additional assistance, faculty are encouraged to identify these students through an Early Academic Warning Alert system,[23] using *Maxient* software. Completion Coaches receive this information and can then more efficiently assist these students with strategies to succeed.

In addition to in-person advising, students may also check degree progress through their *RaiderNet* student portal. Prior to 2016, a general degree audit tool[24] was accessible to students to view current degree information to plan coursework. Beginning in January 2016, this process was enhanced with the implementation of *DegreeWorks*,[25] which provides students with progression information on degree completion and allows students to see the ramifications of a change in their program of study. This program also informs students of any specific prerequisites required by their selected follow-on institution.

To ensure consistency and cooperation between Student Affairs and Academic Affairs, the Vice President of Academic Affairs assists in preparing the College Catalog to ensure NWF State College graduation requirements meet the prerequisites needed to transfer as a junior to a state university in Florida. Academic advisors, department chairs, and academic deans, work together through the Curriculum Committee to determine course offerings, using the State of Florida Common Prerequisite Manual[26] as a guide to provide plans for degree completion. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Academic Advising/Counseling Services at a rate of 5.68 on a 7.0 scale,[27] .32 above the national average.

Counseling: The College employs two master's degree level counselors who serve as educational advisors in addition to providing targeted assistance to students in crisis. Additionally, the College has a memorandum of understanding with Pattison Professional Counseling,[28] a local mental health care provider. Students are referred to Pattison Professional Counseling through a process similar to the College's employee assistance program. A mental health counselor is typically available within 24 hours of referral by the College. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Academic Advising/Counseling Services at a rate of 5.68 on a 7.0 scale,[29] .32 above the national average.

In Spring 2016, the College formed a CARE (Communication, Awareness, Referral, and Evaluation) Team[30] whose responsibility is to contribute to a safe campus environment by reducing potential threats through the identification, assessment, and management of behavioral concerns. Students who are identified as behavioral concerns through *Maxient* software are counseled through the processes identified in the CARE Manual.

Veteran Success on Campus: NWF has consistently maintained strong ties with the surrounding military communities. In Fall 2013, the College signed a Memorandum of Understanding[31] with the Veteran's Affairs division, creating a Veteran Success on Campus (VSOC) office on the Niceville campus. The MOU also established funds for a counselor through the United States Department of Veteran's Affairs. The VSOC counselor provides services to veteran students and serves as a resource referral guide. In May 2014, NWF was recognized as a Purple Heart College.[32] In addition, the College is listed in the *2016 Guide to Military Friendly Schools* published by GIJobs.com/schools. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Veterans Services at a rate of 5.95 on a 7.0 scale,[33] 1.03 above the national average.

Financial Aid Services

The Financial Aid Office is located on the Niceville Campus and administers federal, state, and College-based aid as well as veterans' benefits and assistance. All student records are maintained and processed at the Niceville Campus. However, the Financial Aid Office coordinates basic services at all College locations. Questions concerning financial aid can also be answered through Blackboard's seamlessly integrated[34] web, phone, and chat services.

Students who qualify for aid may use their award to pay for tuition, fees, books, and supplies on campus. Award amounts, which are listed as payable to students and are greater than the amount owed to the College, are issued to the student by check.

Application links to both federal aid and NWF State College scholarships are found on the Financial Aid website.[35] Each year the site is updated to include information such as key dates for application submissions, financial aid book sales, and financial disbursement dates.[36]

The Financial Aid Office administers the following:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant

Federal Work Study Program

Federal Direct Stafford Loans

Florida Student Assistance Grant

Florida Bright Futures Scholarships

NWF Institutional Scholarships

Veterans Administration Benefits

Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Admissions and Financial Aid Services at a rate of 5.51 on a 7.0 scale,[37] .17 above the national average.

Testing Services

The Testing Center on the Niceville Campus coordinates testing options college-wide, ensuring multiple testing opportunities are available to students. Faculty[38] and students[39] use *RegisterBlast,* an online service to manage exam schedules and coordinate testing services. In accordance with Florida Statutes 1008.22,[40] 1088.24,[41] and Board of Trustees Policy SA 6.00,[42] the College also serves as a National Testing Center, designed to assist students in pursuing their educational goals.

The Testing Center administers the following:

American College Test (ACT)

College Level Examination Program (CLEP)

DANTES Subject Standardized Tests (DSST)

Florida Criminal Justice Basic Abilities Test (FBAT)

Florida Teacher Certification Exam (FTCE)

Florida Educational Leadership Exam (FELE)

General Education Diploma (GED)

Health Education Systems, Inc. (HESI)

Post-secondary Educational Readiness Test (PERT)

Prometric/Pearson

Scholastic Aptitude Test (SAT)

Test of Adult Basic Education (TABE)

Respondents to the 2015-2016 NWF Student Graduation Survey reported being satisfied with Testing Services at a rate of 4 on a 5.0 scale.[43]

Disability Support Services

NWF State College is committed to providing equal opportunities for access to education to all students. Consistent with Florida State Board Rule §6A-10.041[44] and NWF State College procedures,[45] students with disabilities may meet with the Disability Support Services Coordinator to request accommodations. Students are encouraged to meet with the Coordinator in person, but they may request a phone intake meeting and submit documentation electronically. Students may present documentation and request reasonable accommodations as provided by law such as note-takers, scribes, special testing conditions, or interpreters. All centers have a designated point of contact who assists with testing accommodations. The process for requesting accommodations is clearly outlined on the College website.[46] Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Disability Support Services at a rate of 6.19 on a 7.0 scale,[47] .49 above the national average.

Student Support and Development Services

Career Center: The Career Center offers career counseling and computerized career exploration programs, in addition to literature regarding national, state, and local job opportunities. The Center coordinates college-wide workshops[48] on job preparedness, employability skills, job search techniques, interview strategies, and resume writing. Prior to April 2016, the Career Center worked closely with CareerSource, a state job placement agency provided through the local Workforce Board, to assist students with job placement and job fairs. In April 2016, a formalized partnership created a position for a CareerSource (Workforce Board) employee to be housed on the Niceville campus within the Career Center.

Each year, the Career Center organizes multiple on-campus recruitment activities[49] where local employers come to the Niceville campus providing the opportunity for students to apply on the spot. Career Center services are available at all College locations. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with the Career Services Center at a rate of 5.72 on a 7.0 scale,[50] .53 above the national average.

Child Care Services

Child Development and Educational Center: The Mary Lou O'Connor Child Development and Education Center provides quality care and education for children ages two to five years. The Center is nationally accredited (National Association for the Education of Young Children) and has earned the Florida Gold Seal[51] from the Florida Department of Children and Families. Services are open to dependents of NWF State College students and employees and members of the community on a space-available basis. The Center, which is staffed entirely by licensed child-care workers, is open Monday through Friday from 7:00 a.m. to 5:30 p.m. and serves as a field experience site for the College's early childhood and teacher education programs. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Child Care Services at a rate of 4.96 on a 7.0 scale,[52] .50 above the national average.

Student Activities and Organizations

Student Life: In accordance with Board of Trustees Policy SA 5.00,[53] the Student Life Office strives to cultivate a campus environment that promotes equity, opportunities for all students to participate in extracurricular activities, and an environment in which students can learn and practice essential skills needed after college life. Student Life provides support to students, student organizations, community service projects, and community activities that will enhance the quality of educational life for students. Student Life also provides social and cultural enrichment opportunities[54] both on and off campus.

Student Life sponsors the NWF State College Student Government Association and a number of traditional college activities such as Phi Theta Kappa, the Forensics team, and Brain Bowl team. The office also coordinates special events such as guest speakers, festivals, blood drives, and open mic nights. Information on events is marketed through a weekly Student Life Newsletter[55] which is distributed college-wide via staff and student email.

Student Clubs and Organizations: Students have the option to join numerous special interest student clubs and organizations such as the Student Nurses Association, the African-American Student Association, Media Group, and Film Club. Current groups can be found on the Student Life website[56] and brochure[57] or in person at the Student Life Office on the Niceville Campus. Steps for starting a new student club are included in the Student Life Handbook.[58]

Students are also free to audition for numerous College performing groups such as the Soundsations Show Choir, Madrigal Singers, Jazz Band, and Dance Team, all of which perform for a variety of College and community events. All students are eligible to audition, regardless of campus location or mode of course delivery. Respondents to the 2015-2016 Graduation Survey reported being satisfied with Student Activities, which received an average rating of 4.0 on a 5.0 scale.[59]

Athletics: NWF State College offers intercollegiate baseball, softball, and men's and women's basketball. Teams operate under the rules and regulations of the National Junior College Athletic Association (NJCAA) and the Florida College System Activities Association (FCSAA). These varsity sports are open on a competitive basis to currently enrolled students who meet FCSAA eligibility requirements. Team profiles and progress can be followed via the Raider Athletics website,[60] as well as in person at games. Admission to athletic events is free to all students. Respondents to the 2015-2016 Graduation Survey reported being satisfied with Athletics, which received an average rating of 4.0 on a 5.0 scale.[61]

Academic Support Services

Academic Success Center: The Academic Success Center (ASC)[62] provides free learning support services for NWF State College students at all College locations. The main center is centrally located on the Niceville Campus and is open for assistance six days per week, including evenings and Saturdays during the fall and spring semesters. Computer stations are available to students, as well as desk and table space for quiet study. Services include writing assistance, tutoring, assistance for ESOL (English for Speakers of Other Languages), practice exams in selected subjects, and real-time, online tutoring through Smarthinking .[63] In addition to traditional services, the ASC offers telephone tutoring and an email service at asctutor@nwfsc.edu.

Math Labs: The College offers free tutoring in all mathematics[64] courses from developmental arithmetic to differential equations at four math labs located at the Niceville and Fort Walton Beach Campuses and DeFuniak and Crestview Centers. Services include face-to-face tutoring, video media, and computer tutorials. No appointment is necessary.

Open Computer Labs: Technology and the Internet are integral parts of the education process at NWF. In keeping with current educational practice, students are expected to use computer technology and Internet communication throughout their college experience. All classes offered at NWF may require use of the Internet; such use may vary depending on the class delivery mode (traditional, hybrid, or online). Open computer labs are available for student use and success. Open lab time for student access to computers is available at the following locations: Crestview, Defuniak Springs, Fort Walton Beach, and Niceville. Location, hours, and contact information can be found on the Open Computer Labs website.[65]

Student Success Committee: The mission of the Student Success Committee is to monitor and make recommendations regarding NWF's developmental education curriculum, learning support services, success, retention strategies, and related issues. The overall objectives of the group are to develop and support strategies for transition, student retention, and success.[66] The Committee is also charged with monitoring student performance, including review of applicable accountability measures and suggesting strategies for improvement. The committee works in conjunction with the Assessment and Institutional Effectiveness Committees.

College Store: Barnes and Noble is the official College store of NWF State College. The main store is on the Niceville campus, and a smaller store is located on the Fort Walton Beach campus. The College store sells textbooks, school supplies, College clothing, in additional to many other items. The store is open Monday through Friday with extended early evening hours on Tuesdays. During registration, the stores are open additional hours to include Saturdays. A special purchase system[67] is available to students attending classes in DeFuniak Springs and Crestview, which allows books to be sent by courier to these locations.

Barnes and Noble also provides textbook buy-back service[68] at the end of each term and operates on online textbook service. Respondents to the 2015-2016 Noel-Levitz Student Satisfaction Inventory reported being satisfied with Academic Support Services at a rate of 6.06 on a 7.0 scale,[69] .39 above the national average.

Food Services

The college accommodates commuting students by providing food services at multiple locations. The Raider Café, located on the Niceville campus, is open for breakfast and lunch until 2:00 p.m., weekdays. It offers grill service, a salad bar, and special hot lunches. Also located on the Niceville campus is a Barnes and Noble Café serving Starbucks beverages in addition to snacks, sandwiches, soup, and pizza.

The Campus Café, located on the Fort Walton Beach campus, is open 7:30 a.m. to 6:10 p.m. Monday to Thursday and 8:00 a.m. to 2:00 p.m. on Fridays. It is located in the Library building and offers sandwiches, salads, and a full range of beverages.

In addition to these services, vending machines and microwave ovens are available at all College locations. Respondents to the 2015-2016 Graduation Survey reported being satisfied with Food Services, which received an average rating of 4.0 on a 5.0 scale.[70]

Dual Enrollment Student Services

Admission: Because dual enrolled students do not possess a high school diploma or G.E.D, their admission eligibility is determined by articulation agreements that follow common statewide guidelines.[71] The College has separate eligibility agreements for services to the following:

- Okaloosa County School Students[72]
- Walton County School Students[73]
- Home School Students[74]
- Private School Students[75]

The College has formal articulation agreements with the following entities:

- Home Schools 2016[76]
- Calvary Christian Academy 2016[77]
- Collegiate High School at NWFSC 2016[78]
- Holmes County 2016[79]

- MorningStar Christian 2016[80]

- Ohana Institute 2016[81]

- Okaloosa County 2016[82]

- Risen Star Academy 2016[83]

- Rocky Bayou Christian 2016[84]

- Santa Rosa County 2016[85]

- Seaside School 2016[86]

- Walton County 2016[87]

These agreements are reviewed annually. They list the academic criteria students must meet to be eligible to attend as dual students and outline the process students must follow to be admitted to the College and register for classes. Dual students may apply for admission in person at any of the College campuses or centers or use the online registration software, *Recruite*r, and participate in the same student orientations.

Registration: To ensure dual enrollment students are carefully advised, as outlined in the articulation agreements, students must complete the dual enrollment registration form and have it signed by a parent and high school counselor before they can register for a college class. Dual students must register in person at their high school or any College campus or center.

All Other Services: In all other student service areas, dual students have access to the same services and activities.

Distance Learning: Services Available to Distance Learning Students

NWF provides student support programs, services, and activities to all students, regardless of location. The following examples support the College's efforts to accommodate its online students' needs:

- Admissions: Online admissions is available through *Recruiter* which is accessed through the College website.
- Advising: Advising is available over the phone and through email as well as in person.
- Registration: Online registration is available through *Raidernet* that is accessible through the College website.
- Blackboard: Questions concerning admissions, records and registration, financial aid, and student accounts can be answered 24/7/365 via website, phone, or chat.
- Orientation: An orientation is available to online students through the College website.
- College Catalog: The current catalog, as well as older versions, is available through the College website.
- Academic Plans: Online students can access program of study information through the College Catalog, available on the College website.
- Calendar: The College website hosts a robust, interactive calendar that allows students to sort dates by area of need.
- Tutoring: Free tutoring is available online through *Smarthinking* and email.
- Assignment Submission: Online students can submit assignments through email and through the College's learning management system.
- RegisterBlast: Online students can create appointments to take exams at the College's testing center.
- ProctorU: Online students can create appointments to take exams off-site.
- Access to Instructor Feedback: Professors provide feedback to online students through the *Desire2Learn* (D2L) learning management system, phone, and email.

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- Articulation_Agrmt_Collegiate_High_School
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- Articulation_Agrmt_MorningStar_Christian_School

- Articulation_Agrmt_Ohana_Institute
- Articulation_Agrmt_Okaloosa_County
- Articulation_Agrmt_Risen_Star_Academy
- Articulation_Agrmt_RockyBayou_ChristianAcademy
- Articulation_Agrmt_SantaRosa_County
- Articulation_Agrmt_Seaside_School
- Articulation_Agrmt_Walton_County

3. Comprehensive Standard 3.2.8

Governance and Administration: Qualified Administrative/Academic Officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution. *(Comprehensive Standard 3.2.8)*
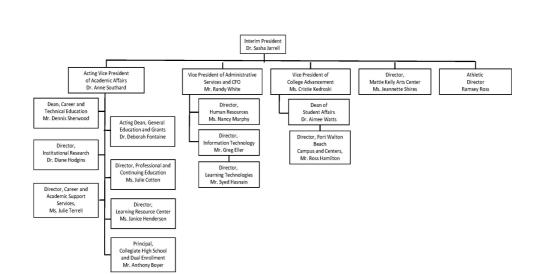
Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

In fulfillment of the College's mission[1], Northwest Florida State College (NWF) employs highly qualified administrative and academic officers whose education, experience, and competence meets or exceeds the established minimum qualifications for his/her position (see Table CS 3.2.8-1). NWF's Board of Trustees policy HR 25[2] obligates the College to employ only those individuals who meet qualifications appropriate to the position. Additionally, the Board approves the Executive administrative organizational structure[3] as evidenced in Board of Trustees minutes[4] and the hiring and appointment of all employees, including the administrative officers. See Figure 3.2.8-1 below which illustrates the College's upper administrative leadership reporting structure:

Figure 3.2.8-1

The job descriptions for all administrative and academic officers specify a minimum education level as well as a minimum of three years' relevant professional experience. All Vice-Presidents and academic leadership positions require a minimum of a Master's degree. See Table CS3.2.8-1 (below) for names, titles, and links to position descriptions and resumes of these 17 administrators.

Table 3.2.8-1*
Qualified Administrative/Academic Officers
Northwest Florida State College - Niceville
July 2016

Name	Title	Responsibilities (job description link)	Educational Qualifications (Degrees)	Professional Experience (resume link)

Dr. Sasha Jarrell	Interim President	Provide development, implementation, and assessment of instructional programs, community relations, student services programs, and fund-raising activities President-Job Description Jarrell - Resume	Ph.D., Applied Discrete Mathematics	Vice-President of Academic Affairs
Dr. Anne Southard	Acting Vice-President of Academic Affairs	Serve as chief academic officer and provide leadership and oversight for all instructional programs Vice President of Academic Affairs - Job Description	Ed.D., Curriculum and Instructional Design	Dean of General Education and Grants, Dean of Teacher Ed., Research, and Learning Support Southard- Resume
Mr. Randy White	Vice President of Administrative Services and CFO	Provides oversight for financial affairs, facilities, administrative services, information technology, security, and resource development. Vice President of Administrative Services and CFO - Job Description	M.S., Operations Management	U.S. Air Force, Director of Budget Operations Integration and Director of Financial Management White - Resume
Ms. Cristie Kedroski	Vice President of College Advancement	Provide oversight for grant applications, external fundraising, alumni relations, special events, and fundraising Vice President of College Advancement - Job Description	M.S., Business Administration	Senior VP of Marketing and Operations for FL Great Northwest, fundraising and economic development organization Kedroski - Resume

Dr. Aimee Watts	Dean of Student Affairs	Provide effective organization, coordination, supervision, and coordination of all Student Services functions Dean of Student Affairs - Job Description	Ed.D. and Ed.S., Curriculum and Instruction	Director of Student Life; additional experience as Admission and Financial Aid Specialist; Educational Advisor Watts - Resume
Ms. Jeannette Shires	Director, Mattie Kelly Arts Center (MKAC)	Develop and implement MKAC's strategic plan, manage programs and presentations, and develop an annual budget. Director, Mattie Kelly Arts Center (MKAC) - Job Description	M.S., Management	Associate Director of MKAC Shires - Resume
Mr. Ramsey Ross	Athletic Director	Plan, direct, and evaluate Athletic Department activities and assure compliance with appropriate athletic regulations. Athletic Director - Job Description	M.S., Sports Administration	Coordinator of Athletics, Health, and Fitness Ross - Resume
Dr. Deborah Fontaine	Acting Dean, General Education and Grants	Provide oversight for all Gen Ed Departments, grants, and development, analysis, and reporting of assessment. Dean, General Education and Grants - Job Description	Ph.D., Technical Communication and Rhetoric	Chair of English/Communications and Social Sciences Departments Fontaine - Resume

Mr. Dennis Sherwood	Dean, Career and Technical Education	Provide oversight for Career and Tech Ed departments, guidance for curricular/program decisions, and manage assigned budgets. Dean, Career and Technical Education - Job Description	M.Ed., Administration and Supervision	Dean of Campus with supervision responsibilities including curriculum, budget, and daily operations. Sherwood - Resume
Ms. Julie Cotton	Director, Professional and Continuing Education	Provide oversight for the development and implementation of the College's Continuing Education Programs. Director, Professional and Continuing Education - Job Description	M.S., Management	Director, Costa Leadership Institute Cotton - Resume
Mr. Ross Hamilton	Director, Fort Walton Beach Campus and Centers	Provide administrative oversight for FWB Campus and Crestview, Hurlburt, Chatauqua , and South Walton Centers, collaborate with UWF, and facilitate scheduling of classes for FWB and centers. Director, Fort Walton Beach Campus and Centers - Job Description	M.S., Biology	Extensive experience as Natural Science division director, Executive Director of Choctawhatchee Basin Alliance, and Associate Director of Collegiate High School Hamilton - Resume

Mr. Anthony Boyer	Principal, Collegiate High School and Dual Enrollment	Provide administrative and instructional leadership, work effectively with college personnel, and project and manage FTE and school budget. Principal, Collegiate High School and Dual Enrollment - Job Description	Ed.S., Educational Leadership	Principal of CHS Boyer - Resume
Ms. Nancy Murphy	Director, Human Resources	Develop and implement processes for application, recruitment, orientation, and evaluation. Assures compliances with federal, state, and board policies. Director, Human Resources - Job Description	B.A., Human Resource Administration	Experience with all aspects of employee relations as well as Equity, Title IX, and ADA programs Murphy - Resume
Mr. Greg Eller	Chief Information Officer, Information Technology	Supervise the College's automated data system processes, network upgrades and maintenance, Information Security, and LTech and Online Education services. Chief Information Officer, Information Technology - Job Description	B.S., Computer Science	Director of Information Technology Eller - Resume

Dr. Diane Hodgins	Director, Institutional Research	Facilitate development and implementation of strategic plan, assist in program level data analysis, and perform general reporting functions. Director, Institutional Research - Job Description	Ph.D., Ed. Leadership and Policy	Legislative Policy Analyst and Data Reporting Coordinator Hodgins - Resume
Ms. Janice Henderson	Director, Learning Resource Center	Supervise library, media, and records retention. Prepare appropriate budgets. Director, Learning Resource Center - Job Description	M.S., Library Science	35+ years library experience Henderson - Resume
Mr. Syed Hasnain	Director, LTech	Primary instructional designer, assist in designing institutional strategies for online education, and provide faculty support for online instruction Director, LTech - Job Description	M.S., Computer Science	Director of eLearning and Academic and Online Support Hasnain - Resume
Ms. Julie Terrell	Director, Career and Academic Support Services	Provide administrative oversight to Career Services, Academic Success Center, Adult Education, Testing Center, and Disability Support Services Director, Career and Academic Support Services	M.S., Fisheries and Aquatic Sciences	Director, Choctawhatchee Basin Alliance Director, Chautauqua Center Terrell - Resume

Data from NWF Human Resources Office
The Administration's Leadership Philosophy

The College President is committed to shared governance and promotes an organizational culture that fosters a spirit of communication and collaboration among stakeholders at all levels of the administration and across the departments of the college. In 2010, the President expanded existing bodies to a more formal shared governance structure by establishing four assemblies with each group representing a specific college constituency: Faculty Assembly; Staff Council; Administrators, Supervisors, and Professionals Council; and Executive Council.These assemblies meet as needed to discuss concerns within their individual constituent groups and bring their ideas, suggestions, and concerns to the President and administration for consideration. Responses are provided in writing or by an administrative representative present at the next assembly meeting. Additionally, when appropriate, the President and/or administration will seek the appropriate assembly's input concerning new policies prior to implementation. Following are select examples of the administration's efforts to create an efficient, effective, collegial and collaborative decision-making environment:

- The Executive Council, which meets monthly, includes Vice Presidents, Deans, and Directors. All Executive Council members attend monthly Board of Trustees meetings and disseminate information throughout their areas of responsibility.

- The Board of Trustees meet at a campus or center other than Niceville (the main campus) at least once each year.[5]

- Faculty meetings[6] lead by the President and/or Vice-President of Academic affairs are held monthly during the academic year.

- When the faculty evaluation process required revision to comply with Florida Administrative Code 6A-14.0411[7], the President convened an ad hoc faculty committee to create the new evaluation template that includes processes and procedural information[8].

- When a pay gap was identified[9] by the Administrators, Supervisors, and Professionals Council (ASP), the Council's recommendation was accepted [10].

Personnel Evaluations Document and Confirm Competence

All NWF administrative and academic officers are evaluated[11] regularly by the appropriate supervisor. In addition, each employee is provided the opportunity to evaluate his or her immediate supervisor.[12] These evaluations are sent, unsigned, to the principal administrator assigned. Feedback is provided to the supervisor in summary, and individual evaluations are not discussed. All evaluations are kept on file in the Human Resources Department. Each officer has the opportunity to provide a written response to any portion of his or her evaluation. The following is a sample of comments from recent administrative evaluations:

- "XXXX managed the Banner implementation better than anyone could expect. You've done more with Banner from day one than most schools every get around to. You get an A+ for the entire project. You've also had plenty of things on your plate (phones, internet, cable...it's a long list) and you've managed all that very well also. You know what funding you have and you manage to get the most out of that as well. I'm extremely pleased with your performance as a whole."

- "XXXX is a true model for other faculty, and the college relies on her heavily. It is hard for me to convey the respect and appreciation I have for XXX. She is the easiest, most productive, and most collegial of colleagues, and her service to this college is tremendous. I have the greatest admiration for her. I am running out of superlatives!"

- "Overall this employee has value because of knowledge and drive to serve educational needs of students at every level of development. He is extremely resourceful and his depth of knowledge and experience is an added value to the unit of student affairs. I enjoy working with XXX, he is a pleasure and has a great attitude of service to the students first and foremost."

- "I am very pleased in the ease with which XXXX has taken ownership of the position and begun to lead his division. I like XXX's professionalism, his sense of humor, and his obvious respect for his colleagues. I have every reason to believe XXX will continue to add value to the college."

- "XXX has demonstrated this past year that she was the correct choice for this position. I see specific strengths in her communication skills, her interpersonal relationship building, and her honest and forthright manner. I am pleased with the creative efforts that have been made in both the emerging partnership with the chamber for use of the Amphitheater and with the initial speaker for the possible ongoing speakers program."

The President is evaluated annually by the NWF State College Board of Trustees. On his March 2015 evaluation, the Board of Trustees offered a positive assessment[13] of Dr. Handy's "excellent performance". Dr. Handy has since resigned to take a new position in Kentucky. Upon his resignation effective January 2016, Dr. Sasha Jarrell, the College's Vice-President of Academic Affairs, assumed the position of Interim President. The College is currently conducting a search for a new College president with an anticipated hire date of January 2017.

In addition to administrative evaluations, faculty members are evaluated[14] on a clearly-established evaluation cycle,[15] and career service and other professional staff[16] are evaluated annually. All evaluations are kept on file in Human Resources. All administrators, faculty, and staff have the right to respond to any portion of their evaluation in writing. Records of these actions are also on file in Human Resources per NWF Board of Trustees Policy HR 8.00.[17]

Distance Learning: Qualified Administrative and Academic Officers

In response to recommendation from faculty and the Distance Learning Committee, the College hired a Director of Instructional Technology and Online Education, who has instructional design qualifications, in January 2016 to lead the Learning Technologies Department and assist faculty with curriculum development for distance learning courses. Initial projects included the creation of a five-year instructional technology plan, formal faculty training in best practices for the institution's learning management system, and a revised course shell template created in response to student feedback. The director reports to the Director for Information Technology and also collaborates closely with the Vice-President for Academic Affairs. The director is evaluated annually.

*Table data from NWF Human Resources Office

Sources (In Order of Appearance)

- Mission/Vision Statement (Page 2)
- BOT HR 25.00
- organizational charts 2016-17
- BOT minutes 6-16 org chart approval (Page 3)
- BOT meetings 16-17
- Faculty Meetings 2016-17
- Florida Administrative Code 6A-14 0411
- Faculty Portfolio Template
- ASP Council Minutes 4-19-12
- ASP Council Minutes 6-21-12
- New Administrative Employee evaluation
- Feedback Report-supervisor eval
- Handy Evaluation2015
- Full-time Faculty Evaluation Form 2016 Template
- Copy of Faculty Evaluation Cycle
- Career Service and Other Professional Staff Evaluation Form
- BOTPolicy_HR 8.00
- 📁 Job Descriptions
  - Athletic Director- Job Description(2)
  - Chief Information Officer- Job Description
  - Dean - Career and Technical Education-Job Description
  - Dean - General Education and Grants- Job Description July 2015
  - Dean of Students-Job Description.2015
  - Director - FWB Campus CentersCBA and MKEI- Job Description(3)
  - Director - Institutional Research (002)
  - Director - Learning Resources Center (002)
  - Director - Mattie Kelly Arts Center- Job Description
  - Director - Professional and Continuing Education- Job Description rev 12-2-15
  - Director of Instructional Technology Online Education
  - Director, Career Acad. Support
  - Director, Human Resources-Job Description
  - President-Job Description
  - Principal - Collegiate High School
  - Vice President of Academic Affairs-Job Description
  - Vice President of College Advancement-Job Description
  - VP Administration and CFO-Job Description.2015

📁 Resumes

📄 (3.2.8) Boyer, Anthony resume 1 (2)

📄 (3.2.8) Cotton, Julie D Resume 2015

📄 (3.2.8) Eller, Greg Resume

📄 (3.2.8) Fontaine_Vitae_May_2016

📄 (3.2.8) Hamilton, Ross VITA)

📄 (3.2.8) Hasnain, Syed resume

📄 (3.2.8) Henderson resume2015

📄 (3.2.8) Hodgins vitae

📄 (3.2.8) Jarrell, Sasha

📄 (3.2.8) Kedroski_CV-RESUME

📄 (3.2.8) Murphy, Nancy.resume

📄 (3.2.8) Ross, Ramsey resume - revised

📄 (3.2.8) Sherwood, Dennis resume

📄 (3.2.8) Shires resume - revised

📄 (3.2.8) Southard CV-RESUME CS3 2 8

📄 (3.2.8) Watts, Aimee CV

📄 (3.2.8) White, Randall CV-RGW June 2015

📄 Terrell_Julia_Resume

4. Comprehensive Standard 3.3.1

Institutional Effectiveness: Educational programs

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.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) has defined student, program, and institutional learning outcomes and assesses the extent to which it achieves these outcomes. NWF operates within a culture of continuous assessment and uses the analysis of the outcomes to guide program improvement in accord with the institution's mission[1] to "deliver outstanding educational programs." In accord with NWF's Board of Trustees Policy GP7.00,[2] the College also exemplifies its commitment to conducting an assessment process that "closes the loop"—a process in which the appropriate constituent groups design, implement, and assess learning outcomes and then recommend and track strategies for continued improvement (See Figure 3.3.1.1-1). This process is also explained in the College's Institutional Effectiveness Guide.[3] Results and reports associated with these efforts are shared with the appropriate College constituencies.
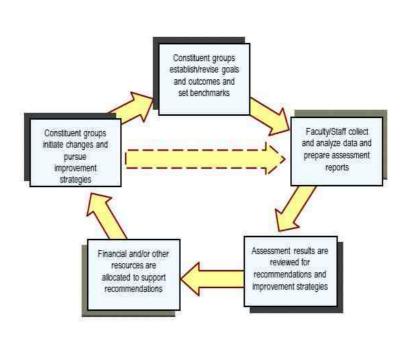
Figure 3.3.1.1-1
NWF Assessment Process: Closing the Loop

State-Level Outcomes for Assessing Student Learning

NWF monitors Florida's Accountability Outcome Measures in assessing its instructional programs. Data collected here allows for comparison to the other 27 colleges in the State College System as well as comparison to the state mean for each measure (See Table 3.3.1.1-1).

Table 3.3.1.1-1
Description of State Accountability Measures

Outcome Measure 1: **Recruitment, Enrollment, and Success**	**Part 1:** Prior Year High School Graduates Enrolled the Following Year—by Ethnicity
	Part 2: Enrollment, Retention, and Success Rate—AA Program Enrollment, Retention, and Success Rate—AS Programs Enrollment, Retention, and Success Rate—Certificate Programs Enrollment, Retention, and Success Rate—ATD Program Enrollment, Retention, and Success Rate—PSAV Programs Enrollment, Retention, and Success Rate—All Students, All Programs
Outcome Measure 2: **AA Degree Transfer Performance in the State University System (SUS)**	AA Degree/Transfer Program Performance—GPA of Transfer Students in the SUS –by Ethnicity AA Degree/Transfer Program Performance—GPA of Transfer Students in the SUS –by College Prep Status
Outcome Measure 3: **Vocational/** **Technical Program Success**	**Part 1**:State Licensure Passing Rate—by Program
	Part 2: Job Placement Rates, Completers and Leavers—by Program
Outcome Measure 4: **College Preparatory Student Success**	**Part 1:** College Preparatory Success Rate
	Part 2: College Prep. Enrollment, Retention, and Success- AA Program College Prep. Enrollment, Retention, and Success—AS Programs College Prep. Enrollment, Retention, and Success—Cert. Programs College Prep. Enrollment, Retention, and Success—ATD Program College Prep. Enrollment, Retention, and Success—PSAV Programs College Prep. Enrollment, Retention, and Success—All Students, All Programs

Sample Uses of State Data: When data from the Florida state college Accountability Outcome Measures indicated that NWF was below state averages on measures of student success and retention, administration and faculty elected to implement strategies to improve performance in the following measures:

- Outcome Measure 1: Recruitment, Enrollment, and Success, Part 2
  - At the beginning of the 2015-2016 academic year, faculty and administration researched best practices and compiled a list of activities and policies[4] from which instructors were required to select three and implement in their classes. Initial qualitative research[5] indicates wide-spread implementation of strategies and a noted increase in student engagement which research also indicates leads to better retention and student success.

- Outcome Measure 4: College Preparatory Student Success, Part 1. In an effort to increase student success in preparatory courses, the College implemented a two-part strategy:

  - Developmental Math[6]: To increase success in developmental math, math faculty implemented social engagement activities (e.g. Pacesetters and invitations to join African American Student Association and Sankofa, an organization whose focus is to support underserved populations). Faculty also employed more transparent instructional strategies as outlined in The Transparency Project, an organization that facilitates the success of underserved populations.

  - Developmental Reading and English: In an effort to increase success in development reading and to address declining enrollment in developmental reading and English programs, lead faculty in these areas developed two levels of integrated reading and English courses, ENC0017 and ENC0027, which will be offered beginning Fall 2016.

Institutional-Level Outcomes for Assessing Learning

Table 3.3.1.1-2 illustrates the multiple and varied measures used to assess NWF's overall effectiveness in delivering quality educational programs. These measures are extrapolated from the College's comprehensive institutional measures that assess learning. These data are reported to the appropriate constituencies on an annual basis and available on the College website.

Table 3.3.1.1-2
Sample Institutional-Level Measures Focusing on Learning Outcomes

	Assessment	**Evidence**
Measure 1	Retention Rates	Evidence from the State Accountability Measures indicates that the College is below the state average in this area.
Measure 2	GPAs of Transfer Students in the University System	Students who transfer into the university system continue to graduate from university with higher GPAs than students who start at university.
Measure 3	Ratio of Full-time to Part-time Faculty	Table 2.8-3 from CR. 2.8 indicates an adequate number of full-time faculty to staff educational programs and fulfill other academic responsibilities.
Measure 4	Licensure Examination Pass Rates	Table 4.1-2 indicates consistent success in licensure examination pass rates.
Measure 5	Noel-Levitz Student Satisfaction Inventory	Survey results continue to demonstrate an increase in student satisfaction with the quality of instruction.
Measure 6	Program Reviews	See Summary Program Review

Sample Uses of Institution-Level Data: To address the shortfall in Measure 1, the College has implemented a number of new strategies:

- The College has instituted an Academic Early Alert System so that faculty can notify a student's advisor of the need for additional support.
- All Associate in Science academic plans were reviewed and revised so that students could complete the degree in two years, if they choose.
- The College has ensured that eight AA transfer degrees and their required pre-requisites are offered online beginning Fall 2016 so that students can complete AA with those identified transfers entirely online.
- Program Reviews are used to continually evaluate programs with low enrollment to determine their viability.

Assessment of Program-Level Student Learning Outcomes

Each NWF degree and certificate program is assessed annually at the program level. The evidence supporting program student learning outcomes is collected annually from each program and reported to the Office of Academic Affairs. The results are presented to the faculty in the respective departments who then make program recommendations and implement changes. In addition to annual evaluations, the College requires each program director to submit a formal Program Review on a three-year cycle. These results are reported college-wide and to the Board of Trustees. Program Reviews are evaluated by the College's Assessment Committee according to an accountability plan specific to the institutional area and presented in a common format. Each plan also references how the given program[7] contributes to achieving the College mission and vision statements. Table 3.3.1.1-3 below illustrates the College's three-year Program Review cycle.

Table 3.3.1.1-3
NWFSC Program/Unit Reviews
2014–2017 Three-Year Program Review Cycle

(Reflecting reviews since implementing new assessment format using Compliance Assist)

2014–2015	2015–2016	2016–2017 Scheduled Reviews
Accounting	BSN	Architecture/Building Construction/ Drafting and Design Biological Sciences
Sports, Fitness and Recreation AS	Criminal Justice Technology/Correctional Officer Basic/ Law Enforcement Officer Basic	BAS-All
Emergency Administration and Management AS/ Emergency Administrator and Manager/ Homeland Security	Engineering Technology(new program-1st review)	Education (includes BSE, ECEBS, ECE, lower division education)
EMS/Paramedic/ EMT	English (Gen Ed)	Business and Computer Science (All)
Firefighting Basic (new program 1st review)	Humanities (Gen Ed)	Dental Assisting
Foreign Languages	Mathematics (Gen Ed)	Developmental Education-Reading/English/Math
Health Services Management	Nursing (ADN) Registered	Graphic Arts/Multimedia
Radiography Technology	Natural Sciences (Gen Ed)	Medical Coder/Biller
Visual Arts	Social Sciences (Gen Ed)	Music Production Technology
Career Center	Welding-new program 1st review	Paralegal
Collegiate High		Speech

Enrollment Services (including orientation, advising, admissions, registration, recruitment, testing, records)	ABE/GED/ESOL	Theater and Entertainment
Intercollegiate Athletics	Professional/Continuing Education Programs(including Costa Leadership, Personal Enrichment, Kids on Campus, Fitness& Wellness)	Tutorial Support Services/ASC and Math Lab
Learning Resource Center	ABE/GED/ESOL	Finance/Budget
Disability Support Services	Student Financial Services and VA	Human Resources
Student Life	Facilities/Environment/Safety	Institutional Research
Choctaw Basin Alliance (CBA)	Marketing/Public Relations	Grants Development
Mattie Kelly Arts Center	Information Technology/LTech/Distance Learning	
Mattie Kelly Cultural and Environmental Institute	Ft. Walton Beach Campus and Centers (Crestview, DeFuniak, S. Walton, Hurlburt)	
Dual Enrollment		

Program Reviews submitted prior to 2014-2015, were reported to the Office of Academic Affairs where they are housed on the College's server. Since Fall 2014, the student learning outcome, Program Review, and accreditation processes have been managed through *Compliance Assist*, a software program that allows for efficient data collection, accountability, and transparency to the appropriate constituencies. Using *Compliance Assist* has ensured consistency of reporting across programs and facilitated stakeholder access to and use of the data to improve student performance.

In conjunction with the 2014 transition to *Compliance Assist* and changes to the General Education curriculum required by the Florida state legislature, faculty conducted a rigorous review and revision of all academic program student learning outcomes, benchmarks, and assessments. The revisions were reviewed by the appropriate academic deans and a sub-committee of Assessment Committee members to ensure all programs contained multiple and varied assessments and that the student learning outcomes would be measured consistently across course sections.

In addition to internal department and program review, NWF utilizes its Assessment Committee to conduct program analysis by faculty and staff outside the department (see Table 3.3.1.1-3). The Committee is responsible for providing institution-level oversight and guidance on program and student outcomes and on the use of this data to drive curricular decisions. This committee is composed largely of faculty and plays a leadership role in helping the College adapt proactively and systemically to change. The chair of this committee is a member of the Institutional Effectiveness Committee. Although program review data collection and analysis is the responsibility of the appropriate faculty, the Assessment Committee assists with the interpretation of data as needed. (See Table 3.3.1.1-4)

Table 3.3.1.1-4
Assessment Committee Members

NWF Assessment Committee Members	
Ms. Penny Cox, Coordinator, Ed. Assessment and Grants	Prof. Amy Riddell, English
Dr. Mike Davis, History	Dr. David Schjott, Sociology
Dr. Deborah Fontaine (Chair), Chair, English/Communications and Social Sciences	Mr. Dennis Sherwood, Dean, Career and Technical Education
Asst. Prof. Janet Flynn, Nursing	Dr. Anne Southard, Dean, General Education and Grants
Prof. Ben Gillham, Graphic Design	Dr. Christopher Snellgrove, English
Dr. Diane Hodgins (Ex-officio), Director, Institutional Research	Prof. Rajalakshmi Sriram, Math
Prof. Maria Lopez, Foreign Languages	Dr. Dana Stephens, Chair, Environmental Science
Prof. John Pearsall, Math	Dr. Marty Walker, Chair, Nursing
Mr. Barry Reed, Director, Emergency Services	Dr. Ann Waters, Humanities

As part of the Program Review process,[8] each program director is required to submit the review to an Assessment Committee sub-group and provide an oral presentation of the Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis. The sub-committee assesses the review, provides its findings to the chair/director for an opportunity to provide a written response. All assessments are then reviewed by the Assessment Committee as a whole. Final assessments are stored in Compliance Assist. For sample summaries of program reviews, see Radiography[9] and EMS[10] AS Assessment Committee Reports.

The purpose of this process is two-fold: 1) It provides an opportunity for chairs/directors to share their accomplishments and challenges, often gaining insight and potential solutions from those outside the program; and 2) Assessment Committee members and faculty gain a better understanding of what the College, as a whole, has to offer from a programmatic perspective. Final results of the assessment process are used to guide future curricular and resource allocation decisions in addition to the continuation, conclusion, and/or implementation of strategies/initiatives. Table 3.3.1.1-5 below illustrates the SLO reporting schedule for all academic programs.

Table 3.3.1.1-5
SLO Reporting and Program Review Timeline

Deadlines	Activity and/or Artifact
Beginning of Fall Semester (August)	Department Chairs and Program Directors share SLO results and feedback with their respective departments.
Beginning of Fall Semester (Sept-Oct)	Faculty meet to determine what programmatic changes/revisions need to occur based on SLO feedback. Resources are requested, if necessary.
Duration of Fall	Program changes are implemented.
December	SLO data collected for Fall courses.
Spring Semester	Additional program changes are implemented where indicated
February-March	Program Reviews and SWOT presentations due.
May	SLO data collected for Spring classes. Department Chairs and Program Directors enter data into Compliance Assist.

Assessment of Bachelor's Degree Programs

NWF offers seven bachelor's degrees. For all degree programs, student learning outcomes, assessments, and use of results are maintained in *Compliance Assist*. All degree programs are assessed using multiple and varied measures as evidenced by the variety of student learning outcomes measures. Qualitative assessments (e.g. essays, speeches, presentations, demonstrations) are evaluated using a common department rubric, ensuring consistent evaluation across sections.

Table 3.3.1.1-6 below illustrates the program assessments for all bachelor's programs for the past two years.

Table 3.3.1.1-6
Bachelor's Educational Program Assessments

Educational Program Assessments		Student Learning Outcomes	
		2014	**2015***
BAS	Management & Supervision -- Health Care Management	Results and Use	Results
	Management & Supervision -- Human Resources Management	Results and Use	Results
	Management & Supervision -- Public Service Management	Results and Use	Results
	Management & Supervision -- Supervision	Results and Use	Results
BAS	Project Management -- Acquisitions	Results and Use	Results
	Project Management -- Project Management	Results and Use	Results
	Project Management -- Quality Improvement	Results and Use	Results
	Project Management -- Technology Management	Results and Use	Results
BS	Early Childhood Education, Birth through Four	Results and Use	Results
BS	Elementary Education	Results and Use	Results
BS	Middle Grades General Science	Results and Use	Results
BS	Middle Grades Mathematics	Results and Use	Results
BS	Nursing	Results and Use	Results
Use of results will be determined and implemented in Fall 2016			

The table above represents all student learning outcomes assessments and use of results for NWF's Bachelor's program degrees. Below is a detailed explanation of the types of assessments and use of results for a representative program.

BS Nursing: NWF's Bachelor's of Nursing program student learning outcomes are closely aligned with the standards set forth by the Commission of College Nursing Education (CCNE). The program received its initial CCNE accreditation in October 2008 and was most recently certified in May 2014. The program's 11 student learning outcomes are assessed using multiple and varied measures, including quizzes, presentations, portfolios, and case studies as well as feedback from student surveys, advisory boards, state licensure examination passing rates, and job placement data. Table 3.3.1.1-7 below presents representative changes to the program based on this feedback.

Table 3.3.1.1-7
Examples of How Data from
Multiple and Varied Assessment Been Used to Improve the BSN

BSN Assessment Data/Results	Use of Results: Program Improvements
1. Feedback from the BSN Advisory Board indicated a lack of Med/Surg certified nurses in hospitals.	The program chair earned certification in Med/Surg and developed a course to meet employer needs.
2. Student feedback indicated a lack of community in the on-line program.	Faculty instituted the practice of calling all students at the beginning of each course. Students feel more comfortable asking questions, and the practice helps break down the barriers of distance learning.
3. Student learning outcome assessments in NUR4165 and NUR3080 indicated students struggled to locate research articles and apply what they found to process improvement.	Faculty reviewed and revised the nursing research critique assignment, incorporating more specific guidance as to how to differentiate quality improvement, quantitative studies, and qualitative studies. The text for NUR4165 was also changed to align more closely with program expectations. In addition, faculty created a capture video demonstrating how to find nursing research articles through the College's databases. The video currently lists over 900 views.

Assessment of the Associate in Arts Degree/Transfer (AA)

Beginning in Fall 2014, Florida Statute 1007.25[11] guaranteed transferability of not only the AA degree, but the General Education courses in the degree's program of study so that students who transferred from one Florida institution to another Florida institution could be assured the individual core General Education courses would transfer even if the degree was not completed. NWF took this opportunity to review and evaluate its General Education offerings from the course level through the institutional degree level. All General Education courses, student learning outcomes, assessments, and benchmarks were revised as necessary. Each General Education department maintained autonomy as far as identifying the appropriate learning outcomes and assessments as long as they carefully aligned with the AA program SLOs. To facilitate the alignment, workshops[12] were held to ensure department and course student learning outcomes were designed to be measureable and that the assessments measured what was stated in the student learning outcomes.

As part of the review, department chairs ensured that the department-level student learning outcomes aligned with the institutional learning outcomes identified for the AA degree. To ensure multiple and varied measures, each degree outcome is assessed through multiple discipline-specific learning outcomes.

The discipline-specific outcomes are aligned with course-level student learning outcomes, providing multiple and varied assessment for all program outcomes. In addition, the College ensured that the assessments for the General Education core were multiple and varied. To ensure this goal was met, a sub-group of the Assessment Committee developed a curriculum map aligning institutional, state, program, and course-level SLOs and assessments. Table 3.3.1.1-8 below illustrates an excerpt from the curriculum map.

Table 3.3.1.1-8
NWFSC AS/AA Degree
Student Learning Outcomes: Curriculum Map Sample

NWFSC General Education Outcomes (A.A. and A.S. degrees)	A.A. Program and State Student Learning Outcomes	Discipline/ Departmental Competencies	Identification of Course for Assessment	Type of Assessment	Proficiency
NWFSC-1: The student will demonstrate proficiency in reading, writing, and speaking.	FLC-1: The student will demonstrate the ability to communicate effectively.	C-1: The student will compose formal assignments applying the conventions of Standard American English in written communication. (WRITING PROFICIENCY)	ENC1101 ENC1102	Documented Essay Documented Essay	Writing Writing
		C-2: The student will identify and apply the concepts of purpose, audience, and rhetorical situation in written communication. (WRITING PROFICIENCY)	ENC1101 ENC1102	Documented Essay Documented Essay	Writing Writing
		H-4: The student will identify and explicate key elements of the Humanities through formal writing assignments. (WRITING PROFICIENCY)	ARH1000 HUM1020 MUL1010 PHI2010 THE2000 ARH2050 ARH2051	Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation	Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking
		H-5: The student will analyze an approved Humanities topic through verbal presentation. (SPEAKING PROFICIENCY)	ARH1000 HUM1020 MUL1010 PHI2010 THE2000	Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation	Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking
			SPC1608 ASL1150 CHI1121 FRE1121 SPN1121	Outline, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation	Speaking Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking
	FLC-2: The student will demonstrate the ability to analyze communication critically.	C-3: The student will apply basic principles of logic and critical thinking as evidenced through written communication. (WRITING PROFICIENCY)	ENC1101 ENC1102	Documented Essay Documented Essay	Writing Writing
		C-5: The student will effectively analyze aspects of the human condition in essays and literature. (A.A. only) (WRITING PROFICIENCY)	ENC1102	Documented Essay	Writing
		H-3: The student will critically analyze universal human experiences represented in the humanities. (SPEAKING PROFICIENCY)	ARH1000 HUM1020 MUL1010 PHI2010 THE2000	Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation Short Essay, Oral Presentation	Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking Writing, Speaking
		SS-4: The student will effectively synthesize select ideas, themes, and concepts present in the	AMH2020 POS1041 SYG2010	Documented Essay Documented Essay Documented Essay	Writing, Technology Writing,

The state's core General Education courses in the table above are designated by black type. These courses make up the core of both the Associate in Arts degree and the Associate of Science degrees. The courses in green are institutional General Education courses and comprise the remainder of the core of the General Education requirements for the Associate in Arts degree. Table 3.3.1.1-9 below describes the multiple and varied assessments used to evaluate the AA degree.

Table 3.3.1.1-9
Overview of Multiple and Varied Associate in Arts (AA) Degree Assessment Methods

Assessment Method 1	Review of Student Learning Artifacts				
	Step 1: General Education Courses Selected for Assessment All sections of core general education courses are assessed each year. In all areas except Communications, institutional general education courses are assessed in two three-year cycles. Department chairs and faculty considered depth and breadth of courses when assigning courses to each cycle.				
	Communications	**Humanities**	**Math**	**Natural Science**	**Social Science**
	ENC1101	ARH 1000	MAC 1105	AST 1002	AMH 2020
	ENC1102	HUM 1020	MAC 2311	BSC 1005	ANT 2000
		MUL 1010	MGF 1106	BSC 1010C	ECO 2013

		PHI 2010	MGF 1107	BSC 1085C	POS 1041
		THE 2000	STA 2023	CHM 1020	PSY 2012
		LIT2100		CHM 1045C	SYG 2000
		LIT2120		ESC 1000	
		AML2010		EVR 1001C	
		AML2020		PHY 1020	
		ENL2120A		PHY 2048C	
				PHY 1053C	
Cycle 1		ARH2050	MAC1114	BSC1011C	SYG2010
		ARH2051	MAC2312	BSC1086C	ANT2100
		ARH2402	MAC2313	CHM1046C	DEP2006
		HUM2250		PHY1054C	WOH1012
				PHY2049C	
				MET1010	
				CHM1032C	
Cycle 2		ARH2060	MAC1140	OCE1001C	GEA1000
		PHI2600	MAC2233	GLY2010C	WOH1022
		THE2071	MAP2302	GLY2100C	AMH2010
		REL2300	MAD2104	GLY2601C	
		THE2300	MAD3107	BOT1010C	
		HUM2700		ZOO1010C	
				ISC1003	
				CHM2210C	
				CHM2211C	
				MCB2010C	

	Step 2: Student Learning Artifacts Each department has created a common student learning outcome assessment that is used for each course across sections. Essays and/or written responses are assessed using a common rubric created by the content area faculty. Oral and other demonstrations also require use of a common rubric for assessment. Norming sessions are held each semester to ensure equitable evaluation of artifacts and presentations. Objective questions are the same across sections or come from test banks that have been evaluated by the content area faculty to ensure topics covered are common and rigor is equitable.
	Step 3: Assessment of Artifacts Faculty assess common assignments and report data to department chairs who then submit aggregate data to the Dean of General Education and Grants and submit their findings in Compliance Assist.
	Step 4: Use of Results to Improve Academic Departments In the Fall of each academic year, faculty meet within each department and use the data to recommend the appropriate use of results and create an implementation plan for program improvement. *Expected Outcome:* At least 75% of student will meet the benchmark criteria established in each academic department.
Assessment Method 2	**General Education Proficiencies: Speech and Technology**
	All AA graduates must complete a speaking across the curriculum and a technology requirement. Speech Skills: *Expected Outcome:* At least 75% of students will meet the benchmark of 75% or higher demonstrating oral communication skills. Computer Skills: *Expected Outcome:* 100% of all ENC1101 sections, a required general education course, include technology components.
Assessment Method 3	**Common Course Objectives and Textbooks**
	At NWF, all common course sections must meet common course objectives and use common textbooks and supplemental materials whether the course is taught on-campus or online or by full- or part-time faculty. *Expected Outcome:* 100% of all common course sections use the same textbook and follow common course objectives.
Assessment Method 4	**Noel-Levitz Student Satisfaction Inventory**
	All students enrolled in the Spring semester each year are eligible to take the Noel-Levitz Student Satisfaction Inventory to provide feedback pertaining to the perception of the institution's quality of instruction and service. *Expected Outcome:* Students will exceed the nationally reported satisfaction rate by .20 or higher.

Assessment Method 5	Student Evaluation of Faculty
	At NWF all faculty, regardless of course delivery (on-campus, hybrid, or online) are evaluated by students using the same criteria. *Expected Outcome*: 75% of the sections of a course taught each year will receive a 4.0 or higher on a 5.0 scale on the following metric: "The instructor's teaching method helped me understand the subject material."

Because individual departments deliver the courses leading to the Associate in Arts degree, improvement plans are developed within the discipline and then assessed in the aggregate at the program level. Table 3.3.1.1-10 illustrates the results of assessments and use of results for the 2014-2015 academic year. The student learning outcome assessment results are represented for 2015-2016; however the use of results will be determined and implemented based on the schedule described in Table 3.3.1.1-5 above.

Table 3.3.1.1-10
AA Degree/General Education Core Competencies
Student Learning Outcomes Assessments

Associate in Arts Degree		
Overall Summary	Summary	
Results of Student Learning Outcome Assessments and Use of Results for Each AA Degree Outcome, by Department		
	2014	**2015***
Communications	Results and Use	Results
Humanities	Results and Use	Results
Math	Results and Use	Results
Natural Sciences	Results and Use	Results
Social Sciences	Results and Use	Results
Use of results will be determined and implemented in Fall 2016		

Table 3.3.1.1-11 describes representative use of results for program improvements based on student learning outcomes assessments for the 2014-2015 academic year.

Table 3.3.1.1-11 Examples of How Data from
Multiple and Varied Assessment Have Been Used to Improve the AA Program

AA Assessment Data/Results	Use of Results: Program Improvements
1. SLO outcome data for ENC1101 revealed an 83.4% success rate in on-campus sections versus 71.1% in online sections.	In addition to requiring successful completion of the College's Online Instructor Certification course for faculty who wish to teach online, the Communications department conducted additional online instruction best practice workshops to develop new instructional strategies specific to ENC1101.
2. Students met only 6 of the 8 benchmarks measuring the ability to understand and apply mathematical and scientific principles and methods.	Science faculty reviewed these results and determined there were two areas of concern. First, for results that indicated there was clear lack of student understanding/mastery, faculty developed additional strategies to model the concepts for students. Second, for this review the department had transitioned from a multiple choice SLO assessment to SLO assessments that were evaluated using a department rubric with a scale of 0-3. These faculty also determined that, in some assessments, the rubric was unduly punitive to minor arithmetic errors. The rubric has been revised to measure the assessed concepts more accurately.
3. In the Natural Sciences, SLO assessment results revealed that students mastered 13 of 18 benchmarks that measured a student's ability to relate discoveries and theories in physics to broader areas of human concern.	Faculty met and re-wrote/clarified questions that were ambiguous or misleading. In addition, faculty decided to incorporate more formative feedback on those topics for which deficiencies have been identified before the SLO is assessed; this should ensure that students have the greatest opportunity to learn and comprehend terminology, major concepts, and theories, particularly in the sciences.
4. Noel-Levitz Inventory revealed that students rated the quality of instruction received in most classes as excellent at 5.72 as compared to the national norm of 5.63.	Although slightly above the national norm, the survey indicates this area is a challenge. A faculty committee met and created a list of recommended strategies, shared college-wide, for faculty to implement in their classes. The strategies included providing early and frequent feedback, implementing flipped class or recitation sessions, and videotaping lectures to post online for student reference and review.
5. In the student evaluation of faculty survey, "The instructor's teaching method helped me understand the subject material" departmental average was met in only 6 of the 25 American History sections.	Faculty met and decided to incorporate more problem-based learning activities so that instruction relied less on lecture and more on student engagement/participation. Faculty members focused primarily on historical events where students could discuss alternate interpretations based on the cultural lens through which the event was or could have been viewed.

Dual Enrollment: Although the majority of dual enrollment students (approximately 85%) attend classes at the College's campuses and centers, NWF offers select General Education courses to some dual enrollment students at approved high school sites each semester. The part-time faculty who teach these courses at the high school sites meet the same criteria all NWF faculty meet to teach at the institution. These dual enrollment faculty are encouraged to teach on one of the College's established campuses or centers prior to teaching a College course in the high school. On the rare occasion this does not occur, a full-time NWF faculty member is assigned to mentor the part-time instructor.

Regardless of where a course is taught, common course objectives, course syllabi, and student learning outcome assessments are used in all course sections, including dual enrollment. All sections, (dual, on-campus, and online), are evaluated using the same assessments and benchmarks. On-campus dual enrollment students are assessed within the course sections they attend; however, department chairs monitor off-site dual performance to ensure rigor is equitable to comparable sections of the same course. This monitoring includes mentoring through the assigned full-time faculty member, review of assignments and assessments in the dual faculty member's D2L shell, and inclusion in department and College-wide meetings and professional development workshops. As with online courses, if a significant discrepancy in meeting student learning outcome benchmarks as compared to on-campus courses is determined, strategies specific to the dual course delivery are implemented.

Assessment of Career and Technical Programs: Associate in Science (AS) Degree, Certificate College Credit, and Clock Hour Programs

In conjunction with Florida Statute 1007.25 [13] which revised the General Education portion of the Associate in Arts requirements, all faculty, including Associate in Science and Certificate faculty, participated in the early College-wide meetings that laid the philosophical foundation for the General Education redesign. Because the AS student relies on the General Education core as preparation for success in his or her technical coursework, it was important to hear voices from all perspectives. Following suit, all AS, Certificate, and PSAV programs then underwent a thorough review. The primary focus of this area's review was to ensure that the Associate in Science degree programs were carefully aligned with the requirements and expectations of the Curriculum Frameworks of the Florida Department of Education.[14] Faculty participated in several workshops[15] to ensure that program student learning outcomes aligned with the FLDOE expectations and that the program assessments were multiple and varied.

Some AS/CCC programs had to merge both state and outside accrediting agency expectations, such as Paramedic CCC and the AS in Nursing. These programs' learning outcomes were carefully aligned so that the accrediting body and state program expectations were satisfied.

Certificate programs at NWF are also aligned with the requirements and expectations of the Curriculum Frameworks of the Florida Department of Education. All certificate programs are embedded and assessed within a parent AS[16]; therefore, these programs are reported as part of the parent AS reports. All annual program assessments reflect the extent to which students achieved course- and program-level learning outcomes. On-campus and online students are accountable to the same criteria and are included in all program assessments.

Shown below in Table 3.3.1.1-12 are program assessments for Career-Technical programs.

Table 3.3.1.1-12
Career-Technical Program Assessments
AS Degree and Embedded College Credit Certificate (CCC) Programs

Educational Program Assessments		Student Learning Outcomes	
		2014	2015*
AS	Architectural Design & Construction Technology	Results and Use	Results
AS	Computer Information Technology	Results and Use	Results
AS	Customer Relationship Management	Results and Use	Results
AS	Graphics Technology-Graphic Design	Results and Use	Results
AS	Graphics Technology - Visual Artist	Results and Use	Results
AS	Health Services Management	Results and Use	Results
AS	Industrial Management Technology	Results and Use	Results
AS	Nursing	Results and Use	Results
AS	Paralegal Studies	Results and Use	Results

AS	Radiography	Results and Use	Results
AS	Sports, Fitness & Recreation Management	Results and Use	Results
AS	Theater & Entertainment Technology – Dance Specialization	Results and Use	Results
AS	Theater & Entertainment Technology -- Musical Theater Specialization	Results and Use	Results
AS	Theater & Entertainment Technology -- Technical Theater Specialization	Results and Use	Results
AS	Theater & Entertainment Technology-Acting Specialization	Results and Use	Results
AS	Theater & Entertainment Technology-Costuming Specialization	Results and Use	Results
AS/CCC	Accounting Technology	Results and Use	Results
AS/CCC	Business Administration	Results and Use	Results
AS/CCC	Computer Engineering Technology	Results and Use	Results
AS/CCC	Computer Programming and Analysis	Results and Use	Results
AS/CCC	Criminal Justice Technology	Results and Use	Results
AS/CCC	Digital Media/Multimedia Technology	Results and Use	Results
AS/CCC	Drafting & Design Technology	Results and Use	Results
AS/CCC	Early Childhood Education	Results and Use	Results
AS/CCC	Emergency Administration & Management	Results and Use	Results
AS/CCC	Emergency Medical Services	Results and Use	Results
AS/CCC	Engineering Technology	Results and Use	Results
AS/CCC	Internet Services Technology	Results and Use	Results
AS/CCC	IT Security	Results and Use	Results
AS/CCC	Music Production Technology	Results and Use	Results
AS/CCC	Network Systems Technology	Results and Use	Results

AS/CCC	Office Administration	Results and Use	Results

As with the AA program, Career-Technical program assessments have been carefully constructed to assess each outcome with multiple and varied measures. Some programs are constrained by the requirements of outside accrediting agencies, but these programs have added institutionally-specific assessments to provide triangulation of student performance data. The table below provides a representative sample of how assessment data have been used to improve AS/CCC programs at NWF.

Table 3.3.1.1-13 Examples of How Data from
Multiple and Varied Assessment Been Used to Improve AS/CCC Programs

AS/CCC Degree Assessment Data/Results	Use of Results: Program Improvements
1. Students in the Engineering Technology Support Specialist (CCC) program demonstrated mastery of recognizing and applying symbols, but were able to draw the symbols attaining a mastery of only 70%, where 75% is required.	Although the students' application of electronics symbols exceeded their ability to draw the required symbols, students must attain mastery of both skills. Faculty have met and decided to implement more detailed lectures on drawing techniques and supplement with student learning activities earlier in the semester.
2. In the Accounting Technology AS, students did not meet the benchmark in preparing a job cost order system, earning only 63% mastery where 70% is required to meet the benchmark. (AS)	Students have difficulty understanding the process of computing cost which appears to stem from a lack of understanding of the differences between job order costing and process costing. Instructors will provide more explicit modeling and guided practice prior to assessment.
3. Students in the Sports, Fitness, and Rec. Management AS were able to demonstrate proper instruction of how to perform physical exercises at a rate of only 58%, missing the expected benchmark of 80%. (AS)	Instructors will require more emphasis on how to correctly conduct each exercise earlier in the semester so that students are better prepared for this presentation. In the past, most of the workouts in this course have been designed around exercises with which students were most comfortable. Going forward, instructors will work to ensure that students are knowledgeable about all of the exercises by requiring them to master a wider variety of exercises to learn more varied techniques.
4. Decreased employment opportunities within emergency management program led to significant decrease in enrollment.	Meeting held with fire advisory council about future needs from all departments. Advisory members requested change be made from AS in Emergency Management to AS in Fire Science. Members requested the program be online, which would allow employees to complete coursework on duty. The Emergency Services Director is currently working with the Florida Fire College for course approval. Projected date of program will be fall 2018.

5. Feedback from local agency training officers, advisory council, and local agency heads indicated a need for increased specific courses that are needed in today's Criminal Justice system. (AS)	Faculty remapped the Criminal Justice A.S. program which resulted in the addition of seven new course offerings: Police Administration (core), Special Topics in Criminal Justice (core), Intro to Crime Scene Technology, Ethics in Criminal Justice, Community Relations, Intro to Gangs and Gang Crime, and Criminal Evidence/Procedure. The addition of these new course offerings will provide students with skills needed in the current job market.
6. Survey feedback from students and feedback from the Criminal Justice Faculty, indicated a need to incorporate more contemporary trends in the criminal justice program so that students were better prepared for job placement. (AS)	Faculty reviewed and realigned courses in the Criminal Justice Program to provide more effective and expanded class offerings to properly address the needs of employers in this field. These expanded areas include, but are not limited to, domestic and international terrorism, increased cybercrimes, increasing mental health issues, and the vital need for community involvement, and community partnerships.
7. Feedback from the Radiography Advisory Committee, in conjunction with student performance, indicated a lack of mastery in the use of the C-arm in the operating room. (AS)	The department purchased a C-arm for the Radiography lab to ensure students had adequate familiarity and practice with C-arm maneuvers.

Assessment of Postsecondary Adult Vocational (PSAV) Programs

As with the college credit and certificate degrees shown above, the College is committed to a philosophy of multiple and varied assessment for each program outcome. In conjunction with Florida's Curriculum Frameworks and accrediting agencies, clock hour program faculty have devised student learning outcomes that provide triangulation of data for each program offered at NWF. See Table 3.3.1.1-14 for student learning outcomes and use of results.

Table 3.3.1.1-14
Postsecondary Adult Vocational Program Assessments

Postsecondary Adult Vocational Program Assessments		Results and Uses of Student Learning Outcomes Assessments	
		2014	**2015***
PSAV	Auxiliary Law Enforcement Officer Basic	This program was not offered in 2014 or 2015.	
PSAV	Correctional Officer Basic	Results and Use	Results
PSAV	Law Enforcement Officer Basic	Results and Use	Results
PSAV	Dental Assisting	Results and Use	Results
PSAV	Firefighter Basic	Results and Use	Results
PSAV	Welding Technology	Results and Use	Results
PSAV	Welding Technology Advanced	Program began fall 2015, so no student data available. Student data will be collected in 2016.	

**Table 3.3.1.1-15 Examples of How Data from
Multiple and Varied Assessment Been Used to Improve PSAV Programs**

PSAV Degree Assessment Data/Results	Use of Results: Program Improvements
1. Students in CJK0040 met the SLO benchmark (80%) at a rate of 93%. (Correctional Officer/Law Officer Basic)	Despite strong student performance, given the importance of the material (gun operation and safety), all firearms instructors are now using D2L online software for course curriculum. This allows students to further knowledge of firearms nomenclature and use of force issues via educational video presentations.
2. Employer feedback indicated a need for training on major equipment used on the job. (Firefighting Basic)	The College purchased the "Jaws of Life" in order to provide students with the requisite practical experience to increase employment opportunities.
3. Although students in DES0400B met the SLO benchmark to identify structure and function of body systems, the margin was narrow. (Dental Assisting)	Given the importance of this concept in dentistry, faculty met and decided to implement additional instructional content to provide students the opportunity to build stronger foundational knowledge in these concepts.
4. Student interest and employer demand revealed a need for an advanced welding program.	Faculty determined that student and employer demand warranted the addition of the Advanced program. The current program has received positive regional and national attention.

Distance Learning: Assessing Student Learning Outcomes

Courses and programs available in a distance learning format are evaluated annually using the same student learning outcomes, assessments, and benchmarks as on-campus courses and programs. These data are included in annual assessments and program reviews. For each program, achievements in student learning outcomes are disaggregated by online course sections and on-campus course sections in order to compare student success. Part of the Program Review also includes a reflective, peer-reviewed analysis of distance learning courses (see DL Program Review Form).[17] This information is reported to the department chair/program director to include in the full program review. Information gleaned from these reports is used to inform the continuation and/or implementation of pedagogical strategies in distance learning courses.

Students are able to complete the degrees and certificates listed in Table 3.3.1.1-16 online; however, aside from the BSN, almost all students complete these degrees combining on-campus and online courses based on personal schedules.

Table 3.3.1.1-16

Program	Degrees and Certificates Available Entirely Online
BSN	Nursing (ASN to RN)
BAS	Management & Supervision Health Care Management (Fall 2016)
AA	Associate of Arts
AS	Emergency Administration & Management
CCC	Accounting Technology Management
CCC	Business Management
CCC	Emergency Administrator and Manager
CCC	Homeland Security Emergency Manager
CCC	Office Management
CCC	Office Specialist

Student Evaluations of Instructors: All instructors, regardless of on-campus or online teaching assignment, are evaluated by students during the same evaluation window using the same assessment instrument. With the implementation of *CoursEval* software in Fall 2015, faculty can see the results of their evaluations as soon as grades are posted, allowing instructors timely feedback so that course modifications can be made, if necessary, prior to the following semester. Appropriate deans and administrators also have access to these reviews. In addition, all faculty teaching online must complete the Online Instructor Certification Course[18] in order to begin teaching online.

Administrative Review of Online Courses: Department Chairs and Program Managers review all courses each semester, including distance learning courses. The Distance Learning Committee,[19] comprised primarily of faculty who teach online, is in the process of creating a best practice checklist[20] and a common course shell to help improve consistent online course delivery and evaluation across the institution.

Distance Learning Course Improvement: NWF currently requires that all course sections, whether taught on-campus or online, use D2L shells. Currently, all sections are required to have syllabi posted, and faculty are encouraged to use the D2L "Gradebook" and "News" tools. In addition, the Academic Affairs Committee has conducted research to determine programs with the highest enrollment that can be delivered effectively online in addition to on-campus. Deans have worked with Department Chairs and Program Directors to determine which courses might be designed for online instruction and created a timeline for implementation.

Table 3.3.1.1-17
Examples of How Data from
Multiple and Varied Assessments Have Been Used to Improve Student Learning
Delivered through Distance Education

Degree Assessment Using Data/Results Based on DL Delivery	Use of Results: Program Improvements
1. SLO outcome data for ENC1101 revealed an 83.4% success rate in on-campus sections versus 71.1% in online sections. (AA)	In addition to requiring successful completion of the College's Online Instructor Certification course for faculty who wish to teach online, the Communications department conducted online instruction "Best Practices Workshops" to develop strategies specific to ENC1101.
2. Student evaluation of faculty teaching online sections of Social Science courses revealed students felt a lack of engagement on the part of online instructors. (AA)	Social Science faculty held workshops led by a faculty member who had great success in online teaching. Faculty devised guidelines grounded in best practices to ensure regular communication with students. In addition to posting messages in the "News" section of D2L more frequently, faculty committed to using the "Discussion Board" feature for a minimum of eight activities throughout the semester. These changes ensure a more transparent student-to-student and faculty-to-student interaction.*
3. Student feedback indicated a lack of community in the BSN on-line program. (BS)	Nursing faculty instituted the practice of calling all students at the beginning of each course. Students feel more comfortable asking questions and seeking assistance. The practice helps break down the feeling of isolation in a distance learning and creates a sense of community.**
4. Students in ACG2001 and ACG2011 online, performed at a rate of 10% or more lower on the SLO assessment than on-campus students. (CCC)	Accounting instructors created more videos modeling the concepts covered in the student learning outcomes so that online students would have a wider variety of examples to review.

The difference in approaches to similar student feedback reflects each program's unique concerns.

Faculty teaching Social Science courses have an enrollment of approximately 130-150 students per semester.

**The BSN program enrolls approximately 50 students per year.

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- Graph. Tech Visual Arts-SLO Report-15-16 (Page 4)
- Health Serv. Mgt. Use of Results 14-15 (Page 3)
- Health Serv. Mgt. SLO Report-15-16 (Page 2)
- Indust. Mgt. Tech Use of Results 14-15 (Page 4)
- Indust. Mgt. Tech. SLO Report 15-16 (Page 3)
- Nursing AS Use of Results 14-15 (Page 2)
- Nursing AS-SLO Report-15-16
- Paralegal-Use of results 14-15 (Page 3)
- Paralegal SLO Report 15-16 (Page 4)
- Radiography_SLO_Use of Results 14-15
- Radiography_SLO Report 15-16
- Sports Fitness Recreation_SLO Use of Results 14-05
- Sports Fitness Recreation_SLO Report 15-16
- Theat-Enter. -Dance -Use of Results 14-15 (Page 3)
- Theat. Ent. Tech-Dance-SLO Report 15-16 (Page 2)
- Theat. Entert-Musical Theat.-Use of Results 14-15 (Page 3)
- Theat. Ent. Tech-Musical Theat. SLO Report-15-16 (Page 2)
- Theat Entert-Technical Theat.-Use of Results-14-15 (Page 3)
- Theat. Ent. Tech-Technical Theat. SLO Report 15-16 (Page 2)
- Theat. Entert-Acting-Use of Results 14-15 (Page 2)
- Theat. Ent. Tech-Acting-SLO Report-15-16
- Theat. Entert.-Costuming-Use of results 14-15 (Page 2)
- Theat. Ent. Tech-Costuming-SLO Report-15-16
- Acct. Tech. Use of Results 14-15
- Acct. Tech SLO Report-15-16
- Business Admin-Use of Results 14-15

[PDF] Welding- Use of Results 14-15 (Page 9)

[PDF] Welding SLO Report 15-16 (Page 5)

[PDF] NWF DL Prog Review Online

[PDF] E-Campus Faculty Professional Development

[PDF] Admin. Gov. DL Committee pg. 5 (Page 5)

[PDF] DL-Online-Course-Chklst-2016

[PDF] Acct. Tech SLO Report-15-16

[PDF] BOT Program Review Report 2014-15

[PDF] Business Admin. SLO Report-15-16

[PDF] Comp. Engin. Tech. SLO Report-15-16

[PDF] Crim. Justice Tech. SLO Report-15-16

[PDF] Humanities-Use of Results 14-15

[PDF] PR Mathematics 2015-16

[PDF] PR Natural Sciences 2015-16

[PDF] PR Report_English_and_Communication revised

[PDF] PR Social Sciences 15-16

5. Comprehensive Standard 3.4.3

Educational Programs: All: Admission policies
The institution publishes admissions policies that are consistent with its mission. *(Comprehensive Standard 3.4.3)*

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) Board of Trustees Policy SA 1.00[1] requires that all College admissions policies conform to Florida Statute 1007.263[2] and 1002.41,[3] including publication of all such requirements. All admission policies are published in the College Catalog.[4]

All College admission policies are consistent with the NWF mission.[5] In particular, those policies reflect the open-door philosophy expressed in the NWF State College mission statement:

> *Northwest Florida State College improves lives. We deliver outstanding educational programs that are relevant, accessible, and engaging for students of all ages and provide exceptional cultural, athletic, and economic development activities for the communities served. We commit to excellence, creativity, integrity, and service.*

The College Catalog details the requirements for general admission to the College and for admission into programs with additional programmatic criteria and/or limited access. The College offers Baccalaureate, Associate in Arts, Associate in Science degrees, as well as career/technical certificate programs. Students can apply to the College online through *Recruiter*[6] year round. However, additional criteria and/or specific deadlines may be required for admission to a particular program, especially in areas where programmatic certification, professional accreditation standards, state regulations, or limited local access to clinical or specialized training facilities mandates restricted student enrollment numbers. Programs with additional admission criteria[7] are clearly published in the College Catalog, available online.

Publication of Admissions Requirements: Baccalaureate Degree Programs

All Baccalaureate degree programs[8] have the following general requirements that applicants must complete in order to be eligible to apply for their desired program:

- An associate degree (or 60 transferable credits for the BSE and BAS degrees),
- NWF online admission and residency material, and
- Completion of the standard Florida foreign language requirement. (A student can be admitted without the language requirement, but must complete the requirement before completing the program).

In addition to the above requirements, individual programs may have additional requirements, which are also clearly published.

Admission to the Bachelor of Science Programs in Teacher Education[9] is based on selective criteria posted in the College Catalog on the College website. For applicants to be considered for admission to the program, they must have completed the following minimum requirements listed here in part:

- Completion of General Education requirements and lower-division state-mandated common prerequisites with a minimum grade of "C"; 9 semester hours of coursework with an international diversity focus, including EDF2085-Introduction to Diversity for Educators,
- Minimum cumulative GPA of 2.5 on a 4.0 scale for the General Education component ,
- Passing scores on the General Knowledge Test of the Florida Teacher Certification Examination (FCTE)—required, and
- Agreement to submit to fingerprinting and background checks by both the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI)—outcome can affect program eligibility.

Standards and guidelines are aligned with the Florida Department of Education.

Admission to the Bachelor of Science in the Early Childhood Education[10] program is based on selective criteria posted in the College Catalog on the College website. For applicants to be considered for admission to the program, they must have completed the following minimum requirements listed here in part:

- Completion of state-mandated prerequisites,
- Completion of an associate's degree from a regionally accredited institution with a minimum of 60 transferable semester hours,
- Completion of all developmental coursework and a minimum of 18 credit hours of transferable general education credit hours,
- Completion of 9 semester hours of coursework with an international or diversity focus, including EDF 2085-Introduction to Diversity for Educators,
- A minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale, and
- Agreement to submit to fingerprinting as required by Early Childhood facilities.

Admission to the Bachelor of Applied Science Programs[11] is based on criteria posted in the College Catalog on the College website. For applicants to be considered for admission to the program, they must have completed the following minimum requirements listed here in part:

- Completion of an Associate in Science (A.S.) or an Associate in Applied Science (A.A.S.) degree (with a minimum of 60 semester hours) in a professional/technical field. A.A. degree students may be asked to complete additional credits in a professional area, and

- Completion of all developmental coursework and a minimum of 15 credit hours of transferable general education credits.

Admission to the Bachelor of Science in Nursing Program[12] is based on selective criteria posted in the College Catalog on the College website. For applicants to be considered for the program, they must have completed the following minimum requirements listed here in part:

- Completion of nursing degree or nursing diploma

- Documentation of current Clear/Active Florida RN Licensure, and

- Minimum 2.75 GPA in all college-credit course work and a minimum grade of C in all Florida Common Course Prerequisites applicable to the RN and BSN degree programs.

Additional requirements include proof of immunizations, CPR verification, drug screening, and background check.

Publication of Admission Requirements: AA/AS Degree and Certificate Programs

NWF is an open door institution[13] that allows admission to applicants who meet one of the following criteria:

- Hold a standard high school diploma

- Hold a General Equivalency Diploma (GED)

- Hold an Affidavit for Home-Educated students

- (For foreign students)Hold the equivalent of a high school diploma, translated by a National Association of Credential Evaluation Services (NACES) agency.

Admission to the College, however, does not guarantee admission to all degree programs. Limited access programs[14] may require a more selective process for which criteria are published in the College Catalog available on the College website.

Publication of Admission Requirements: Continuing Education

Professional and Continuing Education courses[15] are available to students who seek additional training and skill sets and do not require a college degree. The College offers continuing education and professional development through the Costa Leadership Center for those who require specific training needs without the need for a degree and for those who seek special interest or leisure courses. Unless the student is seeking licensure, these courses are open enrollment.

Publication of Admission Requirements: Special Groups

Admission standards for special student groups[16] such as non-degree seeking students, international students, and transient students are also detailed in the catalog and on the website. The College offers Adult Basic Education, English for Speakers of Other Languages, and a General Equivalency Diploma[17] for students who lack the skills set required to be admitted to the College.

Dual Enrollment Students: Simultaneous enrollment for high school students through the dual enrollment/early college program is governed by Florida Statute §1007.271[18] and articulation agreements between NWF and the local school districts: Okaloosa,[19] Walton,[20] Holmes,[21] and Santa Rosa[22] Counties as well as Collegiate High School at NWF State College,[23] Morning Star Christian School,[24] Ohana Institute,[25] Rocky Bayou Christian School,[26] Calvary Christian Academy,[27] Risen Star Academy,[28] and Seaside School,[29] in addition to a Home School Agreement.[30]

NWF Collegiate High School Students: Admission to the Collegiate High School complies with Florida Statute 1002.33.[31] As the number of applicants to the high school routinely exceeds the capacity of the school, the final list of students to be admitted is determined through a lottery system. The full application package and admission process[32] is posted on the Collegiate High School website.

Publication of Residency Requirements

The college publishes the requirement that students must declare in-state residency status before the beginning of their first term of enrollment. In order to qualify for in-state residency, students must provide documentation in accordance with Florida Statute 1009.21.[33] In-state tuition rates are low in comparison to out-of-state tuition fees which can be four times as much. There is an residency appeal process[34] available for students who desire to appeal their residency status.

Effective July 1, 2014, House Bill 851 amended Florida Statute 1009.26(s.)[35] to authorize out of state fee waivers for students who have attended a Florida high school for three consecutive years immediately prior to graduating from a Florida high school, regardless of their immigration status. As referenced in the College Catalog,[36] House Bill 7015[37] was created to authorize out-of-state fee waivers for honorably discharged US veterans.

Distance Learning

Admissions policies for on-campus students and distance learning students are consistent and published on the College website.[38] Currently, NWF offers eight AA transfer degrees,[39] two Bachelor's degrees,[40] one AS degree,[41] and six college credit certificates online.[42]

Sources (In Order of Appearance)

- BOT Policy SA 1.00 College admission, articulation, and acess of students
- FS 1007.263 Admissions
- FS 1002.41 Home Ed. Programs
- College Catalog 2016-17
- Mission/Vision Statement (Page 2)
- Admissions page on Web
- Limited Access Programs
- Baccalaureate Degree Programs
- Baccalaureate Admission Requirements
- Admission Requirements Teacher Education
- Admision Requirements BSECE
- Admission Requirements BAS
- Admission Requirements BSN
- Open Door Institution
- PCE Fall 2016 Classes
- Special Student Groups
- Adult Education
- FS 1007.271 Articulation-Access
- Articulation_Agrmt_Okaloosa_County
- Articulation_Agrmt_Walton_County
- Articulation Agrmt_Holmes_County_2
- Articulation_Agrmt_SantaRosa_County
- Articulation_Agrmt_Collegiate_High_School
- Articulation_Agrmt_MorningStar_Christian_School
- Articulation_Agrmt_Ohana_Institute
- Articulation_Agrmt_RockyBayou_ChristianAcademy
- Articulation_Agrmt_Calvary_Christian_Academy
- Articulation_Agrmt_Risen_Star_Academy
- Articulation_Agrmt_Seaside_School
- Articulation_Agrmt_Homeschool

📄 FS 1002.33

📄 Admissions CHS website

📄 FS 1009.21 FL Residency

📄 Residency_Appeal_Form

📄 FS 1009.26 Vet-FLHS waivers

📄 House Bill 7015

📄 Online Admissions-College website

📄 Online AA Degrees

📄 Online Bachelor's Degrees

📄 Online AS Degree Online

📄 Online Certificates

6. Comprehensive Standard 3.4.11

Educational Programs: All: Academic program coordination

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)*

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

For each major in a degree program and/or curricular area or concentration, Northwest Florida State College (NWF) assigns responsibility to academically qualified faculty for program coordination as well as curriculum development and review. This practice is in compliance with the College's mission statement[1] to "deliver outstanding educational programs" to our stakeholders.

Programs: Associate in Arts and Associate in Science programs are comprised of specialized courses and general education courses. Certificate and PSAV programs are designed to prepare students for employment in select professional, technical, and occupational skill areas. Academically qualified department chairs and program directors have been assigned the responsibility of overseeing quality and coordination of programs.

- The College's seven baccalaureate programs provide degrees in Management and Supervision, Project Management, Early Childhood Education, Elementary Education, Middle Grades General Science, Middle Grades Mathematics, and Nursing.

- For the recipient of the Associate in Arts (AA) degree, general education and prerequisite courses form the basis for a student's Program of Study. The AA degree is equivalent to the first two years of a bachelor's degree program and is offered for those students planning to transfer to a Baccalaureate program. In compliance with Florida State Statute 1007.25[2], the College's General Education Committee redesigned the general education program of study to align with recent changes in state requirements and make credit transfer more efficient for students. Academically qualified individuals who have been assigned responsibility for program coordination and the full-time faculty in the five general education areas reviewed, revised, and presented the redesign to the Curriculum Committee for review. The new General Education Core[3] was approved by the Curriculum Committee for implementation in Fall 2015.

- The Associate of Science (AS) degree is designed to prepare students for employment in a technical or semi-professional capacity. Academically qualified faculty and administrators carefully align each program's requirements with state program frameworks to ensure specific workforce standards are met.

- Certificate Programs prepare students for employment in selected professional, technical, and occupational skill areas. The supervisors of aligned AS programs provide supervision for these certificates and programs.

For each degree program offered by NWF, academic plans[4] are published annually in the College Catalog, which is posted on the College website. Academic plans are developed for the student to follow in the pursuit of a degree, certificate, or diploma. In Fall 2015, the College purchased *Degree Works*,[5] a software program that enables students, advisors, and faculty to track Academic Plans more efficiently and allows AA students to personalize their individual programs for a specific transfer institution.

Academically Qualified Leadership: Table 3.4.11-1 delineates the academic qualifications of faculty members, lead instructors, department/division directors, and academic administrators designated the responsibility for each program. In all cases, responsible personnel have appropriate academic credentials and teaching experience in the field of responsibility. Program coordination activities such as class schedules, room assignments, administrative tasks, and day-to-day departmental operations are assigned to these department chairs or program directors.

Table 3.4.11-1*
Academic Program Coordination

Major Discipline or Curricular Area	Specific Curricular Area or Program	Coordinating Department Dean/Director or Academic Administrator	Lead Program Faculty	Academic Qualifications According to NWFSC Faculty Qualification Guidelines
Bachelor of Applied Science and Bachelor of Science and Degrees				

Business		Ms. Wanjiku Jackson		MS Management-Leadership and Organizational Effectiveness
	BAS, Management and Supervision	Ms. Wanjiku Jackson	Dr. Caise Vickery	PhD Business Administration
	BAS, Project Management	Ms. Wanjiku Jackson	Dr. Caise Vickery	PhD Business Administration
Education		Dr. Inger McGee		PhD Education
	BS in Early Childhood Education	Dr. Kenya Wolfe vacant as of 8/13	Dr. Kenya Wolfe vacant as of 8/13	PhD Curriculum and Instruction - ECE emphasis MS Early Childhood Education
	BS in Elementary Education	Dr. Inger McGee	Dr. Lynn Ketter	EdD Curriculum and Instruction-Diversity Studies MEd Curriculum and Instruction-Middle Level Education
	BS in Middle Grades Math	Dr. Inger McGee	Dr. Lynn Ketter	EdD Curriculum and Instruction-Diversity Studies MEd Curriculum and Instruction-Middle Level Education
	BS in Middle Grades Science	Dr. Inger McGee	Dr. Lynn Ketter	EdD Curriculum and Instruction-Diversity Studies MEd Curriculum and Instruction-Middle Level Education
Health Sciences	BS, Nursing	Dr. Marty Walker		Doctor of Nursing Practice
		Dr. Marty Walker	Dr. Beth Norton	Doctor of Nursing Practice
Associate in Arts (AA) Degree		Dr. Anne Southard		EdD Curriculum and Instruction-Instructional Technology MA English
English/ Communications		Dr. Deborah Fontaine		PhD Technical Communication and Rhetoric

	Composition	Dr. Deborah Fontaine	Dr. Deborah Fontaine	PhD Technical Communication and Rhetoric
	Creative Writing	Dr. Deborah Fontaine	Dr. Vickie Hunt	PhD English-Creative Writing
	Library/Information Science	Dr. Deborah Fontaine	Ms. Janice Henderson	MS Library Science
	Literature	Dr. Deborah Fontaine	Dr. Deborah Nester	PhD English
	Modern Languages	Dr. Deborah Fontaine	Ms. Maria-Helena Lopez	EdS Social Science Education + 19 Teaching Languages
	Speech	Dr. Deborah Fontaine	Mr. Ronnie Stanley	MA Communication
	Developmental English/Reading	Dr. Deborah Fontaine	Dr. Chris Snellgrove	PhD English
Humanities and Fine Arts		Dr. Jeremy Ribando		PhD Musical Arts-Music Composition
	Humanities	Dr. Jeremy Ribando	Dr. David Simmons	PhD Humanities
	Art	Dr. Jeremy Ribando	Mr. Steve Phillips	MFA-Creative Arts
	Dance	Dr. Jeremy Ribando	Mr. Joe Taylor	MFA-Dance
	Music	Dr. Jeremy Ribando	Dr. Jeremy Ribando	PhD Musical Arts-Music Composition
	Theater	Dr. Jeremy Ribando	Mr. Clint Mahle	MFA Theater MFA Staging Shakespeare
Mathematics		Mr. Chris Mizell		MS Mathematics + 30 Mathematics
	Algebra	Mr. Chris Mizell	Dr. Rajalakshmi Sriram	PhD Mathematical Sciences/Mathematics
	Developmental Mathematics	Mr. Chris Mizell	Ms. Priscilla McAlister	MAT - Mathematics + 18 Mathematics
	Statistics	Mr. Chris Mizell	Mr. Nishant Patel	Mathematics
	Trigonometry and Calculus Sequence	Mr. Chris Mizell	Dr. Michelle Ragle	PhD Industrial and Systems Engineering MA Math Sciences
Natural Sciences		Dr. Phil Heise		PhD Ecology

	Anatomy and Physiology	Dr. Phil Heise	Dr. Pat McArthur	PhD Human Performance
	Astronomy	Dr. Phil Heise	Mr. Tony Russo	MS Physics +30 Physics
	Biological Sciences	Dr. Phil Heise	Dr. Darryl Ritter	PhD Botany MS Biological Science
	Chemistry	Dr. Phil Heise	Dr. Kurt Teets	PhD Chemistry
	Earth Science	Dr. Phil Heise	Dr. Mark Horrell	PhD Geophysical Sciences
	Physical Science	Dr. Phil Heise	Dr. Jon Bryan	PhD Geology
	Physics	Dr. Phil Heise	Dr. Chris Sweeney	PhD Physics
Social Sciences		Dr. Deborah Fontaine		PhD Technical Communication and Rhetoric BA Social Science Education
	History	Dr. Deborah Fontaine	Dr. Mike Davis	PhD History
	Political Science	Dr. Deborah Fontaine	Vacant	
	Psychology	Dr. Deborah Fontaine	Dr. Ted Barker	PhD Psychology-Cognitive and Behavioral
	Sociology	Dr. Deborah Fontaine	Dr. David Schjott	EdD Adult Education MS Sociology MS Counseling and Human Development
	Economics	Dr. Deborah Fontaine	Mr. Keith Burns	MBA MS Management & Administrative Science +30 Economics
	College Success	Dr. Deborah Fontaine	Ms. Iris Strunc	MEd Reading Education
Associate of Science (AS)		Mr. Dennis Sherwood		MEd Administration and Supervision
	Accounting Technology	Ms. Wanjiku Jackson	Ms. Gay Lynn Brown	MBA + 18 Accounting
	Architectural Design and Construction	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
	Business Administration	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA

Computer Engineering Technology	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Computer Information Technology	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Computer Programming and Analysis	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Criminal Justice Technology	Mr. Billy Looper	Mr. Jeff McGill	MA Criminal Justice
Customer Relationship Management	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
Digital Media/Multimedia Technology	Mr. Ray Rickman	Mr. Ben Gillham	MFA + 22 Graphic Design
Drafting and Design Technology	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Early Childhood Education	Dr. Inger McGee	Dr. Kenya Wolfe vacant as of 8/16	PhD Curriculum and Instruction - ECE emphasis MS Early Childhood Education
Emergency Administration and Management	Mr. Barry Reed	Mr. Barry Reed	MS Public Administration
Emergency Medical Services	Mr. Barry Reed	Mr. Barry Reed	MS Public Administration
Engineering Technology	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Graphics Technology	Mr. Ray Rickman	Mr. Ben Gillham	MFA + 22 Graphic Design
Health Services Management	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
Industrial Management Technology	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
Internet Services Technology	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
IT Security	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Music Production Technology	Dr. Jeremy Ribando	Mr. Chris Nida	BA Interdisciplinary Humanities
Network Systems Technology	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering

	Nursing	Dr. Marty Walker	Dr. Liz Robison	EdD Curriculum and Instruction - Instructional Technology MS Nursing - Adult Health Nursing
	Office Administration	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
	Paralegal Studies	Ms. Wanjiku Jackson	Dr. Lynn Wetzell	Juris Doctorate
	Radiography	Ms. Grace Stewart	Ms. Grace Stewart	MA Liberal Studies BS Radiological Science
	Sports, Fitness, and Recreation Management	Mr. Ramsey Ross	Mr. Ramsey Ross	MS Physical Education-Sports Administration
	Theater and Entertainment Technology	Dr. Jeremy Ribando	Mr. Chris Nida	BA Interdisciplinary Humanities
Certificate Programs		Mr. Dennis Sherwood		MEd Administration and Supervision
	Accounting Technology Management	Ms. Wanjiku Jackson	Ms. Gay Lynn Brown	MBA + 18 Accounting
	Business Management	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
	Business Specialist (Marketing)	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
	Microcomputer Repair/Installer	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
	Computer Programmer	Ms. Wanjiku Jackson	Dr. Meg McManus	EdD Curriculum and Instruction - Education Management MS Computer Science - Software Engineering
	Computer Programming Specialist	Ms. Wanjiku Jackson	Dr. Meg McManus	EdD Curriculum and Instruction - Education Management MS Computer Science - Software Engineering
	Digital Media/Multimedia Authoring	Mr. Ray Rickman	Mr. Ben Gillham	MFA + 22 Graphic Design
	Digital Media/Multimedia Presentation	Mr. Ray Rickman	Mr. Ben Gillham	MFA + 22 Graphic Design

AutoCAD Foundations	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Drafting Design	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Childcare Center Management Specialist	Dr. Inger McGee	Dr. Kenya Wolfe vacant as of 8/16	PhD Curriculum and Instruction - ECE emphasis MS Early Childhood Education
Child Development Early Intervention	Dr. Inger McGee	Dr. Kenya Wolfe vacant as of 8/16	PhD Curriculum and Instruction - ECE emphasis MS Early Childhood Education
Infant/Toddler Specialization	Dr. Inger McGee	Dr. Kenya Wolfe vacant as of 8/16	PhD Curriculum and Instruction - ECE emphasis MS Early Childhood Education
Preschool Specialization	Dr. Inger McGee	Dr. Kenya Wolfe vacant as of 8/16	PhD. Curriculum and Instruction - ECE emphasis MS Early Childhood Education
Emergency Administrator and Manager	Mr. Barry Reed	Mr. Barry Reed	MS Public Administration
Homeland Security Emergency Manager	Mr. Barry Reed	Mr. Barry Reed	MS Public Administration
Emergency Medical Technician (Basic)	Mr. Barry Reed	Mr. Mike Snider	MS Leadership BS Business and Management AAS Fire Science
Paramedic	Mr. Barry Reed	Mr. Mike Snider	MS Leadership BS Business and Management AAS Fire Science
CNC Machinist/Fabricator	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Computer-Aided Design and Drafting	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology

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Digital Manufacturing Specialist	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Engineering Technology Support Specialist	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Rapid Prototyping Specialist	Mr. Ray Rickman	Mr. Ray Rickman	MEd Educational Leadership/ Vocational Technology
Graphic Design Production	Mr. Ray Rickman	Mr. Ben Gillham	MFA + 22 Graphic Design
Graphic Design Support	Mr. Ray Rickman	Mr. Ben Gillham	MFA + Graphic Design
Web Development Specialist	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Database and E-Commerce Security	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Audio Technology (Recording Arts)	Dr. Jeremy Ribando	Dr. Jeremy Ribando	PhD Musical Arts-Music Composition
Digital Forensics	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Network Security	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Network Server Administration	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
LINUX System Administrator	Ms. Wanjiku Jackson	Mr. Vy Nguyen	MS Systems and Control Engineering
Medical Coder/Biller	Ms. Wanjiku Jackson	Ms. Rose Wilkerson	MPA BS Health Information Management
Medical Office Management	Ms. Wanjiku Jackson	Ms. Rose Wilkerson	MPA BS Health Information Management
Office Management	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
Office Specialist	Ms. Wanjiku Jackson	Mr. Keith Burns	MBA
Stage Technology (Theater & Entertainment)	Dr. Jeremy Ribando	Mr. Clint Mahle	MFA Theater MFA Staging Shakespeare
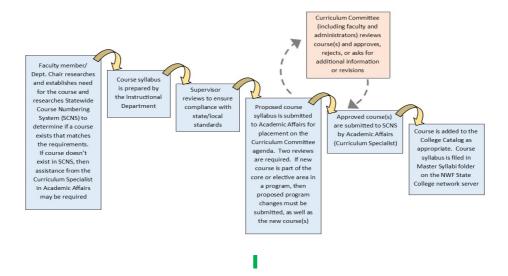
Vocational Certificates (PSAV)		Mr. Dennis Sherwood		MEd Administration and Supervision
	Auxiliary Law Enforcement Officer Basic	Mr. Billy Looper	Mr. Jeff McGill	MA Criminal Justice
	Correctional Officer (Basic)	Mr. Billy Looper	Mr. Jeff McGill	MA Criminal Justice
	Law Enforcement Officer (Basic)	Mr. Billy Looper	Mr. Jeff McGill	MA Criminal Justice
	Dental Assisting	Ms. Julie Nelson	Ms. Julie Nelson	MEd Education and Human Resource Studies-Adult Education and Training BS Dental Hygiene
	Firefighter I and II	Mr. Barry Reed	Mr. Shaun Myers	AS Fire Science Technology Division of State Fire Marshall Instructor II Certificate URTI 40 hour Level A EMS Instructor Certificate
	Firefighter/EMT Combined	Mr. Barry Reed	Mr. Mike Snider	MS Leadership BS Business and Management AAS Fire Science
	Welding Technology	Mr. Ray Rickman	Mr. Scottie Smith	AS Occupational Technology
	Welding Technology-- Advanced	Mr. Ray Rickman	Mr. Scottie Smith	AS Occupational Technology

Curriculum Development and Review

Curriculum oversight and review activities including, but not limited to, adding courses[6] or deleting courses, changing departmental syllabi, writing/revising course descriptions,[7] and selecting textbooks[8] are carried out by teaching faculty as illustrated in Table 3.4.11-1 (above). In addition, lead faculty or a committee comprised of a department's faculty who teach in a specific program or curricular area monitor and improve curriculum and instruction using information gleaned from classroom activities and Student Learning Outcome data. When department- or program-level faculty have reached consensus, the department chair or program director assists in completing the appropriate forms for submission to the Curriculum Committee for approval.

Shown below in Figure 3.4.11-1 are the steps in the collaborative and systematic process required for curriculum development at NWF.

Figure 3.4.11-1
Steps for Creating a New Course

Curriculum Committee Procedures and Guidelines

The following excerpt from the College's Curriculum Procedures and Guidelines establishes the purpose and tasks of the Curriculum Committee:

> ***Purpose***: *The Curriculum Committee is the internal body charged with the primary responsibility for the review and approval of the college curriculum. The Committee is responsible for ensuring courses and programs are consistent with the college mission and goals, are commensurate with community needs, adhere to established state, local, and regional/national accreditation requirements, and meet the College's usual standards of quality. In addition, the committee reviews and approves routine academic and student services guidelines, standards and procedures, recommends policy changes, and serves as a forum for the discussion and assessment of student success.*

Committee Membership: The Curriculum Committee's membership includes faculty representatives, all of whom are voting members, and instructional and student affairs administrators, some of whom are non-voting members. The Committee is facilitated by the Vice President of Academic Affairs. (See Table 3.4.11-2)

Table 3.4.11-2
Curriculum Committee Membership

VOTING MEMBERS	
Mr. Anthony Boyer	Collegiate High School
Dr. Mike Davis	Social Sciences, History
Dr. Deborah Fontaine*	English/Communications and Social Sciences
Mr. Ben Gillham*	Graphic Design
Dr. Phil Heise*	Science
Ms. Wanjiku Jackson*	Business and Computer Science/BAS
Mr. William Looper*	Public Safety
Dr. Inger McGee	Teacher Education
Mr. Chris Mizell*	Math
Ms. Julie Nelson*	Dental
Mr. Barry Reed*	Emergency Services
Dr. Jeremy Ribando*	Humanities
Mr. Ray Rickman*	Advanced Technology and Design
Mr. Ramsey Ross*	Athletics
Mr. Dennis Sherwood	Dean, Career and Technical Education
Dr. Anne Southard	Dean, General Education and Grants
Ms. Grace Stewart*	Radiology
Ms. Marty Walker*	Nursing
*designates full-time faculty	
NON-VOTING	
Dr. Aimee Watts	Interim Dean of Student Services
Ms. Pat Bennett	Financial Aide
Ms. Janice Buchanan (Ex-officio)	Curriculum and Instruction
Ms. L'Terica Clark	Coordinator, Career and Technical Education
Ms. Emily Cole	Enrollment Services/Graduation Specialist
Ms. Karyn Cooper	Director, Admissions
Ms. Julie Cotton	Professional and Continuing Education
Ms. Penny Cox	Educational Assessment and Grants
Ms. Bree Durham	Student Records
Ms. Tanya Kunze-Fernandes	Disability Support Services
Ms. Marlayna Goosby	Advising and Testing
Mr. Ross Hamilton	Director, Fort Walton Beach and Centers
Mr. Syed Hasnain	Director, Instructional Technology and Online Education
Ms. Janice Henderson	Learning Resource Center
Dr. Diane Hodgins	Institutional Research
Ms. Sam Hollis	Curriculum and Instructional Specialist
Dr. Sasha Jarrell	Vice President, Academic Affairs
Ms. Cristie Kedroski	Vice-President, Foundation and College Advancement
Ms. Julie Terrell	Director, Career and Academic Support Services

Curriculum Committee Duties: The Committee continually monitors and strives to improve the General Education core, programs, degrees, and certificates using data derived from course-level and program-level assessment in order to fulfill the College's mission of providing "outstanding educational programs that are relevant, accessible, and engaging" to its constituency.

The Committee's major responsibilities are as follows:

- Review and approve the College curriculum.
- Ensure courses and programs are consistent with College mission and visions.
- Adhere to established state, local, and regional/national accreditation requirements, ensuring the College's usual standard of quality.
- Approve routine academic and student service guidelines, standards and procedures, and recommend policy changes.

To track more efficiently the impact of curricular changes, the Committee revised the Master Syllabus form[9] so that the need for substantive change notification and/or a teach-out plan were more readily identifiable to the Committee members. To ensure that these changes are shared College-wide, minutes from each Curriculum meeting[10] are shared with the appropriate personnel, including the College president and academic departments so that faculty have access to the most current curricular content and decisions.

Dual Enrollment: Although the majority of dual enrollment students attend classes at the College's Campuses and Centers, NWF offers select General Education courses to some dual enrollment students at five high school sites each semester. These courses are listed in the articulation agreements for the two counties in the College's service area: Okaloosa and Walton.The part-time faculty at these sites must meet the same criteria all faculty meet to teach at NWF. While these dual enrollment faculty are employees of county school systems, they are encouraged to teach with the College on one of its established campuses or centers prior to teaching a College course in the high school. On the rare occasion this does not occur, an individual mentor is assigned. Common courses objectives, college syllabi, and student learning outcome assessments are used in all dual enrollment sections.

Distance Learning: Academic Program Coordination

All distance learning courses are supervised by department chairs, program directors, and/or deans who have been trained in online pedagogy. Faculty who teach distance learning courses must receive training and adhere to College guidelines in developing online courses. The Director of Learning Technology serves as a non-voting member of the Curriculum Committee (see Table 3.4.11-2 above), ensuring he is kept abreast of program and course decisions in order to maintain alignment of the traditional and distance learning course offerings.

*Table data from NWF Office of Academic Affairs

Sources (In Order of Appearance)

Mission/Vision Statement (Page 2)

The 2016 Florida Statutes 1007.25 (3)

General Education Core_Catalog

Academic Plan AS Engineering Technology

Degree Works Sample

Curriculum Guide 2016 Final (Page 10)

Curriculum Guide 2016 Final (Page 28)

Curriculum Guide 2016 Final (Page 45)

Master Syllabus Template Form (April 2016 rev)

Curriculum Committee Minutes (6/14/2016 rev)

7. Comprehensive Standard 3.11.3

Physical Resources: Physical facilities
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)*

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

In accordance with Northwest Florida State College's (NWF) mission[1] to provide accessible educational opportunities at a variety of sites, the College operates and maintains physical facilities that appropriately service the needs of the institution's educational programs, support services, and other mission-related activities in support of its mission to deliver accessible programs in an exceptional environment.

Buildings and Grounds

All construction, remodeling and renovation are designed to meet or exceed the State Requirements for Educational Facilities (SREF) and the Florida Building Code, which was incorporated into the SREF on January 1, 2001.

The SREF guidelines are used in conjunction with the College's Capital Improvements Plan (CIP)[2] to ensure the safe and efficient operation of College facilities. The CIP sets the institutional priorities for new construction, remodeling, renovation, site improvement, and maintenance. The priority of future projects and budget estimates are determined by information shared by the Long Range Academic Planning Committee.

In compliance with SREF[3], the College conducts an Educational Plant Survey every five years, and in conjunction with student enrollments, determines the square footage of building space needed to support its educational programs. Per Florida Statute 1013.31,[4] the last survey[5] was conducted in 2014.

Main Campus in Niceville: Course offerings at the main campus in Niceville[6] range from adult literacy programs to a full range of academic degrees and instructional offerings. The campus houses the College's central administration, Student Services Center, Learning Resources Center (LRC), Mattie Kelly Fine and Performing Arts Center, a child development and education center, and athletic facilities.

Instructional programs unique to this campus include the innovative Collegiate High School, the College's baccalaureate programs, Nursing and Allied Health Technology programs, Welding program, and Public Safety programs. To meet the program needs on this campus, the College maintains over 157 classrooms and instructional labs totaling approximately 167,000 square feet.

The College also maintains suitable non-instructional space. The campus houses Florida's Great Northwest, an economic development agency covering 12 counties in northwest Florida and a CareerSource (Workforce Board) office. Furthermore, as part of a joint-use agreement, the Community Services Complex houses the College's Arena and Wellness Center as well as the Okaloosa County Emergency Operations Center.

Fort Walton Beach Campus: The Fort Walton Beach Campus[7] is operated in conjunction with the University of West Florida (UWF)[8] at facilities owned by NWF, with the shared purpose of providing higher education to the residents of Fort Walton Beach and surrounding areas. The campus provides a wide variety of college credit and non-credit programs, seminars/workshops, and community activities. In addition, the campus houses the Economic Development Council of Okaloosa County.[9] To meet program needs, the campus has 34 classrooms/instructional labs. The College maintains space at the campus for a joint library administered by UWF[10] and adequate non-instructional space for a college bookstore, administrative offices, and student services such as admissions/registration, counseling, and testing.

Chautauqua Center: The Chautauqua Center[11] in DeFuniak Springs serves approximately 700 local residents each academic year with programs and course offerings from adult basic education and continuing education to college degree programs. To meet these program needs, the College maintains tenclassroom/instructional lab spaces totaling more than 7,000 square feet. There are also two additional computer labs, a student lounge, and wellness facility available to all enrolled students. Adequate non-instructional space is provided for administrative offices and student services. Library needs are met through the Niceville campus library and an arrangement with the Walton-DeFuniak Springs Public Library[12]. The Tri-County Head Start leases 10 rooms at the Chautauqua Center to provide child services and instruction and Walton County Vocational Rehabilitative Services also leases an office.

South Walton Center: The South Walton Center[13] serves the residents of south Walton County with college and non-credit programs. The center provides academic advising, admissions, registration, and financial aid information. The College maintains six classrooms/instructional lab spaces totaling approximately 14,000 square feet. Adequate non-instructional space is also provided for administrative offices and student services. Library needs are met through the Niceville campus library.

Robert L. F. Sikes Center: The Robert L. F. Sikes Education Center[14] in Crestview serves the residents of north Okaloosa County with college credit and non-credit programs, adult basic education, college preparatory courses, academic advising, admissions, registration, financial aid information, and placement testing. At this center, the College maintains 12 classroom/instructional lab spaces totaling 8,248 square feet. Adequate non-instructional space is also provided for administrative offices and student services. Library needs are met through the Niceville campus library and an arrangement with the Robert L. F. Sikes Library.[15]

Hurlburt Center: The Hurlburt Center[16] provides college credit courses and other programs designed to meet the needs of Hurlburt Air Force Base personnel. The center is housed at the Hurlburt Air Force Base Education Center. The Hurlburt Center provides counseling, admissions/registration, financial aid information, and placement testing. To meet program needs, the College has an agreement with Hurlburt Air Force Base[17] to provide permanent space for college administrative offices and classroom space that is available as needed. Library needs are met through the Niceville campus library and the Hurlburt Base library.

Eglin Center: The Eglin Center,[18] was located on Eglin Air Force Base between Fort Walton Beach and Valparaiso, provided credit and noncredit courses and programs to support personnel assigned to Eglin Air Force Base and the surrounding area. However, Eglin officials made a recent decision to devote more space to colleges and universities that could offer multiple online degrees and whose fees are structured differently than what Florida statute permits. As of December 17, 2015, NWF no longer has a physical presence on this site. Eglin military students continue to have access to the College's classes through attendance at two close campuses, Niceville and Fort Walton Beach, and through the College's distance learning offerings.

Planning and Maintenance

All College facilities are in good operating condition: well-maintained, continually renovated/remodeled to meet program needs in compliance with Florida Statute 1013.45. The College has two architectural firms and two engineering firms on annual contracts to assist with recommendations, planning and project management. NWF solicits competitive bids on all projects over $280,000 in compliance with Florida Statutes 1013.45,[19] 287.055,[20] and 287.017.[21] For additional oversight, the College employs a State Certified Plans Examiner, State Certified Inspector, and State Certified Fire and Life Safety Inspector to ensure compliance with all applicable codes, statutes, and standards. The Director of Facilities manages all new construction, renovation, and remodel projects through the Maintenance Department. Routine maintenance is scheduled through a work order system. Preventive maintenance is developed to support the continuing operation of buildings systems, including dynamic equipment and the campus utilities infrastructure.

Proper implementation of the College's preventive maintenance plan reduces systems/equipment failure, extends the life expectancy of buildings and infrastructure systems, and maximizes the availability of the institution's facilities to support the College mission. For example, the Welding/Manufacturing Facility remodel and expansion, the old Gymnasium remodel, a 10,000 square foot classroom building renovation, and the new Public Safety Building were all done by NWF's own in-house Renovation Department, saving significant expense on each project.

Routine maintenance involves cyclic or scheduled periodic maintenance such as painting and light fixture replacement. Copies of preventative[22] and routine maintenance[23] work orders and associated reports are maintained in the Physical Plant Office.

As evidence of the above, facilities are consistently highly rated on student opinion surveys. Table 3.11.3-1 and 3.11.3-2, which follow, summarizes student responses to physical resources questions on the Graduation Survey for the previous two academic years.

Table 3.11.3-1*
Graduation Survey Results (by Campus/Center)
2014-2015

	Niceville		Ft. Walton		Crestview		DeFuniak		Eglin		Hurlburt		South Walton		Overall
Computer Labs	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	
05 -Highest	459	47.50%	143	48.60%	41	41.00%	33	43.40%	23	50.00%	21	39.60%	22	44.00%	
4	336	34.80%	87	29.60%	26	26.00%	18	23.70%	7	15.20%	12	22.60%	11	22.00%	
3	157	16.20%	54	18.40%	22	22.00%	18	23.70%	14	30.40%	18	34.00%	13	26.00%	
2	10	1.00%	9	3.10%	8	8.00%	4	5.30%	1	2.20%	1	1.90%	0	0.00%	
01- Lowest	5	0.50%	1	0.30%	3	3.00%	3	3.90%	1	2.20%	1	1.90%	4	8.00%	
Total	967	100.00%	294	100.00%	100	100.00%	76	100.00%	46	100.00%	53	100.00%	50	100.00%	
Average Rating	4.28		4.23		3.94		3.97		4.09		3.96		3.94		4.06
Classroom Facilities	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	
05 - Highest	526	46.60%	158	44.30%	48	38.40%	34	41.00%	25	43.90%	23	37.10%	23	40.40%	
4	447	39.60%	122	34.20%	36	28.80%	24	28.90%	12	21.10%	19	30.60%	17	29.80%	
3	141	12.50%	68	19.00%	29	23.20%	19	22.90%	16	28.10%	19	30.60%	14	24.60%	
2	11	1.00%	6	1.70%	5	4.00%	2	2.40%	3	5.30%	1	1.60%	1	1.80%	
01- Lowest	3	0.30%	3	0.80%	7	5.60%	4	4.80%	1	1.80%	0	0.00%	2	3.50%	
Total	1,128	100.00%	357	100.00%	125	100.00%	83	100.00%	57	100.00%	62	100.00%	57	100.00%	
Average Rating	4.31		4.19		3.9		3.99		4		4.03		4.02		4.06

Table 3.11.3-2*

Graduation Survey Results (by Campus/Center)

2015-2016

	Niceville		Ft. Walton		Crestview		Defuniak		Eglin*		Hurlburt		South Walton		Overall
Computer Labs	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	
05 - Highest	75	41.7%	10	41.7%	6	50.0%	4	57.1%	0	0.0%	2	66.7%	0	0.0%	
04	58	32.2%	9	37.5%	5	41.7%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	
03	41	22.8%	4	16.7%	1	8.3%	1	14.3%	0	0.0%	1	33.3%	2	100.0%	
02	4	2.2%	1	4.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
01 - Lowest	2	1.1%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	
Total	180	100.0%	24	100.0%	12	100.0%	7	100.0%	0	100.0%	3	100.0%	2	100.0%	
Average Rating	4.10		4.20		4.40		4.00		0.00		4.30		3.00		4.10
Classroom Facilities	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	Responses	% to Total	
05 - Highest	80	42.8%	9	37.5%	6	50.0%	5	71.4%	0	0.0%	2	66.7%	0	0.0%	
04	77	41.2%	8	33.3%	4	33.3%	2	28.6%	0	0.0%	0	0.0%	2	100.0%	
03	28	15.0%	5	20.8%	2	16.7%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	
02	1	0.5%	2	8.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
01 - Lowest	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Total	187	100.0%	24	100.0%	12	100.0%	7	100.0%	0	100.0%	3	100.0%	2	100.0%	
Average Rating	4.30		4.00		4.30		4.70		0.00		4.30		4.00		4.20

*Center closed December 2015

Technological Facilities and Resources

Video Conferencing: NWF deployed Video conferencing capabilities during 2014-2015. Adding this new functionality was made possible through grants the College received from the U.S. Department of Labor. The College chose to create a virtual environment where students could utilize the video conference equipment installed at all campuses and sites with an instructor(s) teaching from one location. Currently, NWF has installed video conference capabilities at all locations with two classrooms set up with this capability on the Niceville Campus. NWF has been able to leverage this technology beyond the original scope of use so that any program can utilize this functionality for the benefit of the general student population.

Distance Learning Training for Faculty: Various methods of professional development are offered by Learning Technologies (LTech) to support instructors, thereby improving the quality of instruction both short-term and long-term. Professional development opportunities[24] are indicated on the College's website. Measurable indicators of instructor participation in professional development are recorded through the LTech ticketing system,[25] NWF Technical Support Community for Instructors, and the Online Instructor Certification (OIC).

Distance Learning Faculty Handbook: The 2016-17 Faculty Handbook contains a section dedicated to Distance Learning.[26] The College transitioned to using one handbook for all instructional resource information providing one resources for our faculty for reference.

Bandwidth: The College upgraded its bandwidth for its Wide Area Network (WAN) and Internet in 2015. The College upgraded from a 150 MG connection from CenturyLink to using a 1 GB connection from CenturyLink. This allowed the institution to increase its Internet capacity from 100 MG to approximately 850 MG. Additionally, the College upgraded Quality of Service (QoS) to support an anticipated increase in voice and video traffic on campus.

Technology Refresh Plan: To ensure that students, faculty, and staff have access to state-of-the-art technology, the College adheres to a 3-4 year refresh cycle on PCs/laptops as a part of the annual Technology Refresh Plan.[27] Other IT equipment is replaced on different life cycles. The annual technology refresh changes from year to year depending on varying needs.

Distance Learning

Northwest Florida State College has adequate facilities to support all of its programs, including technological resources to support online learning. Sufficient technology staff is assigned to troubleshoot issues and maintain resources at each instructional location. The College is currently using *Desire2Learn* (D2L) LE v10.5.3 for its Learning Management System. The Institutional Technology Department is centrally located on the College's main campus and houses Learning Technologies and a Help Desk. Assistance is available for students who wish to come in person, but students may also call or submit an electronic request. Feedback from the Noel-Levitz Student Satisfaction Inventory indicates that students are satisfied with the technological services provided, earning a rating of 5.92 on a scale of 7, .19 above the national average.

*Tables 1 and 2 data from NWF Institutional Research Office

Sources (In Order of Appearance)

- Mission Statement_glossy
- Capital Improvement Program FY 2016-2017
- State Require. for Ed. Facilities 2014
- FS 1013.31
- Educational Plant Survey
- (3.11.3) NicevilleCampusMap
- (3.11.3) FWBCampusMap
- (3.11.3) MOUwithUWFonFortWaltonCampus
- EconomicDevelopmentCouncilofOkaloosaCounty
- UWF-NWFSC Library
- (3.11.3) ChautauquaCenterMap
- (3.11.3) MOU Walton Public Library
- (3.11.3) SouthWaltonMap
- (3.11.3) SikesCenterMap
- (3.11.3) MOU Sikes Public Library
- (3.11.3)HurlburtCenterMap
- (3.11.3) MOU Hurlburt
- Eglin Campus Map NWFSC 708 OL
- FS 1013.45
- FS 287.055 rev
- FS 287.017 rev.
- (3.11.3) Preventative Maintenance Examples
- (3.11.3) Work Orders-samples
- DL Training Opportunities (005)
- LTech - Faculty Request for Tech Support
- FacultyHandbook2016_2017_Final (Page 85)
- (3.11.3) Computer Refresh
- NWFSC Mission Statement
- Vision_2020
- Whole Survey Report - Active Approved

8. Federal Requirement 4.1

Student Achievement
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 achievement of goals. ***(Federal Requirement 4.1)***

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Student success is a critical element in determining how well Northwest Florida State College (NWF) fulfills its mission to deliver outstanding educational programs.[1] Therefore, NWF has implemented a comprehensive system of tracking and monitoring student success that involves multiple and varied data and assessments to evaluate student achievement at the institutional, program, and student levels.[2]

Using State and Institutional Data to Reflect Student Achievement

NWF uses both state and institutional data to monitor student achievement, including aggregated student success/completion rates reported in the Measures of Institutional Effectiveness[3] and the State Accountability Outcome Measures.[4] Both summary reports are posted on the College website[5] and reported annually to the Board of Trustees.[6]

Shown below are definitions of Florida's Accountability Outcome Measures, which provide external data annually to help NWF track its own performance and allow comparison to other institutions in the Florida College System.

Table 4.1-1
Description of State Accountability Measures

Outcome Measure 1: Recruitment, Enrollment, and Success	Part 1: Prior Year High School Graduates Enrolled the Following Year—by Ethnicity
	Part 2: Enrollment, Retention, and Success Rate—AA Program Enrollment, Retention, and Success Rate—AS Programs Enrollment, Retention, and Success Rate—Certificate Programs Enrollment, Retention, and Success Rate—ATD Program Enrollment, Retention, and Success Rate—PSAV Programs Enrollment, Retention, and Success Rate—All Students, All Programs
Outcome Measure 2: AA Degree Transfer Performance in the State University System (SUS)	AA Degree/Transfer Program Performance—GPA of Transfer Students in the SUS –by Ethnicity AA Degree/Transfer Program Performance—GPA of Transfer Students in the SUS –by College Prep Status
Outcome Measure 3: Vocational/ Technical Program Success	Part 1:State Licensure Passing Rate—by Program
	Part 2: Job Placement Rates, Completers and Leavers—by Program
Outcome Measure 4: College Preparatory Student Success	Part 1: College Preparatory Success Rate
	Part 2: College Prep. Enrollment, Retention, and Success—AA Program College Prep. Enrollment, Retention, and Success—AS Programs College Prep. Enrollment, Retention, and Success—Cert. Programs College Prep. Enrollment, Retention, and Success—ATD Program College Prep. Enrollment, Retention, and Success—PSAV Programs College Prep. Enrollment, Retention, and Success—All Students, All Programs

See the summary of NWF's most recent performance on the Accountability Outcome Report.[7]

Institutional Data on Student Course Completion Rates

Institutional data on student achievement at the course level are monitored through the NWF student learning outcome[8] and program review processes[9] through which Department Chairs and Program Directors track student success/completion rates for the courses in their respective areas. NWF defines course success as follows:

(Total number of A, B, and C grades earned by students) / (Total number of

students appearing on the final grade roster, with the exception of those auditing

the class) = Success Rate (%)

Student Success rates are tracked annually, with three-year trends[10] reported in the appropriate program review report.
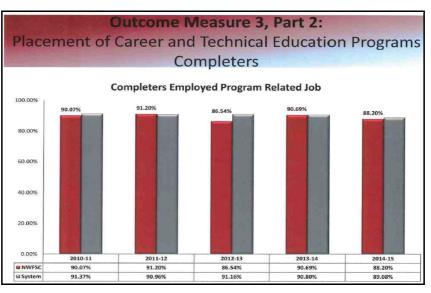
Licensure Examinations

The appropriate qualified Program Directors and administrators monitor and annually report passing rates for their respective programs. Because licensure examinations are administered by different national and state agencies, the data are reported on a schedule appropriate to each program and reported as part of the appropriate program review.[11] An aggregate report is submitted to the Office of Academic Affairs and reported to the Board of Trustees annually. Table 4.1-2 summarizes these pass rates as reported over the past five years.

Table 4.1-2*
Two-Year History of NWF Licensure Passing Rates

						National / State Pass Rate (Past 2 Years)		Percentage Points Change in NWF Pass Rates
Years for which data are reported.	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2013-2014	2014-2015	
National Council Licensure Examination for Registered Nurses (NCLEX-RN)								
Number of Students Passing	55	47	70	50	52	74.4%(S)	70.5%(S)	4%
Percent Passing Rate	100%	100%	89.70%	90%	94%	78%(N)	78%(N)	
American Registry of Radiologic Technologists Exam in Radiography								
Number of Students Passing	20	20	19	17	11	93%	89%	0
Percent Passing Rate	100%	90%	100%	100%	100%			
Paramedic State Certification Exam								
Number of Students Passing	11	15	15	11	19	NA	NA	0
Percent Passing Rate	100%	100%	100%	100%	100%			
FTCE General Knowledge, Subject Area, Professional Knowledge								
Number of Students Passing	29	12	35	39	23	NA	NA	0
Percent Passing Rate	100%	100%	100%	100%	100%			
Dental Assisting National Board Exam								
Number of Students Passing	7	10	13	13	16	NA	NA	8%
Percent Passing Rate	88%	100%	92%	92%	100%			
State Officer Certification Exam*: Basic Recruit Training Program (LE)								
Number of Students Passing	77	22	83	69	55	NA	NA	0%
Percent Passing Rate	87%	85%	66%	92%	92%			
Exam: Corrections Basic								
Number of Students Passing		N/A	N/A	41	38	NA	NA	7%
Percent Passing Rate				93%	100%			
*In 2014, the State Officer Certification Exam was divided into two exams with separate scores.								

Job Placement Rates

As part of the Florida State College System, NWF obtains annual data through the Florida Education and Training Placement Information Program (FETPIP)[12] which is the primary source of information regarding job placement rates for program completers. Data for leavers and completers enrolled in each of NWF's career and/or technical programs are included in the annual Accountability Measures Report (Measure 3, Part 2—see Table 4.1-1). See Figure 4.1-1 below for the most current data. Like the other accountability outcome measures, these data are tracked over a five-year period, analyzed for trends, compared to Florida's state college system-wide rates, and reviewed relative to selected Florida peer institutions.

Figure 4.1-1

Outcome Measure 3, Part 2:
Placement of Career and Technical Education Programs Completers

Completers Employed Program Related Job

	2010-11	2011-12	2012-13	2013-14	2014-15
NWFSC	90.07%	91.20%	86.54%	90.69%	88.20%
System	91.37%	90.96%	91.16%	90.80%	89.08%

Completion Data

Completion rates for all college programs are reported annually in the Measures of Institutional Effectiveness (Objective 1.3, Performance Indicator 1.3.5).[13] Monitoring completion data provides program directors with information regarding the strength of the program and number of completers each year.

Table 4.1-3*
Number of Graduates
All Programs, All Students - Over Five Years

Year	Total Number of Graduates and Completers
2015-2016	1484
2014-2015	1700
2013-2014	1640
2012-2013	1811
2011-2012	1821

Table 4.2-4*
Number of Graduates
Bachelor's Degrees - Over Five Years*

Year	BAS Graduates	BSE Graduates	BSN Graduates	Bachelor Degrees Total
2015-2016	97	39	40	176
2014-2015	113	35	59	207
2013-2014	129	38	27	194
2012-2013	120	35	28	183
2011-2012	109	38	26	173

Table 4.1-5*
Number of Graduates
Associate Degrees - Over Five Years*

Year	AA Graduates	AS Graduates	AAS Graduates	Associate Degrees Total
2015-2016	831	170	N/A	1001
2014-2015	981	200	21	1202
2013-2014	877	182	72	1131
2012-2013	997	136	154	1287
2011-2012	1020	102	201	1329

Table 4.1-6*
Number of Graduates
Vocational/Technical Certificates and Diplomas*

Year	Certificate Program Graduates	Vocational Certificate (PSAV)	Applied Technology Diplomas	Educator Preparation Institute	Certificates Total
2015-2016	169	138	N/A	N/A	307
2014-2015	185	96	9	1	291
2013-2014	184	99	32	2	317
2012-2013	168	134	38	1	341
2011-2012	160	133	31	1	325

Data Drives Decisions: Additional Measures of Student Achievement

All NWF programs are evaluated using enrollment data: retention, graduation, course completion, and job placement rates, in addition to licensing examination success rates, where applicable. The College also uses qualitative data including student evaluations of faculty, exit surveys from graduating students, and administrative evaluations of faculty to inform program decisions. Licensure programs have the additional data sets provided by their respective Advisory Boards that are comprised of College faculty and local employers who serve voluntarily to advise instructors, revise curriculum, and set program goals.

Provided below is a list of representative changes that were initiated based on data collected:

- The College began a Welding certificate program with a successful Department of Labor grant. Due to documented industry need and student feedback, the program has been expanded to accommodate a day cohort and an evening cohort, doubling enrollment.

- The AA program expanded SPN1120 and SPN1121 to online delivery in response to student demand and to allow the AA degree to be earned entirely online. Retention and success rates have been closely monitored.

- Because student learning outcomes data and feedback from K-12 teachers indicated that some Teacher Education students were struggling in the internship, faculty increased students' teaching practice in the short field experiences in methods classes, prior to internship.

- Institutional outcomes on student retention prompted the creation of an ad hoc faculty committee that researched best practices and provided eight strategies that faculty can use in the classroom to retain students; faculty must use three of these eight in their classes. In addition, the College purchased new software to facilitate early and intrusive advising for struggling students.

Distance Learning

Student performance in distance learning courses is reported in aggregate and disaggregate student achievement data to ensure the effectiveness of distance learning delivery. Additional data points include enrollment and retention reports, graduation and course completion rates, and student success rates. Student performance in online and on-campus courses and programs are compared. These comparison data are used by the Director of Learning Technologies to improve distance education, in cooperation with the faculty on the Distance Learning Committee, the Office of Academic Affairs, and the Program Directors and Department Chairs. NWF offers two bachelor programs,[14] eight AA transfer degrees,[15] one AS degree,[16] and six certificates[17] fully online. Distance learning course evaluations[18] are a mandatory part of each three-year Program Review and are submitted to the Board of Trustees for review.

*Table 2 data from academic departments; Tables 3-6 data from State of Florida reporting

Sources (In Order of Appearance)

Mission/Vision Statement (Page 2)

2016 Institutional Effectiveness Guide Final 8-23-16 (Page 3)

2015_Measures_Institutional_Effectiveness

2015_State_Accountability_Measures

IR Standard Reporting Webpage (8)

MinutesBOT 0021715

CA_Benchmark Form_Screenshot

Blank Program Review Form

PR Humanities 2015-16 (Page 11)

PR Licensure Prog. BSN 2015-16

FETPIP screen shot

2015 Measures IE 1.3,1.3.5 (Page 3)

Online Baccalaureates

Online AA

Online AS

Online Certificates

NWF DL Prog Review Online - Revised 7-6-2010AHS (2)

9. Federal Requirement 4.2

Program Curriculum

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)*

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College's (NWF) curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded in accord with the College's mission[1] to "deliver outstanding educational programs that are relevant, accessible and engaging for students of all ages." The College is also committed to achieving its legislatively-defined mission[2] to create "an individualized and supportive academic atmosphere, accessible education, lifelong learning opportunities, and professional growth for students and communities."

In support of the mission, the College Visions outline the following objectives:[3]

- NWF "will be a college that places the teaching-learning process at the core of our existence and seeks to improve student success."
- NWF "will be the gateway to higher education opportunity for student in areas we serve."
- NWF "will seek to grow strategically in area that increase our impact on the communities we serve." *(Vision 2020)*

The College evaluates these goals with the Measures of Institutional Effectiveness,[4] which provides data concerning students learning outcomes, program growth, and program accessibility.

The College provides a comprehensive course of study through each program's curriculum to ensure students are prepared to continue academic or employment pursuits. All programs offered by NWF are listed in the College Catalog.[5]

Florida Degree Program Requirements

General Education Requirements: General education semester hour requirements are common to all Florida College System institutions as well as universities in the State University System. Mandated by Florida Statute 1007.25,[6] a minimum of 36 semester hours is required for the AA and bachelor's degrees, and a minimum of 15 semester hours is required for AS degrees. General education requirements for the BS,[7] BAS,[8] BSN,[9] AA,[10] and AS[11] degrees are outlined in the College Catalog.

Articulation between Division of Florida Colleges and State University System: Florida statute and policy ensure a clear articulation between the State College System and the State University System. The Articulation Coordination Committee (ACC),[12] made up of representatives from the K-20 system, ensures that students are able to move from one level of education as well as one institution to the next.

- Common State Course Numbering System (SCNS)_[13]: "Created in the 1960s, the SCNS is a key component of Florida's K-20 seamless system of articulation. The system provides a database of post-secondary courses at public vocational-technical centers, Florida College System institutions, universities, and participating nonpublic institutions. The assigned numbers describe course content to improve research, assist program planning, and facilitate the transfer of students." (SCNS website) The SCNS is mandated through State Board of Education Rule 6A-10.024[14]; therefore, courses offered at the College are appropriate to higher education.

Distinguishing between Upper and Lower Division Courses: The College distinguishes lower division courses and upper division courses in accordance with Florida Administrative Rule 6A-10.0242.[15] All Academic Plans[16] sequence courses so that degree and certificates programs reflect coherent, increasingly complex programs of study.

Seamless Transfer: The College offers only those types of programs for which approval has been granted by Florida Statutes 1004.65[17] and 1007.33[18] and/or Florida State Board of Education Rules 6A-14.030[19] and 6A-10.024[20] which are reflected in the College's Board of Trustees Policies GP 5.00[21] and AA 2.00.[22]

Program and Course Development/Review: NWF practices a deliberate curriculum development process intended to ensure that all offerings are compatible with the College's mission and goals and that an appropriate selection of quality course and program options is available to accommodate the various needs of the College's service area. New programs of study and new college credit, career/technical credit, and college preparatory courses, as well as changes to program requirements or course content/requirements must be approved by the Curriculum Committee[23] prior to implementation and must satisfy a comprehensive planning checklist[24] designed to ensure quality control. As appropriate to the program/course addition or change, Board of Trustees, Florida State Board of Education, and/or SACSCOC approval may also be attained prior to program implementation.

The following is a summary of mission-related strategies included in the course/program development process:

- To respond effectively and efficiently to the needs of the service district, new program development must incorporate evidence of student and workforce demand at the local and/or state levels.[25]

- Proposed courses for the AA degree must comply with Florida State Board of Education Rule 6A-10.024,[26] which establishes that the AA degree must comprise thirty-six semester hours of general education courses in the areas of communications, humanities, mathematics, natural science, and social science, as well an additional twenty-four semester hours of transferable elective courses, which may qualify students for a particular upper division program or major. Further, Florida Statute 1007.25[27] requires that core courses in each general education area be identified as transferable as general education credits to all postsecondary state institutions. The requirements for the AA degree are outlined in the College Catalog.[28]

- To ensure that program curricula include the skills and content necessary to prepare graduates in the given field, all NWF career/technical programs, including AS and certificate offerings, must align with the appropriate Florida curriculum framework and program length specifications.[29]

- To ensure offerings outside the scope of NWF's mission are not created, new course development follows a specific process outlined in the Curriculum Guide.[30] This process requires that each course be applicable toward completion of one or more current NWF programs of study, as well as comply with applicable Florida rule and law as outlined in the Curriculum Guide.

- Per Florida State Board of Education Rule 6A-10.0331[31] and Board of Trustees Policy AA 4.00,[32] college credit, college preparatory credit and career/technical credit courses are reviewed annually to eliminate out-of-date offerings and courses that have not been taught within the last five years; changes resulting from this process are deleted from the college catalog and reported to the Board of Trustees and the Florida Common Course Numbering Office.

- A result of legislative action resulting from Florida Senate Bill 1720[33] is that fewer degree-seeking students are required to enroll in remedial courses in math, reading, and/or writing courses. Although the College offers sequential developmental courses in each content area, it has also created courses that meet the needs of students who may progress more quickly through these areas. Each content area offers opportunities for students to enroll in accelerated sections of the appropriate course. In addition, beginning in Fall 2016, developmental reading and writing will be offered in one integrated course for both the upper[34] and lower level,[35] thus saving students money and potentially time to degree completion while still meeting their academic need.

- NWF recognizes that financial resources are limited for many of its students, so the College strives to keep lab and special fees to a minimum. These fees are reviewed annually and are required to meet the guidelines set forth in the Curriculum Guide,[36] Board of Trustees Policy FA 17.00 and Appendix R,[37] and Florida State Board of Education Rule 6A-14.054.[38]

Distance Learning

The Dean of General Education and Grants, Dean of Career and Technical Education, department chairs, and program managers carefully review courses to determine which ones can be most effectively taught online. In Spring 2016, these administrators conducted a thorough review of current course and program offerings and identified additional courses that could be developed in an online format to meet student demand for additional online course/degree offerings. Before any course can be delivered in an online format, it must go through the Curriculum Committee's additional review[39] to determine its appropriateness for online delivery. In addition, this group recommended additional support and opportunities for professional development[40] for the College's instructors who teach online.

Sources (In Order of Appearance)

Mission/Vision Statement (Page 2)

FL State Board Rule 6A-14.030-Defined Mission

2015_Measures_Institutional_Effectiveness (1,2, and 4)

Catalog list of all programs

FS 1007.25(7-8) (Page 2)

BSE Gen Ed Requirements

BAS Gen Ed Requirements

BSN Gen Ed Catalog

AA Gen Ed Requirements

AS Gen Ed Requirements

FL Articul.Coord. Comm. (ACC)

SCNS home page

FL_State_Board_Rule_6A_10_024_13

FL_State_Board_Rule_6A_10_024 (13) (Page 4)

Fl. State Board Rule 6A-10.0242

EMS Academic Plan

FS 1004.65 (5)

FS 1007.33

FL State Board Rule 6A-10.024

BOT GP 5.00 (6) (Page 2)

BOT AA 2.00

Administrative Gov. Curr. Comm pg. 4 (Page 4)

Curriculum Guide 2016 Final (Page 7)

Regional Demand Occupations List_Okaloosa and Walton

FS 1007.25

AA catalog and degree plan

Samples Curr Frameworks

Curriculum Guide 2016 Final (Page 28)

FL State Board Rule 6A-10.0331

BOT Policy AA 4.00

FL Senate Bill 1720 Summary

ENC 0027 Integrated Rdg & Writing II (Rev 3-15-16)

ENC 0017 Integrated Reading & Writing I (3-15-16)

Curriculum Guide 2016 Final (Page 39)

BOT Policy 17.00, Append. R Fees

FL State Board Rule 6A-14.054

Proposal_for_Distance_Learning_or_Hybrid_Delivery

E-Campus Faculty Professional Development

Academic Plan Catalog Engineering Tech AS (Page 2)

All Programs Catalog

10. Federal Requirement 4.3

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

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) makes available to students and the public current academic calendars, grading policies, and refund policies through a variety of publications fulfilling the College's commitment to integrity and service.[1] The policies are disseminated through multiple sources, ensuring all information is widely and easily accessible.

Access to College Calendar: The official College calendar is approved by the Board of Trustees and submitted to the Florida Department of Education as required by State Board of Education Rule 6A-10.019[2] and Board of Trustees Policy FA 17.00.[3] Per Florida Statute 1006.50[4] the College calendar is published each year in the College Catalog.[5] In addition, a dynamic calendar[6] is posted on the public portion of the College website ensuring access to all interested parties.

The calendar includes traditional details important to current and prospective students such as semester beginning and ending dates, college holidays, and final exam dates. Additionally, the calendar highlights key deadlines, including the schedule adjustment period, withdrawal deadlines, and grade due dates.

Access to Grading Policies: All policies related to grading,[7] including standards of academic progress, grade changes, grade grievances, the grades table, incomplete grades, grade forgiveness options, and grade point average (GPA) calculations are published in the College Catalog. Faculty members are required to supply all students in their classes with written guidelines regarding their grading policies, a practice which is stipulated in both full-time[8] and part-time[9] faculty job descriptions. Grading policies[10] are reinforced at the faculty and course level in the Faculty Handbook.

Access to Refund Policies: All refund policies are determined by the Board of Trustees Policy FA 17.00[11] in accordance with Florida State Board of Education Rule 6A-14.0541[12] and published in the College Catalog.[13]

Distance Learning: Publication of Policies Concerning Distance Education

NWF policies regarding the College calendar, grading, and refunds apply to online and on-campus students equally. Distance learning students have immediate access to all relevant policies through the online College Catalog and College website, which address, among other policies, current academic calendars, grading policies, and refund policies.

Sources (In Order of Appearance)

- 📄 Mission/Vision Statement (Page 2)

- 📄 FL State Board Rule 6A-10.019

- 📄 BOT FA 17.00

- 📄 FS 1006.50

- 📄 Catalog calendar

- 📄 Dynamic Calendar

- 📄 Grades Catalog 8-29 (Page 6)

- 📄 Full-time Instructor-Job Description

- 📄 Adjunct Faculty-Job Description

- 📄 FacultyHandbook2016_2017_Final (Page 96)

- 📄 FL State Board Rule 6A-14.0541

- 📄 Refund Policy[14]

11. Federal Requirement 4.4

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

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Criteria Used to Determine Program Length at Northwest Florida State College

All degrees offered by Northwest Florida State College (NWF) adhere both to the college mission of delivering outstanding educational programs (College Mission Statement)[1] and to accepted practices in higher education; associate's degrees require at least 60 semester credit hours, and baccalaureate degrees require 120 semester credit hours. These requirements align with the standard academic practice that a full-time student may complete an associate's degree in two years and the baccalaureate degree in four years. In addition, all programs of study at NWF comply with the program lengths defined in Florida statute and rule:

- Florida Statute 1007.25[2] stipulates that baccalaureate programs require no more than 120 semester hours of college credit.

- Florida Statute 1007.25[3] mandates that the associate in arts degree must require completion of at least 60 semester hours of college credit coursework.

- Florida Administrative Code 6A-14.030 (4)[4] provides state guidelines regarding program length for associate in science degrees.

- Florida Administrative Code 6A-10.030[5] requires that both college credit certificates and applied technology diplomas require fewer than 60 credits.

NWF programs are appropriate for each program according to both accepted practice and Florida statute or rule. See Table 4.4-1 for the length, in semester credit or clock hours, of all degree programs currently offered at NWF. Programs are the same length without regard to delivery format.

Table 4.4-1*
NWF 2016-17 Program Lengths

Program Type	Program Name & Companion Certificate	Program Length
BAS	Management & Supervision -- Health Care Management	120 SH
BAS	Management & Supervision -- Human Resources Management	120 SH
BAS	Management & Supervision -- Supervision	120 SH
BAS	Project Management -- Acquisitions	120 SH
BAS	Project Management -- Project Management	120 SH
BAS	Project Management -- Quality Improvement	120 SH
BAS	Project Management -- Technology Management	120 SH
BS	Early Childhood Education, Birth through Four	120 SH
BS	Elementary Education	120 SH
BS	Middle Grades General Science	120 SH
BS	Middle Grades Mathematics	120 SH
BS	Nursing	120 SH
AA	Associate of Arts -- General	60 SH
AS	Accounting Technology	60 SH

CCC	• Accounting Technology Management	27 SH
AS	Architectural Design & Construction Technology -- Architectural Design	66 SH
AS	Architectural Design & Construction Technology -- Construction Technology	66 SH
AS	Business Administration	60 SH
CCC	• Business Management	24 SH
CCC	• Business Specialist (Marketing)	12 SH
AS	Computer Engineering Technology	60 SH
CCC	• Microcomputer Repair/Installer	15 SH
AS	Computer Information Technology	60 SH
AS	Computer Programming and Analysis	60 SH
CCC	• Computer Programmer	33 SH
CCC	• Computer Programming Specialist	18 SH
AS	Criminal Justice Technology	60 SH
PSAV	• Auxiliary Law Enforcement Officer Basic	333 CLK HRS
PSAV	• Correctional Officer (Basic)	438 CLK HRS
PSAV	• Law Enforcement Officer (Basic)	801 CLK HRS
AS	Customer Relationship Management	60 SH
PSAV	Dental Assisting	1230 CLK HRS
AS	Digital Media/Multimedia Technology	64 SH
CCC	• Digital Media/Multimedia Authoring	12 SH
CCC	• Digital Media/Multimedia Presentation	17 SH
AS	Drafting & Design Technology -- Mechanical Design/CAD	62 SH
CCC	• AutoCAD Foundations	15 SH
CCC	• Drafting Design	24 SH
AS	Drafting & Design Technology -- Technical Illustration	62 SH
CCC	• AutoCAD Foundations	15 SH
AS	Early Childhood Education	60 SH

CCC	• Child Care Center Management Specialization	12 SH
CCC	• Child Development Early Intervention	36 SH
CCC	• Infant/Toddler Specialization	12 SH
CCC	• Preschool Specialization	12 SH
AS	Emergency Administration & Management	60 SH
CCC	• Emergency Administrator & Manager	24 SH
CCC	• Homeland Security Emergency Manager	24 SH
PSAV	• Firefighter I/II	398 CLK HRS
PSAV	• Firefighter/EMT Combined	698 CLK HRS
AS	Emergency Medical Services	73 SH
CCC	• Emergency Medical Technician (Basic)	12 SH
CCC	• Paramedic	42 SH
AS	Engineering Technology -- Advanced Technology Specialization	60 SH
CCC	• Engineering Technology Support Specialist	18 SH
AS	Engineering Technology -- Digital Design/Modeling Specialization	60 SH
CCC	• Computer-Aided Design & Drafting	24 SH
CCC	• Engineering Technology Support Specialist	18 SH
CCC	• Rapid Prototyping Specialist	12 SH
AS	Engineering Technology - Digital Manufacturing Specialization	60 SH
CCC	• Engineering Technology Support Specialist	18 SH
CCC	• Digital Manufacturing Specialist	24 SH
CCC	• Rapid Prototyping Specialist	12 SH
AS	Engineering Technology – Electronics Specialization	60 SH
CCC	• Engineering Technology Support Specialist	18 SH
AS	Engineering Technology -- Mechanical Design & Fabrication Specialization	60 SH
CCC	• CNC Machinist/Fabricator	12 SH
CCC	• Engineering Technology Support Specialist	18 SH

PSAV	Welding Technology	1050 CLK HRS
PSAV	Welding Technology - Advanced	750 CLK HRS
AS	Graphics Technology - Graphic Design	64 SH
CCC	• Graphic Design Production	24 SH
CCC	• Graphic Design Support	15 SH
AS	Graphics Technology - Visual Artist	64 SH
AS	Health Services Management	60 SH
AS	Industrial Management Technology	60 SH
AS	Internet Services Technology	60 SH
CCC	• Web Development Specialist	36 SH
AS	IT Security	60 SH
CCC	• Database and E-Commerce Security	18 SH
AS	Music Production Technology	64 SH
CCC	• Audio Technology (Recording Arts)	15 SH
AS	Network Systems Technology	60 SH
CCC	• Digital Forensics	32 SH
CCC	• Network Security	30 SH
CCC	• Network Server Administration	24 SH
CCC	• LINUX System Administrator	24 SH
AS	Nursing	72 SH
AS	Office Administration	60 SH
CCC	• Medical Coder/Biller	37 SH
CCC	• Medical Office Management	34 SH
CCC	• Office Management	27 SH
CCC	• Office Specialist	18 SH
AS	Paralegal Studies	60 SH
AS	Radiography	77 SH
AS	Sports, Fitness & Recreation Management	60 SH

AS	Theater & Entertainment Technology – Acting Specialization	60 SH
CCC	• Stage Technology (Theater & Entertainment)	17 SH
AS	Theater & Entertainment Technology – Costuming Specialization	60 SH
CCC	• Stage Technology (Theater & Entertainment)	17 SH
AS	Theater & Entertainment Technology – Dance Specialization	60 SH
AS	Theater & Entertainment Technology -- Music Theater Specialization	60 SH
AS	Theater & Entertainment Technology -- Technical Theater Specialization	60 SH
CCC	• Stage Technology (Theater & Entertainment)	17 SH

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NWF Process for Determining Program Length

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New programs are proposed by the Academic Affairs teams of academic deans, chairs, and program directors, who work with Institutional Research and Student Services staff. Proposed programs are discussed at two Curriculum Committee[6] meetings, which are chaired by the Vice-President of Academic Affairs and attended by faculty, department chairs, program directors, academic deans, and appropriate Student Services and Institutional Research staff. Discussions of proposed programs include program alignment with accepted practices in higher education, Florida statute and rule, and institutional guidelines, including Board Policy AA13.00[7] and the NWF Curriculum Guide.[8] After discussion at the department and Dean level, the Curriculum Committee approval form is completed and placed on the Curriculum Committee agenda for review and discussion. As indicated in Table 4.4-2 below, once approved by the Curriculum Committee, changes to the College Catalog are approved by the Board of Trustees before publication. A program's length is published in the College Catalog. Table 4.4-2, below, illustrates the alignment between state requirements and institutional practice, including the publication of program length in college documentation.

Table 4.4-2

Samples of NWF Program Lengths: Alignment with State Requirements and Publication

	Bachelor's Degree- BSN	Associate of Arts Degree- AA	Associate of Science Degree- Engineering Technology	College Credit Certificate- Digital Manufacturing Specialist	PSAV- Welding
Program Length	120 credits	60 credits	60 credits	24 credits	1050 clock hours
State Requirements	Florida Statute §1007.25(8)	Florida Statute §1007.25(7)	State Curriculum Frameworks	State Curriculum Frameworks	State Curriculum Frameworks
NWF Board Policy	BOT Policy AA 2.00				
Curriculum Guide	Bachelor's Program Characteristics	AA Program Characteristics	AS Program Characteristics	CCC Program Characteristics	PSAV Program Characteristics
Board Approval	BOT minutes - approval for BSN	SACS letter – approval for AA	BOT minutes – approval for AS in Engineering Technology	BOT minutes- approval for Digital Manufacturing Specialist	BOT minutes- approval for Welding
Published in College Catalog	BSN catalog	AA catalog	Engineering Technology catalog	Digital Manufacturing Specialist catalog	Welding catalog
Published in academic plans	BSN academic plan	AA academic plan	Engineering Technology academic plan	Digital Manufacturing Specialist academic plan	Welding academic plan

Distance Education and Program

In accordance with the Distance and Correspondence Education Policy Statement issued by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC),"[p]rogram length is appropriate for each of the institution's educational programs, including those offered through distance education..."[9] Programs available through distance education are identical in length to those offered traditionally and thus comply with all Florida statutes and rules. NWF offers the programs noted in Table 4.4-3 entirely through distance education.

Table 4.4-3*

2016-17 NWF Programs Available via Distance Education

Program	Program Length via Distance Education	Program Length via Traditional Instruction
BSN	120	N/A, but all baccalaureate degrees are 120 credits at NWF
BAS- Management and Supervision	120	N/A, but all baccalaureate degrees are 120 credits at NWF
AA	60	60
AS Emergency Administration and Management	60	60
Emergency Administrator and Manager Certificate	24	24
Homeland Security Emergency Manager Certificate	24	24
Accounting Technology Management Certificate	27	27
Business Management Certificate	24	24
Office Management Certificate	27	27
Office Specialist Certificate	18	18

* Tables 1 and 3 data from *NWF 2016-17 College Catalog*

Sources (In Order of Appearance)

Mission/Vision Statement (Page 2)

FS_1007_25__8__bacc (Page 2)

FS_1007_25__7__AA (Page 2)

FL Admin Code 6A.-14.030_4 highlighted

FL Admin Code 6A -14 030 5-6 highlighted

Administrative Gov. Curr. Comm pg. 4 (Page 4)

BOT Policy AA 13.00

Curriculum Guide 2016 Final (Page 15)

EngTechCurricFrameworks

DigitalManufactSpecialistCurr. Frameworks

FL. Curr. Frameworks Program Length-Welding

BOT AA 2 Prog. Length

Curriculum Guide 2016 Final (Page 16)

Curriculum Guide 2016 Final (Page 17)

Curriculum Guide 2016 Final (Page 18)

BSN_approval_BOT__Minutes_11_27_07_highlighted (Page 3)

AA approval SACS 1965 Letter

SACS Ltr showing 1965 approval for AA

AS_EngTech_BOT_approval_ (Page 3)

PSAV_Welding_BOT_App_highlighted (Page 3)

BSN catalog_2

AA General Deg catalog

AS Engineering Technology MechDesign catalog

Digital Manufacturing Specialist Program Catalog

Welding PSAV Catalog

BSN catalog (Page 2)

SACSCOC DistanceCorrespondenceEducation

Administrative Governance Document 2016-2018 (Page 4)

12. Federal Requirement 4.5

Student Complaints

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)*

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) has adequate procedures for addressing written student complaints and follows those procedures when resolving student complaints. Complaint processes are prescribed by the NWF Board of Trustees Policy SA3.00[1] in accordance with Florida Statutes 1006.50,[2] 1006.60,[3] 1006.62,[4] and 1006.63.[5] In addition, the NWF Catalog and Student Handbook contain specific procedures for addressing student complaints and appeals. Grievances are classified between academic, informal and formal,[6] and non-academic, informal and formal.[7]

The College is committed to following these procedures, recognizing the student benefit of resolving complaints and appeals at the lowest level. This approach, which supports the College's mission[8] to meet each student's educational need at his or her level of ability, also provides a more efficient resolution for the student. The College respects the insight and professionalism of faculty and staff without intervention from higher administration, while ensuring the student's right to continue the process at a higher level.

Resolution of Student Complaints According to Established Procedures

NWF's philosophy for resolving complaints and appeals at the lowest level has proven successful, given that few student complaints or appeals reach the formal stage. At the same time, faculty and staff appreciate the freedom and support to address and resolve issues with creativity and confidence. Every effort is made to ensure that students are not distracted from their academic endeavors by a lengthy and possibly acrimonious process. However, the College occasionally encounters a complex student issue that progresses beyond the informal stages, in which case established complaint procedures are followed. (See Table 4.5-1 below).

Table 4.5-1

Representative Examples of How Actual Student Complaints Have Been Resolved

Summary of Complaint	Status
Formal Academic Complaint	Resolved
Formal Non-Academic Complaint	Resolved

Maintenance of Complaint Records

Prior to January 2016, all formal grievances and appeals were documented and filed in the appropriate administrative office. Records regarding student misconduct or issues occurring between/among students were maintained in the Office of Student Affairs. Records of formal grievances related to academic issues (e.g. grades) were maintained in the Office of Academic Affairs, as was a log of informal written appeals and complaints. Appeals and complaints regarding student services actions or policies (e.g. residency status, academic suspension) were maintained in the Office of Student Affairs.

Recent Changes in Addressing Student Complaints

In January 2016, the College implemented a new, more efficient formal complaint process using *Maxient* software. If a complaint cannot be resolved at the informal level, students submit their formal complaints through the College website. Clear labels and explanations for each type of complaint[9] guide the students so that the correspondence is immediately routed to the appropriate College personnel. This process ensures a more efficient process to track the complaint and maintain the information and decision concerning its resolution. Per student privacy rights, these files are confidential and stored in *Maxient* unless the student authorizes release.[10]

Ensuring a Safe Campus

To maintain the College's safe campus environment, NWF has created a behavioral intervention team, Communication Awareness Referral Evaluation (CARE).[11] The team's purpose is to reduce "potential threats to the campus through the identification, assessment, and management of behavioral concerns." All formal complaints are entered through *Maxient* and reviewed by the Dean of Student Affairs who reports to the CARE team any incident meeting the criteria outlined in the intervention team's mission.[12] There are no active cases assigned to the CARE team as of this report's submission.

Distance Learning: Student Complaints

The College has procedures for student complaints accessible to all students, whether on-campus or online. The procedures to submit complaints, appeals, and grievances are the same for all students, on-campus and online.

Sources (In Order of Appearance)

- BOT Policy SA 3.00
- FS 1006.50
- FS 1006.60
- FS 1006.62
- FS 1006.63
- Academic Grievances Catalog
- Non-Academic Grievances Catalog
- Mission/Vision Statement (Page 2)
- Academic Formal Complaint Maxient Redacted
- Non-Academic Formal Complaint_Redacted
- Maxient Form
- FERPA Release information
- CARE manual mission highlighted
- CARE manual mission highlighted (Page 2)

13. Federal Requirement 4.6

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

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) accurately represents its practices and policies in recruitment materials and presentations. The College actively seeks new and prospective students with the purpose of helping them realize the College's mission[1] of improving lives through access to relevant and engaging educational programs.

Policies and Procedures Governing Recruitment: All NWF employees are governed by the NWF Code of Ethics[2] in performance of their College duties. The Office of Marketing and Public Relations maintains a publications style and standards guide[3] which provides guidance regarding format, content, and procedures. The College uses a multi-level review system to ensure the accuracy of policies, procedures, and other information disseminated through written documents. The Office of Marketing and Public Relations uses a variety of print material and online information for student recruitment.

Print Materials Used for College-Wide Recruitment: NWF has several sources of print information that make its policies and procedures, services, programs, and course offering information available to the public. The College uses *The College Viewbook*[4] and a variety of general recruitment letters[5] and flyers[6] to disseminate this information. As noted above, these documents undergo a multi-level review prior to their publication and release to ensure an accurate portrayal of the College, its policies, and its program offerings.

Program-Specific Recruitment: Program-specific recruitment efforts are augmented on an ad hoc basis through department and program brochures, which are produced through the Office of Marketing and Public Relations. A common format and layout is used to ensure a reader-friendly perspective and to simplify editing and proofing. Publication of more comprehensive recruitment materials is also managed under a centralized process coordinated by marketing and public relations staff in concert with the College's Graphic Services Office. The Office of Marketing and Public Relations coordinates with the appropriate dean and/or program director in preparing brochures, advertisements, and other recruitment materials for all programs.

The following document represents a varied sample of advertisements and/or recruitment brochures for specific programs: Education, Nursing, and Welding programs.[7] The College is currently updating all program specific brochures to reflect current branding efforts.

Online Material Used for College-Wide Recruitment: NWF uses a variety of online materials and presentations that accurately represent its practices and policies, which include the following:

- College Website[8]: The main College website is managed through a single office, and all College-wide notices, changes, additions, deletions, and postings are entered by the College webmaster. The process contributes to both the quality and accuracy of the site.

- College Catalog[9]: The College Catalog is produced in conjunction with Academic Affairs and Students Affairs to ensure accurate representation of guidelines and programs.

- Email[10]: NWF currently utilizes *Constant Contact*, an online e-mail campaign service to recruit prospective students.

In addition, the Office of Marketing and Public Relations utilizes a number of social media outlets that are maintained based on the goals established in *NWF's Social Media Guidelines*:[11]

As marketing and informational tools for NWF, our purpose is to provide social

media channels that:

- *Build and maintain relationships with students, community members, and supporters,*

- *Encourage discussion of topical events and issues, and*

- *Provide relevant, accurate, up-to-date and concise information.*

Our social media channels must also:

- *Provide NWF content that is concise and relevant,*

- *Maintain consistency and branding, and*

- *Allow for ease of navigation. (NWF Social Media Guidelines)*

Following are examples of the College's efforts to recruit through social media:

- Facebook[12]
- Twitter[13]
- YouTube[14]
- Instagram[15]

Electronic Recruitment Presentations: In addition to online information, the College uses other electronic presentations, such as *PowerPoint*, to highlight academic opportunities for potential students. The following are a representative sample of these recruitment materials:

- College Overview and General Education Changes[16]
- High School Recruitment Presentation[17]
- Nursing[18]

Distance Learning: Recruitment Materials and Presentations

All printed and electronic recruitment materials accurately represent the policies and practices governing distance learning classes and programs.[19] The Office of Marketing and Public Relations coordinates with the appropriate dean and/or program director in preparing brochures, advertisements, presentations, and other recruitment materials for all programs, including distance learning programs.

Sources (In Order of Appearance)

📄 Mission/Vision Statement (Page 2)

📄 BOTPolicyHR (Ethics) 2.00

📄 (4.6)NWF State College Branding and Editorial Style Guide 2015

📄 The View Book 2

📄 Parent Campaign Letter 3_2_16

📄 Top reasons info_parent flyer_final

📄 Program Flyers

📄 College Home Page

📄 Catalog Homepage

📄 Constant Contact e-mail samples

📄 Northwest Florida State College Social Media Guidelines 2016

📄 (4.6) NWFSCfacebookAugust 2016

📄 (4.6) TwitterAugust2016

📄 (4.6) YouTubeAugust2016

📄 (4.6) Instagram August2016

📄 (4.6) Dr. Jarrell's College Overview and Gen. Ed. Changes

📄 (4.6) Prezi recruitment

📄 Online Nursing Orientation-Web

📄 Why Online

14. Federal Requirement 4.7 and Comprehensive Standard 3.10.2

Title IV Program Responsibilities and Financial Aid Program Audits
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)*

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Northwest Florida State College (NWF) is in full compliance with all of its program responsibilities and obligations under Title IV of the 1998 Higher Education Amendments, per the College's mission to commit to excellence and integrity.[1] In accord with its Program Participation Agreement[2] signed with the US Department of Education (USDOE), which is valid through March 31, 2017, NWF is authorized to participate in the federal programs listed in Table 4.7-1, which follows. The USDOE has determined that the college satisfies the definition of an eligible institution under the Higher Education Act of 1965,[3] providing further verification of the college's compliance with this requirement. All colleges and universities have been converted to the "just in time" method of disbursing federal financial aid funds. In fiscal year 2014-2015,[4] the College awarded $10,506,221 in federal financial assistance to 3,663 students, or approximately 35% of the College's degree-seeking students. These funds were distributed under the various financial support categories depicted in Table 4.7-1.

Table 4.7-1*
NWF State College 2014-2015 Student Financial Assistance

Type/Source of Aid	Amount	
	2014-15	**2015-16**
Federal Pell Grants	8,551,561	6,424,280
Federal Supplemental Educational Opportunity Grants (FSEOG)	90,000	89,793
Federal College Work Study	85,184	69,842
Federal Direct Stafford Loans	1,779,476	1,136,650

In fiscal year 2015-2016,[5] the college has received $7,720,565 in aid through programs administered by the US Department of Education (USDOE). Initial allocations for the Federal Supplemental Education Grant and the Federal Work-Study Program are normally the full amount requested, received, and awarded by the college under these campus based programs.

As part of the requirements to maintain eligibility for funding under Title IV and to comply with its Program Participation Agreement with the USDOE, the college submits its annual Fiscal Operation Report and Application to Participate (FISAP)[6] each year by the established deadline. The most recent report was submitted September 29, 2015.

Federal Cohort Default Rate: The College's Office of Student Financial Aid is committed not only to assisting students in securing funding to attend college, but also to providing information and support regarding the wise use of college loans and grants. Accordingly, one of the local program outcomes established for the NWF student financial services function is as follows:

The official NWFSC Federal Cohort Default Rate should be equal to or

less than the system-wide average rate for the Florida College System.

Table 4.7-2 presents the most current default rate, as well as an historical picture of this statistic.

Table 4.7-2*
NWFSC Federal Cohort Default Rates Compared to Florida College System Rates

Year	NWF State Federal Cohort Default Rate	FL College System Average Federal Cohort Default Rate
2011-2012	17.6%	19.3%
2010-2011	14.7%	17.0%
2009-2010	17.8%	15.9%

The College has met this local outcome, in more recent years, with rates consistently falling well below acceptable federal rates. Because NWF's default rate has not exceeded 30%,[7] the College is not and has not been required to develop a plan with measures to reduce its default rate, as would be federally required.

Independent Audit of NWF State College Student Financial Services: The NWF State College student financial aid programs are audited annually by the Office of the Florida Auditor General.[8] In the past four years, none of these programs, except fiscal year 2012-2013, have included adverse material or non-compliance findings or issues of concern in the Title IV programs administered by the College. In 2012-2013, the College returned $38,051 after losing an audit appeal related to Pell Grant disbursements.

Dissemination of Information: NWF State College also meets all of its obligations regarding the dissemination of financial aid and consumer information to students. All information is free of commercial advertisement or other private endorsement of financial services and is available through the following publications and locations:

- The NWF State College Financial Aid website[9]
- Financial Aid Students' Rights and Responsibilities[10]
- The 2016-2017 College Catalog and Student Handbook[11]
- The View Book[12]
- Flyer: Available at the Financial Aid Office and Centers[13]

Other College information efforts, including program brochures[14] refer students to the more detailed financial services information available on the website and in the catalog. Financial aid information sessions are also conducted in the local high schools and during Information Nights hosted by the College recruiter.

Complaints, Litigation, and Adverse Communication: The College has not received any findings or other negative communication from the USDOE which would impact its continuing ability to participate in the federal student aid programs available through the USDOE. Further, there are no litigation matters or outstanding complaints pending against the College with the USDOE, nor is the College aware of any violations or compliance issues that could negatively affect the College's federal aid programs. There are no significant unpaid funds due for pay back to the USDOE from the College.

Distance Learning: Title IV Compliance with Program Responsibilities

NWF State College complies with all Title IV program responsibilities for disseminating financial aid and consumer information to all students whether they attend on-campus or online classes. Annually updated information is accessible to the public and all students through the college website, college catalog, and Financial Aid Brochure.

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CS 3.10.2: Financial Support for Students

Narrative

Northwest Florida State College (NWF) strives to meet the needs and requirements of those students who cannot afford the cost of attending college in fulfillment of the College's mission to deliver relevant and accessible educational opportunities.[15] The College relies on local financial aid provided by the Northwest Florida State College Foundation, Inc.,[16] the College's direct support organization, in addition to various federal, state, and college financial aid programs.

Federal Title IV Financial Aid: NWF participates in all Federal Title IV Financial Aid programs, including Federal Pell, Federal Student Educational Opportunity Grants, and Federal College Work Study. NWF students continue to receive a generous portion of federal funds to support their educational pursuits. In fiscal year 2014-2015, NWF students received $5,920,488 in aid from Federal Title IV programs (excluding loans).

State Programs: Because NWF is a state supported institution, students can participate in all financial aid programs offered by the State of Florida. These include the Student Assistance Grant and Children of Deceased or Disabled Veterans Scholarships. In addition, students can receive the Florida Bright Futures Scholarships, one of the nation's most successful state funded financial aid programs, which are funded by Florida Lottery proceeds and are guaranteed to any Florida student meeting the specified academic criteria. In academic year 2014-2015, NWF students received $1,042,139 in aid from state supported programs.

Financial Aid Audits

NWF's financial aid audits are conducted annually by the Florida Auditor General's Office and illustrate the College's commitment to accountability and integrity. Audits are conducted in accordance with subpart F, 200.500 of the new Uniform Grant Guidance,[17] Audits of States, Local Governments, and Non-Profit Organizations. In the 2015 audit covering 2012-2013,[18] NWF received three findings which have been addressed and closed.

In the most current audit response from the FL DOE,[19] which addresses 2013-2014, NWF received no findings concerning any of its federal financial aid programs. For 2012-2013, the College received three findings which have since been closed. In addition, the College has received an unqualified opinion on compliance and internal controls over financial reporting in corresponding financial audit reports. Included in these audits is the evaluation of the processes and systems used to award, receipt, and disburse student financial aid.

Pursuant to Florida Statute 1009.53(5)(c),[20] the Florida Auditor General's office also conducts an annual operational audit of the Florida Bright Futures Scholarship Program.[21] Through this process, NWF's state financial aid programs are audited, and a complete accounting of the monies awarded is made. NWF has received no findings over the past year as evidenced by the current audit report.

Distance Learning: Financial Aid Audits

NWF's financial aid audits are inclusive of funds distributed to students enrolled in all classes, both on-campus and online. NWF's financial aid audits, conducted by the Florida Auditor General's Office, demonstrate the College's commitment to accountability and integrity. The College has had no adverse or non-compliance concerns in Title IV programs, nor has the College received questioned costs or improvement recommendations that would affect distance learning.

*Tables 1 and 2 data from NWF Financial Aid Office

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Sources (In Order of Appearance)

- Mission/Vision Statement (Page 2)
- FA Program Participation Agreement
- FA eligibility from Higher Ed. Act 1965
- Pell grant statement of account 14-15
- 2015-16 Pell Funds
- FISAP
- FA Default Rate
- 2015 NWFSC Full Audit report
- Financial Aid Website
- FA Student Rights and Responsibilities
- Financial Aid Catalog
- The View Book 2
- Cash for College flyer
- 4.7 Program Flyers with Financial Aid
- FA Fdt Scholarships
- UGG Subpart F-Audit Requirements
- 2012-2013 Audit Findings
- 2013-14 audit showing no finding
- FS 1009.53
- Bright Futures Audit
- 2015-16 Pell Funds
- College Catalog 2016-17

15. Federal Requirement 4.8.1

Verification of Student Identity for Distance or Correspondence Education

An institution that offers distance or correspondence education documents each of the following:

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. *(Federal Requirement 4.8.1)*

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) offers distance learning courses and programs in accordance with the College mission[1] to provide quality, accessible content and instruction as well as to ensure course integrity. To accomplish this goal, the College employs a comprehensive approach to verifying student identification. The College does not offer correspondence courses.

Verifying Student Identity

Registration: All students are assigned a unique username and password at the time of registration. The login and password ensure secure, single sign-on to the college network through *Ellucian Banner.* Once registered, all students receive a welcome email[2] from Student Services which prompts student to go to their *Desire2Learn* (D2L) homepage, the College's learning management system (LMS). From the students' D2L homepage, students can access a link directly to the D2L Student Tutorial.[3]

Class Login: All courses, regardless of delivery, utilize a D2L shell. D2L requires that students use their unique login and password[4] to access all course materials. As such, students can access only content for courses in which they are enrolled. To verify the authenticity of the registered student, D2L is integrated with the NWF *Microsoft Active Directory* system to provide consistent, secure authentication to access college resources utilizing a unique identifier for each registered student.

To verify the authenticity of the registered student, D2L is integrated with the single sign-on systems of the College network to provide consistent, secure authentication to access College resources utilizing a unique identifier for each registered student.

Examinations: Faculty members are provided with information about options for utilizing technology and services to facilitate exam proctoring. Information about the online proctored exam process is available to faculty and students from the Online Campus website.[5] Instructors who require a proctored exam as part of the course instruction provide students with instructions and potential fee information related to the proctored testing process. In Spring 2016, the College chose to include in its distance learning fee the cost of the remote proctoring option *ProctorU* so that students have free testing options, beyond the College's Testing Center, available to them to take proctored examinations.

If an instructor requires a proctored exam, instructions will appear in the course syllabus. All in-person proctored exam options require that a student present a College issued ID or government issued photo ID (e.g., driver's license, passport, or permanent residence card) for identity verification at the time of testing. Proctored testing options include:

- Online, using technology (e.g., *ProctorU*[6] or *Respondus Monitor*).[7]
- Face-to-face (F2F) at an NWF campus, or center proctored by the professor, or at an approved NWF Testing Center proctored by an authorized testing representative. Appointments for testing at NWF campuses and centers can be made through *RegisterBlast*,[8] the College's online, scheduling software.
- Face-to-face (F2F) at a remote proctoring site (e.g., military education center, other institution of higher education, or public library). Students must request permission from their instructor and use the Off-Site Proctor Form[9] to utilize this option.

Other Technologies and Practices for Verifying Student Identity

As a further commitment to ensuring student identity, NWF provides faculty who teach online with technologies and practices to assist with identity verification. Technologies include *Turnitin*, *ProctorU*, *Respondus Monitor*, and other tools such as web conferencing. Best practices are incorporated into professional development sessions and an online instructor certification[10] course, which encourage awareness and provide detailed strategies for verifying student identity and promoting academic integrity through communication and student class participation.

NWF does not offer correspondence education courses as defined by SACSCOC.[11] The College does, however, offer independent study courses intended to meet the needs of students interested in specialized academic areas for which present course availability is limited. Instructors monitor students enrolled in these courses, meeting with them regularly. These courses are also offered when a traditional class must be cancelled due to low enrollment. There is no additional fee for independent study courses.

In addition to local review of internal controls, per Florida Statute 11.45,[12] Florida state colleges are subject to an operational audit[13] by the State of Florida Auditor General office no less than every three years. The College's last operational audit was conducted in October 2014, and there were no findings in the review of "IT logical access controls and user authentication" which falls under the scope of the audit. The methodology used "reviewed selected operating system, database, network, and application security settings to determine whether authentication controls were configured and enforced in accordance with IT best practices."

Distance Learning: Verifying Student Identity

Verifying Student Identity during Registration: The narrative above describes the process whereby the College verifies that the student who registers for an online course is the student who takes the assessments and earns the course credit. Requiring a secure username and password login and access to the student orientation guide ensures this process is followed.

Verifying Student Identity during Testing: The narrative above also describes how the unique secure username and password login through D2L ensures student identity. In addition to using proctoring tools such as *Respondus, ProctorU,* and *Turnitin,* many instructors incorporate best practices, including time limits for assessments and randomized question order. If students use the College testing center or other approved off-site testing center, a College ID or a government issued photo ID must be presented.

Sources (In Order of Appearance)

- Mission/Vision Statement (Page 2)
- Welcome Email DL
- D2L Tutorial
- NWFSC-D2L log in
- Online Campus Website - ProctorExams
- Student-Info-ProctorU
- Respondus Monitor-Quick-Start-Guide-D2L-Student
- RegisterBlast Screenshot
- RemoteProctoringSiteForm
- E-Campus Faculty Professional Development
- SACSCOC DistanceCorrespondenceEducation
- FS 11.45
- Operation Audit Report CA

15. Federal Requirement 4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education documents each of the following:

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

Judgment

☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) has written policies and procedures developed to protect the privacy of students enrolled in courses and programs, including distance education. In support of the College's mission to commit to integrity and service,[1] Board of Trustees Policy SA 2.00[2] formally incorporates the Family Educational Rights and Privacy Act (FERPA)[3] and Florida Statue 1006.52.2.[4] The policies are published on the College's website within the College Catalog,[5] and in the policies and procedures established by the Information Technology (IT) Department's Acceptable Use Policy.[6]

The College is committed to protecting the privacy of students by providing secure access to all student information, including distance education students. Regardless of course delivery (face-to-face, hybrid, or online) students anticipate computer use for a variety of activities including coursework, accessing library resources, and emailing instructors and other students. To prevent unauthorized access and to ensure the integrity and appropriate use of information, security and control measures are implemented within the student information system, contained within *Raidernet 2.0*,[7] which serves as the College's portal. NWF utilizes a secure learning management system (LMS), *Desire2Learn* (D2L), which houses information for all courses for the delivery of online, hybrid, and traditional courses with web enhanced instruction. These systems utilize a single sign-on (SSO) process to ensure secure access and system privacy.

Policies and Procedures

In addition to using a secure student information system (SIS) and LMS, policies and procedures[8] have been established by The College's IT department to address the management of electronic information, systems access, and data confidentiality. These policies and procedures provide several risk reduction strategies and monitoring practices to ensure the College is adequately protecting the privacy of all students, including those enrolled in distance education courses or programs. Students are presented with the College's Acceptable Use Policy (AUP)[9] prior to utilizing College email and *Raidernet* to create awareness of the appropriate use of College electronic resources and protect private information. Additionally, students are required to support the College's efforts to ensure College electronic resources are secure and private by not sharing passwords or individual account access with any other person. In May 2016, the College integrated a new password management system, *PortalGuard*.[10] This new password management system provides a convenient and secure two-factor authentication process for students to reset their passwords when necessary.

Distance Learning: Protecting Student Privacy

NWF has numerous policies and procedures, documented above, to protect the privacy of distance learning students including secure systems such as SIS and LMS, which verify through a single sign-on process, and use a secure password management system.

Sources (In Order of Appearance)

📄 Mission/Vision Statement (Page 2)

📄 Board Policy SA 2.00 FERPA & Student Records

📄 FERPA

📄 FS 1006.52.2

📄 FERPA Catalog

📄 Network Acceptable Use Policy

📄 Raidernet 2.0

📄 NWFSC-Policies-Procedures

📄 Portal Guard

15. Federal Requirement 4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education documents each of the following:

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. *(Federal Requirement 4.8.3)*

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

In fulfillment of the College's mission to provide its service area with accessible programs,[1] Northwest Florida State College (NWF) offers distance learning classes with no additional cost for verification of student identity. However, there are potential additional student charges associated with enrolling in a distance education online or hybrid class as well as for students who choose to take a proctored exam outside the free options provided by the College.

Online Classes

Raidernet 2.0, a portal to network access via secure login using single sign-on, serves as the entry point for many students tasks included registration for classes. Students enrolling in online classes are made aware of the additional cost (distance learning fee) associated with enrollment in online classes through a student bill[2] with fees itemized at the time of registration. This fee is clearly disclosed on the NWF website[3] and in the College Catalog.[4] Additionally, this fee is posted in the class section notes[5] for each distance learning section in the class schedule and can be reviewed prior to registration.

Proctored Exams

Students enrolled in distance learning courses are provided with free options to complete proctored exams: *ProctorU* and face-to-face at the College testing center. In Spring 2016, *ProctorU* was offered as a free proctored testing option to distance learning students. Therefore, the only potential cost associated with proctored exams for distance learning students is attributed to a student's choice to register late for a *ProctorU* exam or to take proctored tests at a site other the College testing center. These fees are disclosed on the NWF website, [6] and on the Off-Site Proctor Form[7] request.

Distance Learning: Projected Charges for Online Classes

Students enrolled in distance learning and hybrid courses incur no additional fees associated with verification of student identity or proctored testing unless a student chooses to test at an off-site center.

Sources (In Order of Appearance)

📄 Mission/Vision Statement (Page 2)

📄 DL Fee Receipt

📄 Online Fin. Aid and Fees

📄 Catalog DL Fees

📄 DL Fee in Class Description

📄 NWF website proctoring cost

📄 RemoteProctoringSiteForm

16. Federal Requirement 4.9

Definition of Credit Hours
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)*

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

At Northwest Florida State College (NWF), the definition of a credit hour follows commonly accepted practices in higher education and facilitates the College's program offerings, as outlined in the College's mission[1] to ""deliver outstanding educational programs that are relevant, accessible, and engaging for students . . . ." The credit hour definition derives from the federal and state definitions of credit hours presented in

- the Code of Federal Regulations 34 (CFR) 600.2,[2]

- the SACSCOC Policy Statement on Credit Hours,[3]

- the Carnegie credit hour definition,[4] and

- the Florida Administrative Code (FAC) 6A-10.033.[5]

Florida Administrative Code (FAC) 6A-10.033 provides the following definitions, to which NWF adheres: one (1) college credit is "based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours."

NWF's credit hour definition is found in its Board of Trustees Policy AA 13.00:[6]

1. 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 weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

From this definition, the College has developed guidelines for the number of hours awarded for a course:

NWF College Credit Courses: College credit courses are composed of lecture and/or laboratory hours. A class that meets 15 lecture hours receives one semester hour's credit. A class that meets 30-45 lab hours receives one semester hour's credit. In most lab courses, 30 lab hours earns one semester hour's credit. A limited number of classes in the sciences and other disciplines require 45 lab hours for one credit.

Distance Learning and the NWF Credit Hour Definition: Credits for courses that differ from the traditional lecture are derived from the standard definition and follow the Code of Federal Regulations 34(CFR) 600.2. For example, distance learning and hybrid courses require the same student learning outcomes and the equivalent amount of work with a different amount of in-class time.

NWF Definition of a Clock Hour: Aligning with Code of Federal Regulations 34 (CFR) 600.2, NWF defines a clock hour as a 60-minute hour.[7]

Continuing Education Courses: Continuing Education courses do not earn college credit. They are scheduled for the appropriate number of lecture and/or lab hours to meet content requirements.

NWF does not offer credit via any method or calculation that differs from commonly accepted practices in higher education.

Transfer Credit

Transfer credit is evaluated for every applicant with a completed admission file. NWF awards credit for transferred credits as authorized by Florida Statute Section 1007.24(7).[8] As required by the statute cited above, transfer of any successfully completed equivalent course from one participating institution to another is guaranteed, and equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. Florida's Common Course Numbering System[9] and various articulation agreements[10] among the Florida College System, the State University System, and participating private institutions ensure that credit from equivalent courses are automatically transferable.

Credit from a regionally accredited institution for a non-equivalent course is awarded based on the following criteria:[11]

- Breadth, depth and rigor of course content as evidenced by course syllabi, prerequisites, placement test scores, exit requirements, student portfolios, textbooks, writing or oral communication requirements, grading standards, catalog descriptions, etc.
- Qualifications of the faculty member(s) providing the instruction
- Age of credits
- Recommendations through other established credit assessment bodies (e.g. ACE)
- Institutional accreditation via other professional assessment/accrediting bodies (e.g. AMA, NLN, state agency)
- Secondary documentation of course competencies (e.g. professional certification, standardized exam scores, etc.)

NWF may accept credit from non-regionally accredited institutions[12] if (1) the coursework was at the college level, (2) was relevant to the program of study, and (3) resulted in student learning outcomes at least equivalent to those of students enrolled in comparable courses at NWF. Both the NWF instructional department responsible for the course subject area and the Registrar must agree that the college will accept such credits.

NWF awards credits for certain industry certifications. Such credits are awarded on a per course basis; faculty members evaluate which NWF courses are equivalent to the various proficiencies inherent in an industry certification.[13] These credits are transcripted by course,[14] not by block; NWF does not award block credit.

NWF does not offer credit via any method or calculation that differs from commonly accepted practices in higher education.

Credit Hour Policy and Procedure Implemented and Verified

Department chairs and program directors propose new courses, guided by the expertise of their faculty, student needs, and appropriate handbooks, such as the Curriculum Guide.[15] Each proposal is reviewed, discussed, revised, and then voted on, a process spanning two meetings of the College's Curriculum Committee,[16] chaired by the Vice-President of Academic Affairs and composed of faculty, chairs and program directors, academic deans, and appropriate Student Affairs and Institutional Research staff.

Discussions of proposed or substantively revised courses address the level of rigor and the amount of in-class and out-of-class work necessary for a student to master the associated learning outcomes; from this discussion, the number of credits for each course is assigned, pending approval by the Florida Department of Education's Statewide Course Numbering System (SCNS), which ensures commonality among the courses offered by the state post-secondary institutions. For the state core general education courses, further state oversight of student learning, and thus the time and credits required, is provided through statewide student learning outcomes.[17]

Similar oversight is provided in the Career and Technical Education subject areas through the student learning outcomes in Florida's State Curriculum Frameworks.[18] Staff submit official course syllabi and instructor syllabi to both the College's Curriculum Committee and the State Common Course Numbering System. These official syllabi include details of the proposed new or revised courses, including proposed credit hours for each course, as indicated in Table 4.9-1, below.

Table 4.9-1
Compliance with and Implementation of NWF Credit Hour Policy

Type of State Authorized Post-Secondary Credit from F.A.C. 6A-10.033	Procedure for Determining Credit	Link to master course syllabus	Link to academic plans	Link to catalog description	Link to student transcript

College credit—associate or baccalaureate programs	Traditional lecture: 15 hours of didactic instruction and two hours outside class for every hour within class = 1 college credit	MAC 1105	Gen Ed. Plan	Yes	Student Transcript MAC 1105
	Nontraditional delivery: 15 hours of learning activities equivalent to 15 hours of didactic instruction and two additional hours for every hour within class = 1 college credit	DEP 2001	AS ECE	Yes	Student Transcript DEP 2001
	Traditional lab/studio instruction: 30-45 hours of learning activities = 1 college credit	GRA 1152C	AS Graphics Tech and Graphics Design Production CCC	Yes	Student Transcript GRA 1152C
	Nontraditional delivery of lab/studio instruction: 30-45 hours of learning activities = 1 college credit	BSC 1085C Syllabus and approval for online	Gen Ed Plan	Yes	Student Transcript BSC 1085C
	Clinical/Preceptorship/Practicum instruction for traditional off-site field settings: at least 30-53 hours of learning activities = 1 college credit	NUR 2241L	AS Nursing	Yes	Student Transcript NUR 2241L
	Internship instruction for learning in the work place under the supervision of a professional: a minimum of 45 hours per week = 1 college credit	PLA 2949	AS Paralegal	Yes	Student Transcript PLA 2949
Clock hour credit courses (non-college credit career and workforce certificate programs)	Clock hour programs: Thirty 60-minute clock hours, combination of lecture and laboratory = 1 credit hour	PMT 0145C	Welding Technology PSAV	Yes	Student Transcript PMT 0145C
Developmental Education credit (not applicable to degree or certificate)	Traditional lecture: 15 hours of didactic instruction and two hours outside class for every hour within class = 1 non-college credit	MAT 0056	N/A	Yes	Student Transcript MAT 0056
	Nontraditional delivery: 15 hours of learning activities equivalent to 15 hours of didactic instruction and two additional hours for every hour within class = 1 college credit	ENC 0025	N/A	Yes	Student Transcript ENC 0025
Institutional credit	N/A	N/A	N/A	N/A	N/A
Non-credit	Continuing education, adult basic education, or personal enrichment	ABX 02	N/A	Yes	ABE Student Transcript

Course credit or clock hours are also entered into *Ellucian Banner*, which links to *DegreeWorks*,[19] the College's degree audit software. This software ensures that all students complete the required number of credits in order to earn their declared credential.

Distance Learning

The College's credit hour policy and the administrative procedure for determining credit hours are consistent regardless of delivery, because distance learning courses also follow college policies and procedures. Distance learning course credit hours represent the equivalent amount of work as a credit hour for all other course sections with the same description. A comparison of ENC1102 on-campus[20] and ENC1102 online[21] syllabi illustrate the equivalency.

Sources (In Order of Appearance)

- Mission/Vision Statement (Page 2)
- Code of Federal Regulations Title 34
- SACSCOC Policy Statement-Credit Hours
- Carnegie Mellon Credit hour definition
- FL Admin. Code 6A-10.033
- BOT Policy AA 13.00
- FL. Statute 1007.24 (7)
- SCNS Homepage
- State-wide articulations (11)
- Catalog desc. transfer credit
- Non-Regionally Accredited Institutions
- Industry Certifications_Redacted
- Industry Certifications_Redacted transc. (Page 4)
- Curriculum Guide 2016 Final (Page 28)
- Curr. Comm. minutes- ENC 0017,0027 syllabi (18) (Page 5)
- Statewide Student Learning Outcomes CA
- Samples Curr Frameworks
- MAC 1105 College Algebra Syllabus
- Trad. MAC 1105 College Algebra
- Gen Ed Plan_AA Deg
- MAC 1105 Cat. Course Desc
- Transcript MAC 1105
- Syllabus DEP 2100 Child Growth and Development
- AS Cat. ECE Degree Plan
- DEP 2100 Cat. Course Desc.
- Transcript DEP 2100
- GRA 1152C Illustration II Syllabus
- AS Grap. Tech. Cat. Degree Plan
- Grap. Design Prod. Cat. Academic Plan

GRA 1152C-Cat. Course Desc.

Transcript GRA 1152C

BSC1085CSyllabus

BSC 1085C Hybrid C4 and On-Line C6 Form

BSC1085C-Cat. Course Desc.

Transcript BSC 1085C

NUR 2241L Nursing Process IV Clinical Syllabus

AS Nursing Cat. Degree Plan

NUR 2241L Cat. Course Desc.

Transcript NUR 2241L

PLA 2949 Internship-Paralegal Syllabus

AS Paralegal Cat. Degree Plan

PLA 2949 Cat. Course Desc.

Transcript PLA 2949

PMT 0145C Flux-Core Arc & Gas Tungsten Arc Welding Syllabus

PSAV Welding Cat. Degree Plan

PMT 0145C Cat. Course Desc.

Transcript PMT 0145C

MAT 0056 - Developmental Mathematics Module Syllabus

MAT 0056 Cat. Course Desc.

Transcript MAT 0056

ENC 0025 Developmental Writing II Syllabus

Cat. Desc. ENC 0025

Transcript ENC 0025

ABX 02-ABE READING Syllabus

ABX Cat. Course Desc.

Transcript_ABX 0230_Redacted

Degree Works Sample

ENC1102 - Trad. 20924

DL Syllabus ENC1102 - 21001

DEP 2100 Child Growth and Development Syllabus

Transcript GRA 1152C

17. Comprehensive Standard 3.13.a

Policy Compliance: 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.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
3.13 – Policy Compliance

Northwest Florida State College (NWF) complies with the policies of the Commission on Colleges and is dedicated to complying with *The Principles of Accreditation: Foundation for Quality Enhancement.*

The administration, faculty, and staff of the College are routinely updated on the status of the College's efforts in complying with the Commission's policies. Additionally, in accord with the College's mission[1] to deliver outstanding programs, appropriate administrators, program directors, and faculty are identified as being responsible for creating, reviewing, and implementing policies and procedures to ensure compliance in their respective programs.

Integrating Policy Compliance into College Operations

Accreditation: At NWF, the appropriate academic dean oversees the accreditation efforts of his/her related programs. The deans are trained and charged with implementing and complying with the Commission's policies and procedures.

SACSCOC Resource Room: The accreditation liaison maintains a SACSCOC Resource Room which includes a library of College accreditation documents and SACSCOC resources. Electronic files of SACSCOC policies are also posted on the college "share" drive for easy reference for all employees.

According to the Commission website ("Institutional Resources" at http://www.sacscoc.org), to be in compliance with CS 3.13, the College's Fifth-Year Report is required to document compliance with specific aspects of the following policies:

A. "Accrediting Decisions of Other Agencies"

B. "Collaborative Academic Arrangements: Policy and Procedures"

C. "Complaint Procedures Against the Commission or Its Accredited Institutions"

Each of these policies is addressed on the following pages.

3.13(A) – Accrediting Decision 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.)

Narrative:
Required Documentation

1. Agencies that currently accredit Northwest Florida State College and its programs:

a. U.S. Department of Education (DOE) recognized agencies.

    i. Southern Association of Colleges and Schools Commission on Colleges[2]

        1866 Southern Lane, Decatur, GA 30033-4097

b. Other Agencies

    i. Paramedic CCC

        Commission on Accreditation of Allied Health Education Programs[3]

        4101 W. Green Oaks Blvd. Suite 305-599, Arlington, TX 76016

    ii. Associate Degree Nursing

        Accreditation Commission for Education in Nursing[4] Inc. (ACEN),

        3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326

    iii. Bachelor of Science Nursing

        Commission on Collegiate Nursing Education(CCNE)[5]

        One Dupont Circle, NW, Suite 530, Washington, DC 20036

    iv. Dental Assisting PSAV

        American Dental Association Commission on Dental Accreditation[6]

        211 East Chicago Ave, Chicago, IL 60611

    v. Firefighter I/II PSAV

        Florida Bureau of Fire Standards [7]

        200 East Gaines Street, Tallahassee, FL 32399

    vi. Auxiliary Law Enforcement Officer (Basic) PSAV, Correctional Officer Basic PSAV, Law Enforcement Officer Basic   PSAV

        Florida Department of Law Enforcement[8]

        2331 Phillips Rd., Tallahassee, FL 32308

2. Date of the most recent review by each agency and any negative action taken by the agency:

a. U.S. Department of Education (DOE) recognized agencies.

    i. Southern Association of Colleges and Schools Commission on Colleges: July 8, 2011

b. Other Agencies

    ii. Commission on Accreditation of Allied Health Education Programs: January 16, 2014

    iii. Accreditation Commission for Education in Nursing, Inc.: July 29, 2015

    iv. Commission on Collegiate Nursing Education: May 19, 2014

    v. American Dental Association Commission on Dental Accreditation: August 6, 2010

    vi. Florida Bureau of Fire Standards: August 18, 2016

    vii.Florida Department of Law Enforcement: June 30, 2015

3. Statements used to describe Northwest Florida State College in the accreditation application:

    i. Southern Accreditation of Colleges and Schools Commission on Colleges

"Northwest Florida State College (NWF) was founded in 1693 as a two-year, open access public institution accredited by the Southern Association of Colleges and Schools Commission on College. In 1963 the institution's name was Okaloosa-Walton Junior College. The NWF mission is to improve lives; the College delivers outstanding educational programs that are relevant, accessible, and engaging for students of all ages and provides exceptional cultural, athletic, and economic development activities for the communities served. The College commits to excellence, creativity, integrity, and service. Located in Northwest Florida, NWF serves Okaloosa and Walton counties. The College operates six campuses and centers in Niceville, Fort Walton Beach, Crestview, DeFuniak Springs, South Walton County, and Hurlburt Field. In 2014-15, NWF served 13,248 students, 60% of whom attended part time, and 78% were enrolled in credit-bearing programs. Their average age was 26.7 years old, 13.6% were first-time-in-college students, and 56.6% were women. NWF was accredited by SACSCOC in 2004 to offer baccalaureate degrees, but the College maintains its primary focus on associate and certificate programs and its open access admissions policy. Similar in location, program offerings, and student characteristics, NWF's peer institutions are College of Central Florida, Gulf Coast State College, Pensacola State College, Polk State College, and St. John's River State College."

ii. Commission on Accreditation of Allied Health Education Programs

None used

iii. Accreditation Commission for Education in Nursing, Inc.

"NWFSC campus locations include Niceville and Fort Walton Beach. There are five centers, including the

Chautauqua Center in DeFuniak Springs, the Robert L. F. Sikes Education Center in Crestview, the Eglin Air Force Base Education Center, the Hurlburt Field Education Center, and the South Walton Center in Santa Rosa Beach. NWFSC has multiple classrooms, laboratories, and open access student computer stations on each campus. Additionally, the college offers a sports complex, an ROTC program, a child development center, and a criminal justice center. The Niceville campus houses the Mattie M. Kelly Cultural and Environmental Institute and Mattie M. Kelly Fine and Performing Arts Center. The current NWFSC curriculum includes Bachelor's Degrees, Associate of Arts Degrees, Associate of Science Degrees, College Credit Certificate Programs, Applied Technology Diplomas, Vocational Credit

Certificates and continuing/lifelong learning programs. The college is accredited by the Southern Association of College and Schools Commission on Colleges, http://www.sacscoc.org, and received its ten-year reaffirmation of accreditation in 2010 (Item 6).

Northwest Florida State College (NWFSC) is a public college and is part of the Florida College system that is comprised of 28 state and community colleges. NWFSC was founded in 1963 as Okaloosa-Walton Junior College with its primary mission to provide developmental education, associate degrees, and vocational certificate programs for the two county service area. This mission, which is reflective of Florida statutes, continued through the college's years as Okaloosa-Walton Community College (1988 to 2004), until baccalaureate level programs were added and the name was changed first to Okaloosa-Walton College (2004-2008) and then to its current name, Northwest Florida State College (Item 4). During the academic year 2014-2015, nearly 17,000 students were enrolled across the seven college locations.

NWFSC serves Okaloosa and Walton counties in the coastal area of Northwest Florida. The 2013 estimated census for both Okaloosa and Walton county populations is just over 253,600. The median age of residents of Okaloosa County is 36.8 years and Walton County 45.6 years, and approximately 16% of persons are age 65 or older. Ethnic diversity is low, with approximately 83.8% of the population

identifies as Caucasian (Item 5.)"

iv. Commission on Collegiate Nursing Education

"Located in the coastal heart of Northwest Florida, Northwest Florida State College (NWFSC), formerly Okaloosa-Walton College (OWC), has earned a reputation for educational excellence and community involvement. The college's two-county service district stretches from the Gulf of Mexico to the Alabama state line and encompasses a population in excess of 230,000 permanent residents. In addition to a 264-acre campus in Niceville, the college operates a joint campus with West Florida in Fort Walton Beach, The Chautauqua Center in DeFuniak Springs, the Robert L. F. Sikes Education Center in Crestview and full-time Centers at Eglin Air Force Base and Hurlburt Field. Students in the RN to BSN program may

choose to complete general education courses at any of these sites. Upper division nursing courses are offered at the more central Niceville Campus, while clinical experiences will be located in Okaloosa and Walton counties for student convenience.

The educational choice for approximately 16,000 students each year, the college offers a full spectrum of academic programs, ranging from adult basic education and career-technical certificate and a National Blue-Ribbon Charter High School, to associate of arts, associate of science, associate of applied science, bachelor of science and bachelor of applied science degree programs. NWFSC associate of arts degree

graduates routinely outperform their native counterparts in the Florida University System and placement rates for individuals completing career-technical programs have exceeded 95% since 1997."

v. American Dental Association Commission on Dental Accreditation

None used

vi. Florida Bureau of Fire Standards

None used

vii. Florida Department of Law Enforcement

None used

4. Any agency that has terminated accreditation, the date, and the reason for termination:

a. No accrediting agency has terminated any accredited program at NWF.

5. The date and reason for the institution voluntarily withdrawing accreditation with any accrediting agencies.

a. NWF has not voluntarily withdrawn accreditation with any accrediting agency.

Sources (In Order of Appearance)

Mission/Vision Statement (Page 2)

SACS_Letter_3.13

Emergency Medical Technician (CAAHEP)-Paramedic

ACEN

BSN(CCNE)board approval

CODA Accreditation Certificate and Letter (Dental) 2010 NWFSC DA

Fire Fighter Training Center

Criminal Justice Training Center(FDLE)

17. Comprehensive Standard 3.13.b

Policy Compliance: 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).

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Maintenance of Formal Grievances: In support of its mission[1] to commit to excellence, integrity, and service, Northwest Florida State College (NWF) has established and clearly published informal and formal complaint processes that identify the steps involved in resolving any conflict with the College. The complaint process is outlined in the College's catalog located on the institution's website. These processes were developed with the intent of providing an avenue for persons within the College community, as well as those outside the College community, to voice concerns. All persons are encouraged, but not required, to seek resolution beginning with the informal process. If the complaint cannot be resolved informally, a formal process is available. See FR 4.5—Student Complaints for a more detailed explanation of the College's policies and procedures regarding how student complaints are addressed.

Once a complaint is formalized, the case is assigned to the appropriate college employee. The assigned employee is responsible for conducting an investigation and documenting their findings. If appropriate, persons filing a complaint will be informed of the outcome. If the person filing the complaint feels that his/her issue has not been resolved then he/she may proceed to the appeal process.

The *College Catalog and Student Handbook* clearly state how complaints or dissatisfaction may be expressed to the administration for resolution of college-related issues. All parties are encouraged to seek informal resolution during a first contact with the specific college employee.

Informal Complaint Process[2]: Any persons who believes they have a concern with the College are strongly encouraged to address their concern directly with the College employee who is directly involved with the concern. If the person voicing the concern does not feel his/her concern has been addressed at the informal stage of the process or if the person feels stress or is intimidated by the informal process, he/she may initiate the Formal Complaint process.

Formal Complaint Process[3]: Any person who wishes to file a formal complaint with the College may do so by completing the appropriate form located on the College website. Once submitted the file will be assigned to the appropriate college employee for investigation. Ensuring the rights of the Family Educational Rights and Privacy Act (FERPA), Clery Act and the Health Insurance Portability and Accountability Act (HIPAA), if appropriate, the investigator will notify all parties of the outcome of the investigation. Once rendered, the decision is final and can be appealed only if the associated party believes that the initial investigator erred in his/her investigation or application of college sanctions.

If an appeal is filed, it will be reviewed to determine if the complainant has clearly identified an error in the original investigation or decision. If determined to be valid, the appeal will be forwarded to Step 2 appeal process.

The Step 2 Appeal process is heard by a panel of five persons. This panel consists of two full-time college employees, one full-time Student Affairs employee and two students. The person filing the complaint and the investigator in Step 1 then present their "cases" to the panel who then renders a decision. Complying with the requirements outlined in Step 1 the decision will be shared with the person filing the complaint. The decision of the committee is final except, as in Step 1, if the person filing the complaint can document an error in the proceedings he/she may file a Step 3 appeal to the Vice President of Academic Affairs utilizing the same process identified in Step 1.

If a Step 3 Appeal is filed, it will be reviewed to determine if the complainant has clearly identified an error in the Step 2 decision. If determined to be valid, the appeal will be forwarded to the Vice President of Academic Affairs for review. The Vice President of Academic Affairs will then investigate the Step 3 Appeal and render a decision. This decision is final and the person filing the complaint doesn't have any further recourse within the college's processes.

Maintenance and Location of Complaint Records: All formal complaints are fully documented from the initiation of the complaint through its resolution. Formal complaints and related records are maintained separately from the student's academic records. Prior to January 2016, all formal complaints, grievances, and appeals were housed in the appropriate administrative office. In January 2016, the College began using a centralized commercial database program, *Maxient*, to document and house all information related to a formal complaint from initial reporting to resolution. See Table 3.13-1 below for responsible College personnel and record storage procedures.

Table 3.13-1
Maintenance of Complaint Records

Type of Grievance, Complaint, or Appeal	Person Responsible	Location of Complaint Records (Centralized)	Elements Included in Complaint Record(s)
Academic Grievances	Vice President of Academic Affairs	Centralized Common Database	1. Grade Grievance form
			2. Minutes, documents, forms, communications, notes, support files and "other" related items
			3. Official Record of Disposition
Non-Academic Grievances	Dean of Student Affairs	Centralized Common Database	1. Formal Grievance form
			2. Minutes, documents, forms, communications, notes, support files and "other" related items
			3. Official Record of Disposition
Title IX	Title IX Coordinator	Centralized Common Database	1. Title IX Grievance form
			2. Minutes, documents, forms, communications, notes, support files and "other" related artifacts.
			3. Official Record of Disposition

Sources (In Order of Appearance)

Mission/Vision Statement (Page 2)

Student Handbook informal grievance Catalog (Page 9)

Student Handbook formal grievance Catalog (Page 10)

17. Comprehensive Standard 3.13.c

Policy Compliance: 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.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Northwest Florida State College (NWF) faculty and administrators have been careful to include a review of the College's distance and correspondence education programs and courses throughout the Fifth-Year Interim Report. In accordance with the College's mission statement to deliver outstanding and accessible educational programs,[1] NWF complies with this standard.

NWF offers no correspondence courses or programs.

As a routine part of its assessment process, NWF incorporates the assessment of online courses and programs into its overall assessment process. All faculty, including those who teach online, are evaluated using the same criteria. All credit courses, including on-line courses, are evaluated annually, with department chairs and program directors paying specific attention to online retention and success rates as compared to those taught on-campus. In addition, online courses go through a more rigorous evaluation process as a part of Program Review. Using a Distance Learning Course Review Rubric[2] based on guidelines from Quality Matters and SACSCOC's Best Practices for Electronically Offered Degree and Certificate Programs, faculty review and rate their courses, reflecting on strengths and areas for improvement.

All online courses at NWF are developed in accordance with the Distance Learning guidelines[3] published in the Faculty Handbook and SACSCOC's Best Practices for Electronically Offered Degree and Certificate Programs.[4] Before a course can be offered online, appropriate faculty and/or program chairs submit a Course Alternate Delivery Form[5] to the Curriculum Committee for two reviews prior to the course being offered in the online format.

In response to faculty requests for additional support for on-line instruction, the Learning Technology team developed an Online Instructor Certification[6] course to provide an opportunity for professional development based on best practices. Faculty who teach on-line courses are also directed by the guidelines established in the Distance Learning section of the Faculty Handbook.

Although distance learning is addressed within each standard of the Fifth-Year Interim Report, Table 3.13-2 condenses the assessment process in place so that compliance with CS 3.13.2 (C) is fully documented.

Table 3.13-2
Assessment of Distance/Online Learning throughout the Fifth-Year Interim Report

CR 2.8: Number of Full-Time Faculty	NWF has an adequate number of qualified faculty to support its distance learning courses and programs. Typically, full-time faculty teach distance learning courses, with adjunct faculty teaching only after content mastery has been demonstrated in the traditional classroom and expertise with the learning management system (LMS) has been documented. All faculty teaching distance learning courses must meet the criteria established in the Faculty Minimum Qualifications to teach online, with rare exceptions. Full-time faculty can include up to two distance learning sections as part of their teaching load. Although included in the appropriate regular program reviews, these courses are also subject to a separate Distance Learning Program Review, with the data collected for comparison to traditional and hybrid delivery success rates.

CR 2.10: Student Support Services	NWF provides student support programs, services, and activities to all students, regardless of location. The following examples support the College's efforts to accommodate its online students' needs: Admissions: Online admissions is available through Recruiter which is accessed through the College website. Advising: Advising is available over the phone and through email as well as in person. Registration: Online registration is available through Raidernet that is accessible through the College website. Blackboard: Questions concerning admissions, records and registration, financial aid, and student accounts can be answered 24/7/365 via website, phone, or chat. Orientation: An orientation is available to online students through the College website. College Catalog: The current catalog, as well as older versions, is available through the College website. Academic Plans: Online students can access program of study information through the College Catalog, available on the College website. Calendar: The College website hosts a robust, interactive calendar that allows students to sort dates by area of need. Tutoring: Free tutoring is available online through Smarthinking and email. Assignment Submission: Online students can submit assignments through email and through the College's learning management system. *RegisterBlast*: Online students can create appointments to take exams at the College's testing center. ProctorU: Online students can create appointments to take exams off-site. Access to Instructor Feedback: Professors provide feedback to online students through the *Desire2Learn* (*D2L*) learning management system, phone, and email.
CS3.2.8: Qualified Administrators	In response to recommendation from faculty and the Distance Learning Committee, the College hired a Director of Instructional Technology and Online Education, who has instructional design qualifications, in January 2016 to lead the Learning Technologies Department and assist faculty with curriculum development for distance learning courses. Initial projects included the creation of a five-year instructional technology plan, formal faculty training in best practices for the institution's learning management system, and a revised course shell template created in response to student feedback. The director reports to the Director for Information Technology and also collaborates closely with the Vice-President for Academic Affairs. The director is evaluated annually.

CS 3.3.1.1: Effectiveness: Educational Programs (Student Learning Outcomes)	Courses and programs available in a distance learning format are evaluated annually using the same student learning outcomes, assessments, and benchmarks as on-campus courses and programs. These data are included in annual assessments and program reviews. For each program, achievements in student learning outcomes are disaggregated by online course sections and on-campus course sections in order to compare student success. Part of the Program Review also includes a reflective, peer-reviewed analysis of distance learning courses (see DL Program Review Form). This information is reported to the department chair/program director to include in the full program review. Information gleaned from these reports is used to inform the continuation and/or implementation of pedagogical strategies in distance learning courses. Student Evaluations of Instructors: All instructors, regardless of on-campus or online teaching assignment, are evaluated by students during the same evaluation window using the same assessment instrument. With the implementation of CoursEval software in Fall 2015, faculty can see the results of their evaluations as soon as grades are posted, allowing instructors timely feedback so that course modifications can be made, if necessary, prior to the following semester. Appropriate deans and administrators also have access to these reviews. In addition, all faculty teaching online must complete the Online Instructor Certification Course in order to begin teaching online. Administrative Review of Online Courses: Department Chairs and Program Managers review all courses each semester, including distance learning courses. The Distance Learning Committee, comprised primarily of faculty who teach online, is in the process of creating a best practice checklist and a common course shell to help improve consistent online course delivery and evaluation across the institution. Distance Learning Course Improvement: NWF currently requires that all course sections, whether taught on-campus or online, use D2L shells. Currently, all sections are required to have syllabi posted, and faculty are encouraged to use the D2L "Gradebook" and "News" tools. In addition, the Academic Affairs Committee has conducted research to determine programs with the highest enrollment that can be delivered effectively online in addition to on-campus. Deans have worked with Department Chairs and Program Directors to determine which courses might be designed for online instruction and created a timeline for implementation.
CS 3.4.3: Admission Policies	Admissions policies for on-campus students and distance learning students are consistent and published on the College website. Currently, NWF offers eight AA transfer degrees, two Bachelor's degrees, one AS degree, and six college credit certificates online.
CS 3.4.11: Qualified Program Coordinators	All distance learning courses are supervised by department chairs, program directors, and/or deans who have been trained in online pedagogy. Faculty who teach distance learning courses must receive training and adhere to College guidelines in developing online courses. The Director of Learning Technology serves as a non-voting member of the Curriculum Committee, ensuring he is kept abreast of program and course decisions in order to maintain alignment of the traditional and distance learning course offerings.
CS 3.11.3: Physical Facilities	Northwest Florida State College has adequate facilities to support all of its programs, including technological resources to support online learning. Sufficient technology staff is assigned to troubleshoot issues and maintain resources at each instructional location. The College is currently using Desire2Learn (D2L) LE v10.5.3 for its Learning Management System. The Institutional Technology Department is centrally located on the College's main campus and houses Learning Technologies and a Help Desk. Assistance is available for students who wish to come in person, but students may also call or submit an electronic request. Feedback from the Noel-Levitz Student Satisfaction Inventory indicates that students are satisfied with the technological services provided, earning a rating of 5.92 on a scale of 7, .19 above the national average.

FR 4.1: Student Achievement	Student performance in distance learning courses is reported annually in aggregate and disaggregate student achievement data to ensure the effectiveness of distance learning delivery. Additional data points include enrollment and retention reports, graduation and course completion rates, and student success rates. Student performance in online and on-campus courses and programs are compared. These comparison data are used by the Director of Learning Technologies to improve distance education, in cooperation with the faculty on the Distance Learning Committee, the Office of Academic Affairs, and the Program Directors and Department Chairs. NWF offers two bachelor programs, eight AA transfer degrees, one AS degree, and six certificates fully online. Distance learning course evaluations are a mandatory part of each three-year Program Review and are submitted to the Board of Trustees for review.
FR 4.2: Program Curriculum	The Dean of General Education and Grants, Dean of Career and Technical Education, department chairs, and program managers carefully review courses to determine which ones can be most effectively taught online. In Spring 2016, these administrators conducted a thorough review of current course and program offerings and identified additional courses that could be developed in an online format to meet the demands of students. Before any course can be delivered in an online format, it must go through the Curriculum Committee's additional review to determine its appropriateness for online delivery. In addition, this group recommended additional support and opportunities for professional development for the College's instructors who teach online.
FR 4.3: Publication of Policies	NWF policies regarding the College calendar, grading, and refunds apply to online and on-campus students equally. Distance learning students have immediate access to all relevant policies through the online College Catalog and College website, which address, among other policies, current academic calendars, grading policies, and refund policies.
FR 4.4: Program Length	In accordance with the Distance and Correspondence Education Policy Statement issued by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC),"[p]rogram length is appropriate for each of the institution's educational programs, including those offered through distance education…" Programs available through distance education are identical in length to those offered traditionally and thus comply with all Florida statutes and rules. NWF offers the programs noted in Table 4.4-3 entirely through distance education.
FR 4.5: Student Complaints	The College has procedures for student complaints accessible to all students, whether on-campus or online. The procedures to submit complaints, appeals, and grievances are the same for all students, on-campus and online.
FR 4.6: Recruitment Materials	All printed and electronic recruitment materials accurately represent the policies and practices governing distance learning classes and programs. The Office of Marketing and Public Relations coordinates with the appropriate dean and/or program director in preparing brochures, advertisements, presentations, and other recruitment materials for all programs, including distance learning programs.
FR 4.7: Title IV Program Responsibilities	NWF State College complies with all Title IV program responsibilities for disseminating financial aid and consumer information to all students whether they attend on-campus or online classes. Annually updated information is accessible to the public and all students through the college website, college catalog, and Financial Aid Brochure.
CS 3.10.2: Financial Aid Audits	NWF's financial aid audits are inclusive of funds distributed to students enrolled in all classes, both on-campus and online. NWF's financial aid audits, conducted by the Florida Auditor General's Office, demonstrate the College's commitment to accountability and integrity. The College has had no adverse or non-compliance concerns in Title IV programs, nor has the College received questioned costs or improvement recommendations that would affect distance learning.

FR 4.8: Distance/Correspondence Education	Verifying Student Identity during Registration: The narrative above describes the process whereby the College verifies that the student who registers for an online course is the student who takes the assessments and earns the course credit. Requiring a secure username and password login and access to the student orientation guide ensures this process is followed.

Verifying Student Identity during Testing: The narrative above also describes how the unique secure username and password login through D2L ensures student identity. In addition to using proctoring tools such as Respondus, ProctorU, and Turnitin, many instructors incorporate best practices, including time limits for assessments and randomized question order. If students use the College testing center or other approved off-site testing center, a College ID or a government issued photo ID must be presented.

NWF has numerous policies and procedures to protect the privacy of distance learning students including secure systems such as SIS and LMS, which verify through a single sign-on process, and use a secure password management system.

Students enrolled in distance learning and hybrid courses incur no additional fees associated with verification of student identity or proctored testing unless a student chooses to test at an off-site center. |
| FR 4.9: Definition of Credit Hour | The College's credit hour policy and the administrative procedure for determining credit hours are consistent regardless of delivery, because distance learning courses also follow college policies and procedures. Distance learning course credit hours represent the equivalent amount of work as a credit hour for all other course sections with the same description. A comparison of ENC1102 on-campus and ENC1102 online syllabi illustrate the equivalency. |

Sources (In Order of Appearance)

- Mission/Vision Statement (Page 2)

- NWF DL Prog Review Online

- FacultyHandbook2016_2017_Final (Page 84)

- Best Practices for Electronically Offered Degree and Certificate Programs_ SACSCOC

- Proposal_for_Distance_Learning_or_Hybrid_Delivery (1)

- DL Training Opportunities (005) (6)

- Fac. Quals-DL 8-29 (Page 23)

- Admin. Gov. DL Committee pg. 5 (Page 5)

- Online Admissions

- AA Online Degrees

- Bachelor's Degrees Online

- AS Degree Online

- Certificates Online

- E-Campus Faculty Professional Development

- Why Online

- ENC1102 on-campus

- ENC1102 DL

- DL-Online-Course-Chklst-2016