

EFFECTIVENESS PLANS BEST PRACTICES

Team AASPIRE

October 2025

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Outcomes Page Header Color Coding

OPERATIONAL OUTCOMES
STUDENT LEARNING OUTCOMES
PROGRAM LEARNING OUTCOMES
PROGRAM REVIEW

Notes

Example Program Learning Outcomes will not have results at this time because this is the first year implementing such outcomes and results will not be available until the end of the academic year. Notes have been made in these outcomes to state that the data is unavailable.

All outcomes had documentation attached as evidence when entered into Anthology, but these documents have not been included in this booklet in an effort to condense the content. In areas where evidence was removed, a note of “Evidence Uploaded” will take its place.

About the Effectiveness Plans

Each year, Florida SouthWestern State College's Office of Accountability & Effectiveness aids administrative units and academic programs in the development and tracking of their respective "Effectiveness Plans." Creating a formal "Effectiveness Plan" is an important step in consistently documenting the continuous improvement efforts educational leaders engage at FSW. Institutional Effectiveness is the extent to which planned outcomes, goals, or objectives are achieved as a result of an activity, strategy, intervention, or initiative intended to achieve the desired effect. Thus, a useful Effectiveness Plan is one that contains clearly written outcomes, strategies for meeting those outcomes, and has appropriate assessment techniques for measuring how well those outcomes have been achieved. Finally, to "close the loop" on the institutional effectiveness cycle, each Effectiveness Plan should use results in a meaningful, impactful way (continuous improvement).

Annual Effectiveness Plan Cycle (deadlines)

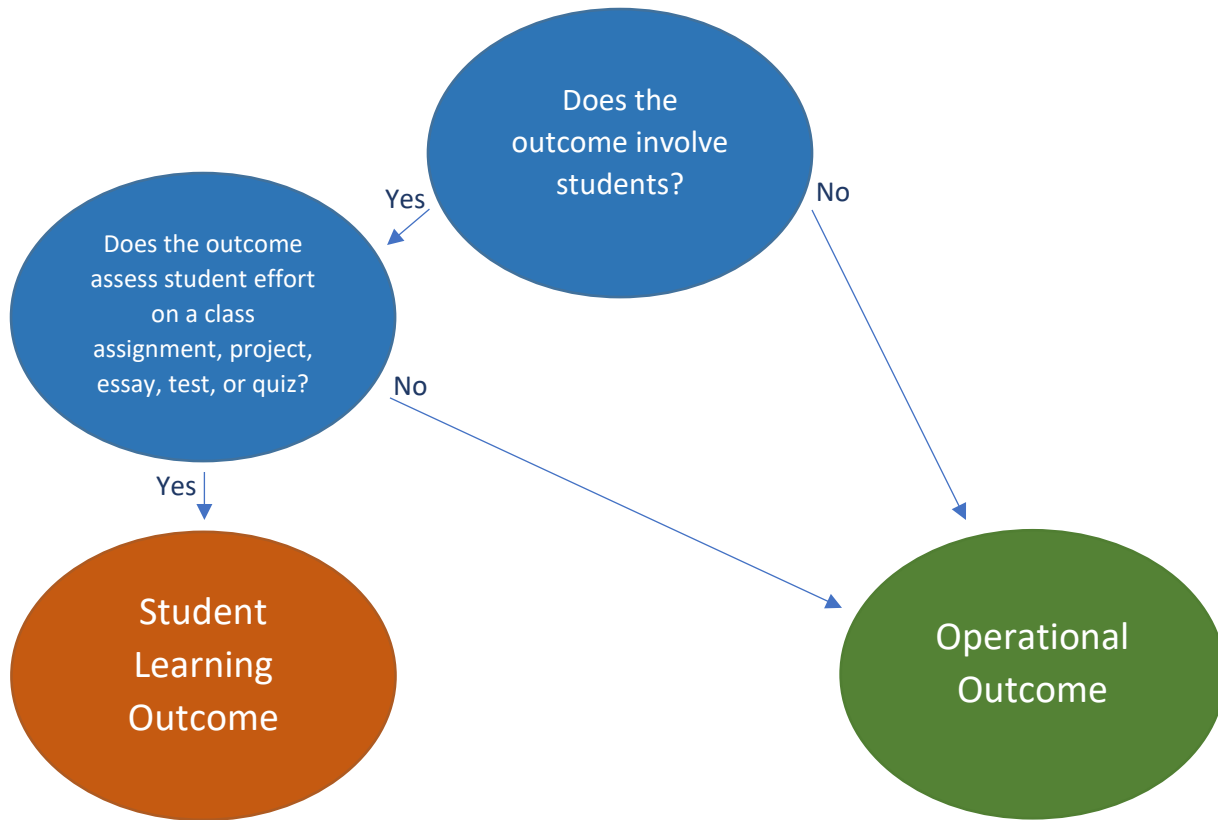
- **September:** determine an outcome/goal and enter it into the Effectiveness Plan.
- **November:** following departmental or staff meetings, adjust the outcome/goals, as needed.
- **April:** enter *Results* following outcome completion or receipt of academic assessment reports.
- **August:** following departmental or staff meetings, finalize the Effectiveness Plans by entering the *Results* and *Use of Results*.

About Anthology

Anthology is a web-based software system from Campus Labs designed to assist in housing Effectiveness Plans and Reports for continuous improvement. Anthology allows planning and assessment reports to join each other seamlessly for a smooth Effectiveness Cycle. Users can generate their own reports and edit information with ease. Anthology is licensed by Florida SouthWestern State College (FSW) for use by Florida SouthWestern State College faculty and staff for retaining, reporting, and presenting the effectiveness of academic and administrative units at Florida SouthWestern State College.

How to access Anthology

Faculty and staff who need access to Anthology must first contact the Office of Accountability & Effectiveness to request an account (see contacts in *Effectiveness Plans Resources* section of this booklet). Once access has been approved, Anthology may be accessed through the user's Florida SouthWestern State College's (FSW) MyFSW account. In MyFSW, faculty and staff must locate the "Institutional Effectiveness" tile and click the link for "Anthology – Effectiveness Plans".

Which Plan Item should I select in my Effectiveness Plans?**Student Learning Outcome**

- Primarily used by academic programs/departments.
- Assesses student effort/knowledge in the classroom.

Differences between SLO and OO

- OO requires *Alignment with Strategic Directions* (not in SLOs).
- The outcome “goal” is entered as an *Outcome Statement* (SMART statement) in OOs and an *Outcome Description* in SLOs.

Operational Outcome

- Primarily used by non-academic units of the college.
- Can be used by academic programs/departments for outcomes not involving student effort (e.g., faculty surveys, operational efforts, assessment tool identification or development, PD, classroom equipment/supplies/software updates).
- This outcome does not assess students.

Program Review – Academic Affairs

- Only used by degree programs.
- There are six Program Review components that are assessed by degree programs each year: Enrollment, Completion, Progression, Course Data, Success, and Satisfaction
- Team AASPIRE prepopulates Program Review components into the plans that require them.
- Team AASPIRE creates a Program Review report and hosts a meeting for each degree program.

Program/Unit Mission

All Programs/Departments must have a Mission Statement entered.

Operational Outcome Guidelines

Department/Unit/Program

Prepopulated

Outcome Number

Enter a number or category to identify the outcome.

Outcome Title

Enter a brief, but descriptive title to identify the outcome.

How were the results from the prior year used to develop this outcome?

Explain how this outcome was identified as needing attention—this may be based on results from a previous year, or may be a completely new topic. Describe the origin of the outcome.

Outcome Statement

This should be a SMART statement (Specific, Measurable, Applicable, Realistic and Timely). Include the goal and timeline in this statement.

Alignment to Strategic Directions 2020-2025

(select at least one of the five Strategic Directions elements below and identify if technology support is needed)

1. **EXPAND educational opportunities**
2. **ADVANCE a world-class educational experience**
3. **INNOVATE classroom/distance education methods**
4. **PREPARE students for a competitive, skilled workforce**
5. **CREATE a culture focused on continuous improvement**
- **Is this outcome related to technology?**

Assessment Method 1

Enter a description of how you will assess your success in accomplishing this outcome. Include your criteria for success. Attach a copy of the assessment measure instrument, if applicable.

Results and Analysis 1

Summarize the findings from this assessment. What were the results? What successes/weaknesses were identified? Attach a copy of your results.

Assessment Method 2

Not required, but helpful if there are multiple elements to the outcome. See Assessment Method 1 for details.

Results and Analysis 2

Not required unless Assessment Method 2 is filled out. See Results and Analysis 1 for details.

Assessment Method 3

Not required, but helpful if there are multiple elements to the outcome. See Assessment Method 1 for details.

Results and Analysis 3

Not required unless Assessment Method 3 is filled out. See Results and Analysis 1 for details.

Goal Completion Status

Select the status from the drop-down menu:

- Met: All results show success.
- Partially Met: If multiple Assessment Methods are used, at least one shows success.
- Not Met: No results show success.

Use of Results

State when, how, and with whom the results were shared, and how the results were used. Show continuous improvement by explaining what has been planned as the next step based on the outcome results.

Outcome Type

Operational Outcome

Department/Unit/Program

AASPIRE (Assessment, Accountability, Sponsored Prog, IR, Effectiveness)

Outcome Number

Accountability

Outcome Title

Faculty Credentialing Improvements

How were the results from the prior year used to develop this outcome?

In July, 2022, new staff took over the role of credentialing (FQF, IQF) operations. At that time, it was immediately determined that one of the main areas for improvement was communication with the originators of FQFs and IQFs. Areas where updated FQFs could be avoided were identified, which led to this plan.

Outcome Statement

By the end of AY 2023-24, Team AASPIRE's Office of Accountability will hold workshops with Deans and Dean supporting roles regarding FQF origination and how to avoid updating FQFs in the future.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

Evidence of workshops held, and audience attended.

Results and Analysis 1

Several credentialing workshops were held with various areas of the College throughout the year, including Education, Health Professions, Business and Technology.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

Credentialing forms (FQF, IQF) continue to be updated to simplify the process. The two members of the Office of Accountability & Effectiveness are currently working on updating credentialing forms and plan to roll-out the forms in 24-25AY. The Office of Accountability & Effectiveness continues to host workshops to keep Deans and Dean supporting roles informed on the process.

*Evidence Uploaded

Outcome Type

Operational Outcome

Department/Unit/Program

AASPIRE (Assessment, Accountability, Sponsored Programs, Institutional Research, Effectiveness)

Outcome Number

Sponsored Programs

Outcome Title

Grants

How were the results from the prior year used to develop this outcome?

Following AY 2023-24, with a tally of 40 outreaches, 9 proposals submitted (23% of outreach number, compared with 47% in 2022-2023), and 5 awarded (12% of outreach number; compared with 12% in 2022-23), the goal for AY 2024-25 will be the same. The collaboration with FGCU, a neighboring 4-year institution, for undergraduate research opportunities, has not yet produced any tangible results and is no longer a viable option due to turnover in staffing at the neighboring institution.

Outcome Statement

By the end of the 2024-2025 AY, Team AASPIRE will meet with Deans and Associate Deans (individually) to discuss faculty research with the goal of:

1. Team AASPIRE learning about potential faculty research interests
2. Team AASPIRE raising awareness of grant opportunities to academic leadership
3. Overall brainstorming of outreach exploring grant opportunities at the college

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

- Meeting minutes
- List of potential faculty interest and potential interested faculty
- Outreach options

Results and Analysis 1

Following meetings with Deans and Associate Deans, Team AASPIRE now has a lengthy list of faculty potentially interested in research. Additionally, the process for sharing grant opportunities (outreach) was discussed and no changes were requested. See the attached meeting minutes for additional topics covered and list of faculty researchers.

Regarding grant opportunity awareness, Team AASPIRE sent 19 outreach emails to faculty/leadership, 8 proposals were submitted (42% of outreach number, compared with 23% in 2023-2024), and 2 awarded (11% of outreach number; compared with 13% in 2023-2024).

OPERATIONAL OUTCOMES

	Emails	Proposals	Awarded
2021-22	34	16	7
2022-23	42	20	5
2023-24	40	9	5
2024-25	18	8	2

Proposals as % of Emails	Awards as % of Emails
47%	21%
48%	12%
23%	13%
44%	11%

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

Team AASPIRE plans to continue to share grant opportunities via email and aims to provide as much lead time to grant deadlines as possible. Also, we plan to reach out to each school, individually, in the coming months to schedule Team AASPIRE's attendance to school meetings in August or September to discuss funding opportunities with faculty.

*Evidence Uploaded

Outcome Type

Operational Outcome

Department/Unit/Program

Academic Advising

Outcome Number

2

Outcome Title

Continue developing Guided Pathways Program Maps for FSW degree programs

How were the results from the prior year used to develop this outcome?

This is part of a continued initiative that began in AY 18/19. The Florida Guided Pathways initiative is a statewide effort at the postsecondary level designed to scale pathways to dramatically boost degree completion rates and improve the social and economic mobility of graduates. FSW was one of 11 inaugural member institutions of the Florida Pathways Institute and has committed to implementing a Pathways model. The pathways model "is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to the attainment of high-quality postsecondary credentials and careers with value in the labor market." (American Association of Community Colleges, 2020).

The goal of creating 20 Academic & Career Pathways Program Maps was met during the 21/22 AY. The maps are highlighted on our Academic & Career Pathways website and shared with students by advisors. These maps were focused on the AA degree and students transferring to 4-year programs in specific majors. We continue to develop maps for more FSW degree programs including additional transfer majors for AA degree programs. We also intend to redesign the AS degree program maps into the style of the AA program maps, for uniformity of branding. Additionally, we would like to re-envision the AA program maps as useable tools rather than mere informational resources.

The Office of Academic Advising is a key stakeholder in this effort and is one of the central offices accountable for the successful implementation of Guided Pathways at FSW. Further program map development will help connect a student's goals to FSW and beyond, decrease excess credit completion, and increase retention and graduation rates.

The following specific goals were established for the 2024-25 AY:

- Creation of at least three new program maps for FSW degrees or certificates
- Redesign of existing AA program maps as a "checklist" to enable Advisors and students to track degree progress
- Finalization and delivery of School of Health Professions AS program maps in the style of AA program maps
- Editorial audit and update of all existing AA program maps
- Rebrand of program maps from Guided Pathways to Academic & Career Pathways, per branding realignment in 2023/24

Outcome Statement

By the end of FY 2024-2025 (June 30, 2025), we will create at least three new program maps for FSW degrees or certificates; redesign existing AA program maps as a "checklist" to enable Advisors and students to track degree progress; finalize and deliver School of Health Professions AS program maps in the style of AA program maps; perform editorial audit and update of all existing AA program maps; and rebrand of Program Maps from Guided Pathways to Academic & Career Pathways.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
 2. ADVANCE a world-class educational experience
 3. INNOVATE classroom/distance education methods
 4. PREPARE students for a competitive, skilled workforce
 5. CREATE a culture focused on continuous improvement
- Is this outcome related to technology? (YES)

Assessment Method 1

Create at least three new program maps for FSW degrees or certificates. Redesign existing AA program maps as a "checklist" to enable advisors and students to track degree progress.

Results and Analysis 1

This outcome was completed and exceeded expectations. We created three new program maps for Music Performance, Music Education, and Music Therapy. We also redesigned all AA program maps into a checklist format, which will make it significantly easier for students to track their progress towards completion of the AA degree and their prerequisites for transfer. The maps were designed by the Director and Associate Director of Academic Advising, and audited by two Academic Advisors for errors and inconsistencies. The maps were also presented to (and approved by) the Guided Pathways Navigation Team.

Impact on Student Success:

The new checklist format has been implemented as a primary advising tool in FTIC student advising workshops, allowing students to visualize their academic progress more clearly and make informed decisions about course selection. Initial feedback from advisors indicates the format significantly reduces time spent explaining degree requirements and helps students better understand their pathway to graduation.

*Evidence Uploaded

Assessment Method 2

Finalize and deliver School of Health Professions AS program maps in the style of AA program maps.

Results and Analysis 2

This outcome was completed comprehensively. Advising created AS Degree program maps for every School of Nursing, Allied Health, and Education degree program, in a consistent style that matches the AA program maps. Additionally, we created a map for the AS in Digital Arts and Multimedia Production, under the School of Arts Humanities and Social Sciences. These new resources help students understand the transition between programs more effectively and provide a consistent format for our guidance to students.

Enhanced Student Support:

The standardized format across all degree types eliminates confusion for students considering program changes or dual degrees, and provides consistent messaging about program requirements and career pathways.

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Assessment Method 3

Perform editorial audit and update of all existing AA program maps. Rebrand of program maps from Guided Pathways to Academic & Career Pathways.

Results and Analysis 3

This outcome is complete. All program maps have been re-branded using the updated "Academic & Career Pathways" logo, replacing the "Guided Pathways" branding. This change was based upon consistent feedback that the term Guided Pathways was not sufficiently clear to faculty, staff, students, and families.

Advising conducted a comprehensive audit of all program maps for the 2024-25 catalog, including numerous anticipated general education changes for the upcoming year that would affect course availability. Additionally, FSW Advising collaborated closely with FGCU to audit every AA program map for consistency with FGCU's prerequisite requirements. While the existing maps were mostly accurate, this collaboration yielded several nuanced adjustments to improve accuracy and ensure seamless transfer for students.

Expanded Transfer Support:

Beyond our AA Program Maps, FSW Advising and FGCU collaborated to create Transfer Guides for every FGCU major. These guides display course equivalencies for all FGCU prerequisite coursework and include special program requirements students must consider when seeking to transfer. This comprehensive approach ensures students have clear pathways from enrollment through transfer completion.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

The progress and results of these outcomes were shared with FSW leaders at the Guided Pathways Navigation Team meetings over the course of several months. The new program maps were presented to Academic Advisors at the Advising Kickoff Professional Development event in April. The new maps have been put into immediate use with students, including as a primary advising tool in FTIC student advising workshops.

Continuous Improvement Cycle:

The process of designing and implementing the maps will be used to continue development of new maps and annual audits/updates on a set cadence with FGCU. Advisor feedback collected during the spring semester will inform refinements to the format and content for the 2025-26 academic year, ensuring these tools continue to evolve based on user needs and student outcomes.

Integration with Institutional Assessment:

This project directly supports FSW's commitment to evidence-based continuous improvement by providing clear, measurable resources that enhance student success metrics including retention, graduation rates, and successful transfer outcomes.

*Evidence Uploaded

Outcome Type

Operational Outcome

Department/Unit/Program

Charlotte Collegiate High School

Outcome Number

3

Outcome Title

FSWC Charlotte New Website

How were the results from the prior year used to develop this outcome?

Our school website has been outdated and visually unattractive for the past decade. Our school leadership team has asked many times for a new website as well as the college's upper management team sharing their concern that our 2 high school websites look and read completely different. Our current website does not reflect the technology rich and dynamic school culture that exists at our school and we hope to have a new website ready for our upcoming Class of 2029 application and lottery period which typically begins in late November.

*Evidence Uploaded

Outcome Statement

FSWC Charlotte will create and implement a new school website that closely mirrors the other high school on the Lee Campus by January 2025.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
 2. ADVANCE a world-class educational experience
 3. INNOVATE classroom/distance education methods
 4. PREPARE students for a competitive, skilled workforce
 5. CREATE a culture focused on continuous improvement
- Is this outcome related to technology? (YES)

Assessment Method 1

New website created and "live" by Jan. 2025. The new website looks very similar to the Lee High School website.

Results and Analysis 1

Verbal feedback has been very positive from our stakeholders. We successfully shared our Class of 2029 Lottery Information through the new website and received adequate support from FSW IT when needed. The website can be viewed at: <https://cchs.fsw.edu/>

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

We plan to continue to update our new website. FSW IT has responded quickly to Helpdesk tickets submitted to update our school website. This was a collaborative effort by our high school staff and the IT but it does involve increased communication and following the process in place for helpdesk tickets. It is a shift from updating our school website ourselves so we'll need to manage this change going forward.

*Evidence Uploaded

Outcome Type

Operational Outcome

Department/Unit/Program

Facilities Planning and Maintenance

Outcome Number

001.1

Outcome Title

Professional Development: Strengthening Core Knowledge and Project Management Skills

How were the results from the prior year used to develop this outcome?

This year each project manager will choose a workshop to attend related to a focus they work on daily.

Outcome Statement

This year each project manager will choose a workshop to attend related to a focus they work on daily.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

Assessing the accomplishing of this item will be the successful attendance of the workshop.

Results and Analysis 1

Workshop attendance completed:

- Project Manager I attended Dept. of Education Fire Safety for Education Facilities
- Project Manager II attend Dept. of Education Maintaining Compliant Educational Facilities

Also included are the first 10 pages of the seminar slides presentation from the handout provided during both workshops. Full slide presentation is available if necessary.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

Following the workshops, the project managers report that they gained a wealth of new information, but also, were refreshed on old information too. Project managers plan to use this new and refreshed knowledge as it relates to their daily work.

Outcome Type

Operational Outcome

Department/Unit/Program

International Education

Outcome Number

1.

Outcome Title

Finalize study abroad partnership for SOBT - TU Berlin

How were the results from the prior year used to develop this outcome?

The results from last year's expansion of programs in STEM, health, education, and service-learning led to further discussion with the Assistant Vice President for Academic Affairs (Dr. Judith Bilsky) and the Dean for the School of Business and Technology (Dr. Mary Myers) to continue expansion - focusing on SOBT and finding the right partnership. At this time, the partnership with TU Berlin seems to have the most opportunity to develop.

Outcome Statement

By the end of AY 2024/2025, the Center for International Education in collaboration with the School of Business and Technology will have explored a MOU/partnership with the Technical University of Berlin (TU Berlin) that will foster educational opportunities for students and faculty.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

Assessment will be determined based on the signed agreement between FSW and TU Berlin with plans to enroll students in AY 2025/2026 (or sooner).

Results and Analysis 1

At the end of AY 2024/25, FSW signed an MOU with The Technical University of Berlin Summer School and two FSW students participated in the launch of the partnership with a focus on business and entrepreneurship.

TU Berlin

1. Taylor Newman (Charlotte)
2. Anastasia Gedman (Charlotte)

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

In a meeting with the Dean and Associate Dean of FSW's SOBT, it was decided that the launch of the program was a huge success by enrolling two students and further expansion is needed. Dean Myers has requested three additional syllabi to review for consideration of expansion to computer science and design. Please see the attached syllabi and email exchange.

*Evidence Uploaded

Outcome Type

Operational Outcome

Department/Unit/Program

Human Resources

Outcome Number

1

Outcome Title

Classification/Compensation - Career Ladder Planning Pilot

How were the results from the prior year used to develop this outcome?

Last fiscal year we set a goal and implemented a new Wage and Salary Schedule; all FSW staff positions were evaluated and assigned new pay grades. Employees received market adjustments based on the findings of the salary survey and utilized a calculator that was approved by the Cabinet for each individual pay adjustment. The hybrid parity calculator took into consideration current salary, current pay grade, years of service to the College, years of service in current position, and new assigned pay grade. We intend to build on this process and develop career ladder planning process by piloting the program with 2 or 3 departments; the long-term goal is to provide customer service to FSW departments in their annual personnel goal setting, retention, and personnel budgeting. Career Ladder Planning is in direct support of the President's primary operational goals for 2023-28 in the area of succession planning and mentoring.

Outcome Statement

By the end of the 2023-2024 FY, Career Ladder Planning pilot will be completed for three departments (HR, Facilities, IT).

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

We will create a spreadsheet for each department selected to pilot this program which will detail the next logical career ladder opportunity for each position, min qualifications to be met, anticipated effective date and budget needs.

Results and Analysis 1

Career Ladder Planning pilot was completed for 2 departments (HR, Facilities) and partially completed for 1 department (IT). The results were identifying logical career path progress for each (non-administrator) employee within the department, what date they would meet the minimum qualifications for the next position, and a budget estimate for the changes.

*Evidence Uploaded

Goal Completion Status

Partially Met

Use of Results

Upon completion, the results were shared with department leadership (Mat Mason, Susan Bronstein); both areas agreed the information provided was valuable and took the results into consideration for their personnel needs. The tool/resource was appreciated by those reviewing the data and they acknowledged that they plan to use the tool for the personnel review, planning, and promotion considerations.

*Evidence Uploaded

Student Learning Outcome Guidelines

Outcome Type

Student Learning Outcome

Department/Unit/Program

Prepopulated

Outcome Number

Enter a number or category to identify the outcome. For ease of identifying, this may include the course number or SLO number.

Outcome Title

Enter a brief, but descriptive title to identify the outcome. For ease of identifying, this may include the course number or SLO number.

Outcome Description

Enter a statement of what students should know or be able to do after a course. An outcome from the course syllabus can be used to develop the language for this section. The Outcome Description may begin with: "Students will be able to..."

How were the results from the prior year used to develop this outcome?

Explain how this outcome was identified as needing attention—this may be based on results from a previous year, or may be a completely new topic. Describe the origin of the outcome.

Assessment Method 1

Enter a description of how you will assess your success in accomplishing this outcome. Include your criteria for success. Attach a copy of the assessment measure instrument (e.g., test, class assignment, project, etc.), if applicable.

Results and Analysis 1

Summarize the findings from this assessment. What were the results? What successes/weaknesses were identified? Attach a copy of your results. If your department is working with Team AASPIRE, then these results may be copied directly from an assessment report provided by Team AASPIRE.

Example language:

The goal that by the end of AY 25-26 mean scores of Assignment #3 will not be statistically different across sites was met. In a study comparing sites, there was no statistically significant difference according to an ANOVA.

Standard Language

Outcome language

Report language

Assessment Method 2

Not required, but helpful if there are multiple elements to the outcome. See Assessment Method 1 for details.

Results and Analysis 2

Not required unless Assessment Method 2 is filled out. See Results and Analysis 1 details.

Assessment Method 3

Not required, but helpful if there are multiple elements to the outcome. See Assessment Method 1 for details.

Results and Analysis 3

Not required unless Assessment Method 3 is filled out. See Results and Analysis 1 details.

Goal Completion Status

Select the status from the drop-down menu:

- Met: All results show success.
- Partially Met: If multiple Assessment Methods are used, at least one shows success.
- Not Met: No results show success.

Use of Results

State when, how, and with whom the results were shared, and how the results were used. Show continuous improvement by explaining what has been planned as the next step based on the outcome results. (e.g., Are there issues with the assessment tool that need to be addressed? Are there specific questions or topics that students struggle with that may need to be addressed? Have students mastered this outcome and focus needs to shift to another topic/outcome?)

Example language:

The department discussed results on DATE. Minutes from the meeting are attached. Some points of discussion included:

- Achievement benchmarks are being met in areas 1, 2, and 3, but not 4.
- Although area 4 is not met, it was clear from discussions that some questions in the assessment tool may lack validity.
- Sample size is reasonable for interpretation.

Based on these points of discussion, it was decided that for the following academic year Section 4 of the assessment tool will undergo a review led by the course leads for the course. Pending the results from fall meetings, a pilot study may be conducted in the spring term. If it is not ready, the pilot will be conducted the following fall.

Outcome Type

Student Learning Outcome

Department/Unit/Program

AS-Social and Human Services

Outcome Number

PLO #2

Outcome Title

Human Service Delivery Systems

Outcome Description

The student will be able to identify the client's service and delivery needs and demonstrate an ability to integrate various forms of information, such as referrals, assessments, and progress notes.

How were the results from the prior year used to develop this outcome?

The AY2023-24 results assessed the student's ability to determine client needs by getting a 75% or higher on the final exam in course HUS 2302 Techniques of Interviewing.

These results did not capture the student's skills in identifying client needs and services. For the AY2024-25, we will use course HUS 2842L Residency to better assess the student's skill in relation to the PLO.

Assessment Method 1

For AY 2024-25, we will assess the student's ability to identify client needs and services through the survey completed by the Residency Site supervisor. The data will be pulled from the following question on the survey: *Q2: Student Learning Outcome #2 - Human Service Delivery Systems*. It is expected that 70% of students will have mastered the outcome. (Evaluation of Residency Form 2022 ver.)

Results and Analysis 1

The Human Services Spring of 2025 Residency Evaluation results indicate that between Fall of 2024 and Spring of 2025, 62% of students mastered the SLO, and 23% exceeded mastery of the SLO. This results in a total of 85% of students mastering the outcome, exceeding our goal of 70%. It's noted that one student was rated at near mastery, and one student was rated below mastery. At this time, there are no overall identified weaknesses.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

We plan to use these results to determine where changes can be made in the core courses, so all students demonstrate a minimum of met in their skills on their final evaluation. We are starting the redesign process to make changes in HUS 2200 Group Counseling course to assist in improving students' skills.

*Evidence Uploaded

Outcome Type

Student Learning Outcome

Department/Unit/Program

Social Sciences Department

Outcome Number

ECO2013 #1

Outcome Title

Course Level Assessment for Principles of Macroeconomics

Outcome Description

Student learning Objectives will be examined to assess student ability to:

- Identify what is included and not included in a nation's gross domestic product (GDP) and differentiate nominal GDP from real GDP.
- Illustrate economic growth and describe its major sources, then contrast long-run economic growth to the business cycle.
- Illustrate and discuss the sources of changes in aggregate demand and the multiplier effect.
- Explain frictional, structural, cyclical unemployment, and the natural rate of unemployment.
- Differentiate between demand-pull and cost-push inflation and its effect on the economy and who benefits and loses from unanticipated inflation.
- Define money and demonstrate how a single bank, the banking system, and the Federal Reserve create money.
- Explain the tools and limitations of stabilization policy, both fiscal and monetary policies. Describe the relationship between the public debt and annual federal budget deficits and surpluses.
- Define and illustrate comparative advantage.
- Discuss the advantages and disadvantages of international trade and trade barriers.
- Describe the determinants of exchange rates.
- Relate scarcity to the limits of production.
- Discuss the impact of scarcity on individuals and the economy and connect this to the benefit – cost method of decision making and opportunity cost.
- Describe the characteristics of capitalism and discuss this economic system's perceived benefits and failures.
- Define the term market and the effects of changes in the determinants of demand and/or determinants of supply.
- Demonstrate how price controls established by the government interfere with the rationing function of price and impose unintended costs on society.
- Process economic information and make informed decisions about financial literacy topics, including income, consumption, saving, investing, wealth accumulation, and insurance.

How were the results from the prior year used to develop this outcome?

The current ECO2013 Assessment Measure is a modified (or "hybrid") version of the Test for Understanding College Economics (TUCE). Mean student performance on the ECO2013 Assessment

STUDENT LEARNING OUTCOMES

Measure since the Fall 2022 semester have been above 70%, providing evidence that overall, student learning objectives for the course are being met at a satisfactory level.

Performance on the ECO2013 Assessment Measure was comparable between the Fall 2023 (85%) and Spring 2024 (83%) semesters, with an average of 84%.

Performance across the two semesters was relatively consistent as in the previous academic year. As in the previous year, there was variation in performance between individual SLO's, percentages on individual SLOs ranging from 75-90% in the Fall and 72-89% in the Spring. SLO 5 had the lowest mean score in both semesters, data consistent with previous years.

The Department of Social Sciences is comprised of five academic areas: Economics, History, Political Science, Psychology, and Sociology. Each area has its own unique course assessment responsibilities. Therefore, the Social Science Department Meeting is an imperfect venue for discussing specific assessment issues. At the September 9, 2022 Department Meeting, faculty agreed to communicate within their respective areas in order to create appropriate assessment plans based on current assessment data.

Since Fall 2022, the Academic Assessment reports for ECO2013 were sent to all full-time economics faculty members (Professors Ginarte, Moffett, and Nikishin) at the start of the academic year. Professor Juan Carlos Ginarte took responsibility for organizing online faculty discussion regarding the results of the assessment reports and summarizing the conclusions of those discussions since the 2022-2023 reports were issued.

The full-time economics faculty have developed the following plan for 2024-2025:

1. As the overall properties of the current ECO2013 assessment measure are relatively solid, the economics faculty will continue to use the current measure from the 2023-2024 academic year in the 2024-2025 year.
2. The economics faculty have adopted a common set of instructions for the administration of the ECO2013 assessment measure. It is believed that variation in administration may have resulted in inconsistencies in previous academic years that may misrepresent student ability. Harmonization of the instructions began in Fall 2022. **Continuing in AY 2024-2025 from AY 2023-2024**, all economics faculty began administering the assessment measure under comparable conditions:
 - a. Thirty-question standardized timed exams (60 minutes). Proctoring is not required, and the test can be issued on paper or on the Canvas Learning platform (however, a decision was made at the department level to issue the tests only on the Canvas Learning platform). The maximum score is 30 points.
3. Given that the mean scores in both exams exceeded 70 percent, the economics faculty concludes that they were successful in achieving their goal. Next academic the economics faculty plans to keep the same threshold for success. In the future, thresholds might be added for individual Student Learning Objectives. This will depend on analysis of future test results.

The relevant faculty articulated this **plan for the 2024-2025 academic year in the September 13, 2024 Social Sciences Department Meeting.**

*Evidence Uploaded

Assessment Method 1

Faculty teaching ECO 2013 will use a modified TUCE (Test of Understanding in College Economics) exams for course assessment, as in previous years.

The TUCE exams are to measure the extent to which students have:

1. Mastered abstract economic principles.
2. Acquired the skills necessary to apply these principles to real-world problems.
3. Learned to analyze economic policy issues systematically.

*Evidence Uploaded

Results and Analysis 1

Fall 2024 goal was met for ECO2013.

A drill-down of ECO 2013 results are as follows:

1. For the Fall 2024 term, 614 artifacts were collected for ECO 2013 from 23 of 24 course sections.
2. In an item analysis of the 30 questions in the common course assessment a total of 24 of 30 questions exhibit scores outside the range of what is typically defined as acceptable or reasonable. Questions 1-5, 7-17, 19-21, 25, 26, and 30 are considered 'too easy' according to accepted standards. Additionally, questions 18 and 22 are considered 'too difficult' according to accepted standards.
3. In the same item analysis, a total of 17 of 30 questions exhibit discrimination index scores outside the range of what is typically defined as acceptable or reasonable. Questions 1-5, 7-9, 11, 12, 17, 18, 20-22, 25, and 29 are considered weak discriminators according to accepted standards.
4. In a study comparing response rate of correct answer and distractors, a total of 3 of 30 questions exhibit greater response rates for the 1st distractor than for the correct answer. Questions 18, 22, and 23 exhibit a higher response rate for the 1st distractor than the correct answer.
5. In the same item analysis, a total of 3 of 30 questions exhibit a PBI score outside the range of what is typically defined as acceptable or reasonable. Questions 18, 22, and 29 exhibit a low PBI according to accepted standards.
6. In terms of achievement, SLO 3 exhibits the highest achievement at 94% while SLO 4 exhibits the lowest at 63%.
7. Distribution of all artifacts is centered on 26/30 and exhibit a large negative skew, meaning scores are tending towards higher values.
8. During the Fall 2024 semester, 229 traditional artifacts were collected along with 38 concurrent dual enrollment (Concurrent DE) artifacts. Concurrent DE artifacts mean scores are higher at 25.5 when compared with traditional, at 24.7. Results of the standard t-test exhibit a statistically significant difference between the two.
9. During the Fall 2024 semester, 248 total asynchronous online artifacts were collected, along with 0 live online, 74 flex, 0 blended, and 229 traditional. Traditional artifacts mean scores are the highest at 24.7, followed by flex at 24.4, then asynchronous online at 24.2, and finally blended, at 17.0. Results of the ANOVA exhibit a statistically significant difference between modalities.

10. During the Fall 2024 semester, 25 total Charlotte campus artifacts were collected, along with 130 Collier campus, 8 Hendry Glades, and 165 Thomas Edison (Lee) campus. Collier artifacts mean scores are the highest at 25.0, followed by Hendry Glades at 24.6, then Thomas Edison (Lee), at 24.3, and finally Charlotte at 17.0, although sample size is limited for Hendry Glades. Results of the ANOVA exhibit a statistically significant difference between sites.
11. In a longitudinal study of item analytics, following the Fall 2021 term, few questions exhibited poor item analytics. However, most questions in the Fall 2022 term exhibit poor item analytics. Spring 2023 exhibits a reduction in the number of questions with low analytics. However, Spring 2024 onward exhibit the highest number of questions with low analytics.
12. In a longitudinal study, the average percent correct jumps dramatically in the Fall 2022 term and remains elevated since. In the Fall 2024 term, SLO 4 drops substantially.

Spring 2025 goal was met for ECO2013

A drill-down of ECO 2013 results are as follows:

1. For the Spring 2025 term, 464 artifacts were collected for ECO 2013 from 19 of 19 course sections.
2. In an item analysis of the 30 questions in the common course assessment a total of 24 of 30 questions exhibit scores outside the range of what is typically defined as acceptable or reasonable. Questions 1-5, 7-17, 19-21, 25, 26, and 30 are considered 'too easy' according to accepted standards. Additionally, questions 18 and 22 are considered 'too difficult' according to accepted standards.
3. In the same item analysis, a total of 24 of 30 questions exhibit discrimination index scores outside the range of what is typically defined as acceptable or reasonable. Questions 1-5, 7-13, 15-22, 25, 26, and 29 are considered weak discriminators according to accepted standards.
4. In a study comparing response rate of correct answer and distractors, a total of 2 of 30 questions exhibit greater response rates for the 1st distractor than for the correct answer. Questions 18 and 22 exhibits a higher response rates for the 1st distractor than the correct answer.
5. In the same item analysis, a total of 3 of 30 questions exhibits a PBI score outside the range of what is typically defined as acceptable or reasonable. Questions 18, 22, and 29 exhibit a low PBI according to accepted standards.
6. In terms of achievement, SLO 3 exhibits the highest achievement at 96% while SLO 4 exhibits the lowest at 64%.
7. Distribution of all artifacts is centered on 27/30 and exhibit a large negative skew, meaning scores are tending towards higher values.
8. During the Spring 2025 semester, 146 traditional artifacts were collected along with 10 concurrent dual enrollment (Concurrent DE) artifacts. Concurrent DE artifacts mean scores are higher at 25.6 when compared with traditional, at 25.0. Results of the standard t-test exhibit no statistically significant difference between the two ($p=0.225$).
9. During the Spring 2025 semester, 237 total asynchronous online artifacts were collected, along with 0 live online, 71 flex, 0 blended, and 146 traditional. Flex artifacts mean scores are the highest at 25.2, followed by traditional at 25.0, and then asynchronous online at 24.9. Results of the ANOVA do not exhibit a statistically significant difference between modalities.

10. During the Spring 2025 semester, 11 total Charlotte campus artifacts were collected, along with 96 Collier campus, 0 Hendry Glades, and 110 Thomas Edison (Lee) campus. Thomas Edison (Lee) artifacts mean scores are the highest at 25.5, followed by Collier at 25.3, and then Charlotte, at 18.1, although sample size is limited for Charlotte. Results of the ANOVA exhibit a statistically significant difference between sites.
11. In a longitudinal study of item analytics, following the Fall 2021 term, few questions exhibited poor item analytics. However, most questions in the Fall 2022 term exhibit poor item analytics. Spring 2023 exhibits a reduction in the number of questions with low analytics. However, Spring 2024 onward exhibit the highest number of questions with poor analytics.
12. In a longitudinal study, the average percent correct jumps dramatically in the Fall 2022 term and remains elevated since. In the Spring 2025 term, all SLOs and the overall increase, the first time since the latest iteration of the assessment has been studied.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

In a Zoom meeting on 9/17/2025 with Dr. Pritchett and department chair Dr. Davis and economics professor, Dr. Ginarte, the following was decided for ECO2013/2023:

- AY 24/25 assessment reports revealed that, for Macroeconomics, SLO4 had fallen to 64%, below the department's desired 70% threshold. ***The department is focusing on curricular changes and pedagogical strategies to raise this percentage in the coming year (AY25/26).*** In the meeting Dr. Ginarte shared email exchanges among the faculty discussing ways to improve the SLO4 outcomes.
- The department had found a similar drop in SLO1 for Microeconomics in the previous assessment cycle, and through department-wide changes in curriculum and pedagogical strategies had improved the outcome for the next assessment cycle, thus providing the model for how they will approach the changes to Macroeconomics.

*Evidence Uploaded

Outcome Type

Student Learning Outcome

Department/Unit/Program

AS-Early Childhood Education

Outcome Number

1

Outcome Title

Video Demonstration

Outcome Description

Eighty percent of students in EEC 1946 and EEC 1947, Practicum 1 and 2 respectively, will score 85% or higher on the video demonstration of their lesson plan during Academic Year 2024-2025.

How were the results from the prior year used to develop this outcome?

The Course Success Rate for EEC 1946 was 60% during Fall 2023. A need to increase that and ensure that students are emerging well prepared to deliver lesson plans in classes with young children motivated development of this outcome.

Assessment Method 1

Students' grades on the second video demonstration will be reviewed to ensure that 80% of students scored at least 85% or higher on the assignments in EEC 1946, which is offered in the fall, and EEC 1947, which is offered in the spring.

Results and Analysis 1

During the fall semester 2024 in EEC 1946 ECE Practicum 1, 75% of students scored 85% or higher on their demonstration of a lesson plan. During the spring semester 2025 in EEC 1947 ECE Practicum 2, 88% of students scored 85% or higher on their demonstration of a lesson plan. This resulted in an average of 81.5% of students exceeding 85% on their demonstration of a lesson plan.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

These results were shared with Julia Kroeker and April Fleming on Thursday, August 28th. Due to the mixed results between the semesters, we plan to use the same assessment tool and goal (80% of students scoring 85% or higher) to determine a baseline before making changes.

*Evidence Uploaded

Outcome Type

Student Learning Outcome

Department/Unit/Program

AS-Business Analytics

Outcome Number

SLO 1

Outcome Title

Analyze and solve problems using cost-volume-profit, budgeting, and standard costing techniques (ACG 2071)

Outcome Description

During the 2024-2025 academic year, students will apply cost-volume-profit (CVP) analysis, budgeting, and standard costing techniques to solve complex business problems and enhance decision-making processes within managerial accounting.

How were the results from the prior year used to develop this outcome?

The assessment data from Fall 2023 was shared via email to all accounting faculty and SoBT members on 02.13.2024 and briefly discussed during the School of Business and Technology (SoBT) meeting on 02.09.2024. During these discussions, concerns were raised regarding the low student success rates in ACG 2021: Financial Accounting, which led to the decision to redevelop that course. Subsequently, though the data shows consistent and positive results for the Fall 2023 & Spring 2024 semesters, it was determined that ACG 2071: Managerial Accounting should also be redeveloped to align with the changes being made to ACG 2021: Financial Accounting (McGraw Hill textbook change).

The newly redesigned ACG 2071 course will be implemented starting in the Fall 2024 and Spring 2024 semesters. For the 2024-2025 academic year, the Final Exam is set to replace the current assessment, aligning with the state framework's objectives and enhancing students' readiness for the evolving demands of the accounting profession.

*Evidence Uploaded

Assessment Method 1

Assessment Method: Students will complete the **Managerial Accounting Multiple-Choice Final Exam**, which will evaluate their proficiency in using cost-volume-profit (CVP) analysis, budgeting, and standard costing techniques to analyze financial scenarios and make informed decisions. This assessment is designed to measure students' understanding of core managerial accounting practices.

Benchmark: By the end of the 2024-2025 academic year, at least 70% of students will demonstrate proficiency by achieving a score of 70% or higher on the **Managerial Accounting Multiple-Choice Final Exam**, which serves as the assessment tool.

Future Actions: The assessment results from Fall 2024 and Spring 2025 will be reviewed by faculty during the SoBT Department Meetings to determine future action plans. This process will include further

reviewing assessments to ensure continued alignment with Course Learning Outcomes (CLOs) and to identify any needed improvements.

*Evidence Uploaded

Results and Analysis 1

For the Fall 2024 assessment, 238 artifacts were collected for ACG 2021 from 14 of 14 course sections. Artifact scores are centered on 52/100 (Table 1). The goal of 70% of artifacts scoring 70% or higher **was not met**, at 47%.

During the Spring 2025 semester, all or partial data was able to be collected from 11 of 12 sections run. There was no data found in the Learning Management System (LMS) known as Canvas, as the assignment was not published within the course section. The goal that by the end of the 2024-2025 academic year, at least 70% of students will achieve a score of 70% or higher on the Financial Accounting Multiple-Choice Final Exam **was nearly met**. In total, 63% of assignments achieved a 70% or better.

*Evidence Uploaded

Goal Completion Status

Not Met

Use of Results

We plan to use a new assessment tool for AY25-26. In place of the Final Exam, a master budget project is being utilized at the end of the semester for 2025-2026 to better assess students' ability to analyze and solve problems using cost-volume-profit, budgeting, and standard costing techniques.

*Evidence Uploaded

Outcome Type

Student Learning Outcome

Department/Unit/Program

AS-Accounting Technology

Outcome Number

SLO 2

Outcome Title

Demonstrate effective business communication skills (via MAN 2021)

Outcome Description

During the 2023-2024 students will dramatize effective teamwork skills, use interpersonal communication skills to facilitate effective interactions to work collaboratively, and distinguish appropriate tone and professional demeanor in business communications, including e-mails, correspondence, conference calls, and conversation.

How were the results from the prior year used to develop this outcome?

Since the 21-22 academic year was the first academic year and 22-23 academic year was the second academic year to use this assessment to analyze the learning outcome, the decision was made to continue to use the assessment for analyzing the learning outcome for the 23-24 academic year. This is a course that is a non-accounting class but is still a focus in the program and so it makes sense to continue in 2023-24.

Assessment Method 1

The assessment that will be used to measure the outcome is ***Mandatory Weekly Discussion - Workplace Motivation*** from MAN 2021 Management Principles, where the benchmark of 70% of students will illustrate a proficiency of 70% or higher within this assessment during the '23-'24 Academic Year. While the title of the assessment has been revised, the assessment criteria are the same as the assessment used during the 22-23 Academic Year.

Results and Analysis 1

Fall 2023

The benchmark that 70% of students will illustrate a proficiency of 70% or higher was met with achievement at 95% within this assessment during the 2023-2024 academic year (Fall 2023 term).

STUDENT LEARNING OUTCOMES

<i>Measure</i>	<i>% Meeting 70% or Higher</i>
Workplace Motivation	95%
Management Functions	94%
Compare and Contrast	94%

Table 1. Student achievement level by SLO for MAN 2021.

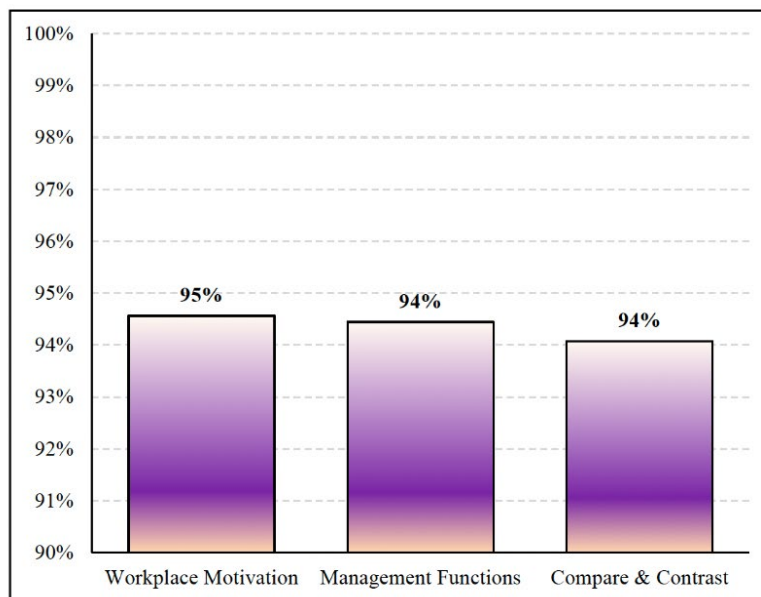


Figure 1. Score distribution for each measure.

	<i>Asynchronous (n=138)</i>	<i>Live Online</i>	<i>Flex</i>	<i>Blended</i>	<i>Traditional (n=76)</i>
Workplace Motivation	97%	~	~	~	82%
Management Functions	93%	~	~	~	100%
Compare and Contrast	98%	~	~	~	91%

Table 2. Percent achieving 70% or higher score by modality.

	Workplace Motivation	Management Functions	Compare & Contrast
Fall 2021	91%	~	78%
Spring 2022	93%	~	77%
Fall 2022	89%	~	93%
Spring 2023	77%	~	82%
Fall 2023	95%	94%	94%

Table 3. Percentage of achievement at "Proficient" or higher over time.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

The benchmark that 70% of students will illustrate a proficiency of 70% or higher was met with achievement at 95% within this assessment during the 2023-2024 academic year (Fall 2023 term).

These results were shared via email to SoBT Dean, Associate Dean, Faculty Members, and LAC Chair on 2/2/2024. The results were discussed at the SoBT ACCT/BUSN Department breakout meeting on 2/9/2024 date. The following is a list of relevant topics/items discussed:

- Achievement that 70% of students will illustrate a proficiency of 70% or higher has been met since the Fall 2021 semester.
- Spring 2023 shows the lowest score in the past few years at 77%.
- Dr. Jennifer Patterson shared that "There is a textbook edition change for MAN 2021 that will take effect in the Fall. So, long story short, there will be new assessments beginning in the Fall for several of the MAN courses because of updates and textbook change".

It was determined following these discussions that for the AY 2024-25, the assessment of the ***Mandatory Weekly Discussion - Workplace Motivation*** from MAN 2021 Management Principles will no longer be assessed in the Spring 2024 semester, as the course will be updated. Reassessment will convene from the newly developed assessments produced for the course starting in the Fall 2024 or Spring 2025. (Note this a required course in the FSW Supervision & Management (BAS) which is the steer focus change for Spring 2024 SoBT Assessments in preparation for the HLC accreditation journey, so we will need to reassess in the future.)

*Evidence Uploaded

Outcome Type

Student Learning Outcome

Department/Unit/Program

BAS-Supervision and Management

Outcome Number

SLO 1

Outcome Title

Calculate and interpret key financial statement ratios and apply these ratios within a financial analysis to assess a company's financial health and performance to aid decision-making (FIN 3400)

Outcome Description

During the 2024-2025 academic year, students will calculate and interpret key financial statement ratios and apply these ratios within a financial analysis to assess a company's financial health and performance.

This outcome aligns with Course Learning Objective (CLO 1) by requiring students to interpret financial statements and calculate financial ratios, thereby developing the skills to support informed financial decisions.

How were the results from the prior year used to develop this outcome?

Following discussions with the FIN 3400 faculty member regarding the Fall 2023 and Spring 2024 results (before the September 2024 SoBT Program meeting), it was noted that many students skip the essay portion of the assignment and only complete the calculations and it brings down the entire average, which accounts for 35% of the overall score, limiting their maximum potential score to 65%. Additionally, many students did not take advantage of the second attempt option. These factors contributed to the failure to meet the 70% proficiency benchmark for SLO 1 in both semesters.

As a result, a decision was made to eliminate questions 5, 7, 9, & 11 from the data as these are essay questions that numerous students do not complete on this part of the assignment. This adjustment ensures that students who excel in the calculation-based questions will be considered proficient, even if they skip the essay portion. The revised assessment will be re-evaluated in Fall 2024 and Spring 2024 to measure its effectiveness in enhancing student performance and ensuring stronger alignment with the course topics and objectives. This reassessment aims to determine whether the adjusted standard leads to improved outcomes and better reflects the intended learning goals of FIN 3400.

*Evidence Uploaded

Assessment Method 1

Assessment Method: Students will complete the **Financial Analysis Assignment**, which involves calculating and interpreting financial ratios and applying these insights to assess a company's financial health and support effective decision-making.

STUDENT LEARNING OUTCOMES

Benchmark: By the end of the 2024-2025 academic year, at least 70% of students will demonstrate proficiency by achieving a score of 70% or higher on the **Financial Analysis Assignment**. Four specific essay questions (5, 7, 9, & 11) will be eliminated from the assessment to focus on core competencies.

Future Actions: The assessment results from Fall 2024 and Spring 2025 will be reviewed by faculty during the SoBT Department Meetings to determine future action plans for continuous improvement. This review will also include evaluating alignment with Course Learning Outcomes (CLOs) and exploring opportunities to enhance the learning experience to better meet industry needs.

*Evidence Uploaded

Results and Analysis 1

The goal by the end of the 2024-2025 academic year, at least 70% of students will demonstrate proficiency by achieving a score of 70% or higher on the **Financial Analysis Assignment**. Four specific essay questions (5, 7, 9, & 11) will be eliminated from the assessment to focus on core competencies was not met.

1. During the Fall 2024 semester, 42 scores were tallied from 2 of 2 sections of FIN 3400. The goal that at least 70% of students will demonstrate proficiency by achieving a score of 70% or higher on the Financial Analysis Assignment was not met for the Fall 2024 term. In total, 69% of artifacts scored 70% or higher.
2. No dual enrollment (concurrent) sections of the course were run during fall 2024 so no comparison study between dual enrollment and traditional could be completed.
3. During the Fall 2024 semester, 21 total asynchronous online artifacts were collected, along with 0 live online, 0 flex, 21 blended, and 0 traditional. Asynchronous online artifacts mean scores are higher than blended, 77.2 vs. 71.8. However, score distribution between both is very similar. A one-way analysis of variance was used to compare means by modality. Results of the ANOVA do not exhibit a statistically significant difference between modalities. Therefore, we cannot reject the null hypothesis that the mean scores of each modality are equal, and we cannot conclude with a 95% confidence that the differences in scores are not solely due to chance.
4. Only one traditional section of the course was run during the Fall 2024 semester so no comparison study could be completed.
5. The Fall 2024 term marks the first use of this assessment for analysis. Following a complete years' worth of data, a longitudinal study will be completed to review trends.

During the Spring 2025 semester, 45 scores were tallied from 2 of 2 sections of FIN 3400. The goal that at least 70% of students will demonstrate proficiency by achieving a score of 70% or higher on the Financial Analysis Assignment **was met** for the Spring 2025 term. In total, 76% of artifacts scored 70% or higher.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

Following implementation of the changes described below, we plan to use the Financial Analysis Assignment to assess their understanding of calculating and interpreting financial ratios and applying these insights to assess a company's financial health and support effective decision-making.

Faculty has reviewed the data and determined that the same assessment tool will continue to be used. Students struggle most with the essay questions (5, 7, 9, and 11) and the assignment directions were updated in Fall 2025 to include more detailed instruction on how to successfully complete a financial statement analysis. The increased use of AI in completing this assignment may also have skewed results as at least 5 students' scores were negatively impacted significantly due to the inappropriate use of AI in completing this assignment in Spring 2025.

*Evidence Uploaded

Program Learning Outcome Guidelines (using an Operational Outcome)

Outcome Type

Operational Outcome

Department/Unit/Program

Prepopulated

Outcome Number

Enter a number or category to identify the outcome. For ease of identifying, this may include the course number(s) or PLO number.

Outcome Title

Enter a brief, but descriptive title to identify the outcome. For ease of identifying, this may include the course number(s) or PLO number.

How were the results from the prior year used to develop this outcome?

Explain how this outcome was identified as needing attention—this may be based on results from a previous year, or may be a completely new topic. Describe the origin of the outcome.

Outcome Statement

This should be a SMART statement (Specific, Measurable, Applicable, Realistic and Timely). Include the goal and timeline in this statement. Use this section to identify the PLO being assessed and briefly list the relevant assessment tools and possibly their metrics.

Alignment to Strategic Directions 2020-2025

(select at least one of the five Strategic Directions elements below and identify if technology support is needed)

1. **EXPAND educational opportunities**
2. **ADVANCE a world-class educational experience**
3. **INNOVATE classroom/distance education methods**
4. **PREPARE students for a competitive, skilled workforce**
5. **CREATE a culture focused on continuous improvement**
 - **Is this outcome related to technology?**

Assessment Method 1

Enter a description of how you will assess your success in accomplishing this outcome. Include your criteria for success. Attach a copy of the assessment measure instrument, if applicable.

Results and Analysis 1

Summarize the findings from this assessment. What were the results? What successes/weaknesses were identified? Attach a copy of your results. If your department is working with Team AASPIRE, then these results may be copied directly from an assessment report provided by Team AASPIRE.

Assessment Method 2

Not required, but helpful if there are multiple elements to the outcome (this is likely for PLOs). See Assessment Method 1 for details.

Results and Analysis 2

Not required unless Assessment Method 2 is filled out. See Results and Analysis 1 for details.

Assessment Method 3

Not required, but helpful if there are multiple elements to the outcome (this is likely for PLOs). See Assessment Method 1 for details.

Results and Analysis 3

Not required unless Assessment Method 3 is filled out. See Results and Analysis 1 for details.

Goal Completion Status

Select the status from the drop-down menu:

- Met: All results show success.
- Partially Met: If multiple Assessment Methods are used, at least one shows success.
- Not Met: No results show success.

Use of Results

State when, how, and with whom the results were shared, and how the results were used. Show continuous improvement by explaining what has been planned as the next step based on the outcome results.

Program Learning Outcome Guidelines (using a Student Learning Outcome)

Outcome Type

Student Learning Outcome

Department/Unit/Program

Prepopulated

Outcome Number

Enter a number or category to identify the outcome. For ease of identifying, this may include the course number(s) or PLO number.

Outcome Title

Enter a brief, but descriptive title to identify the outcome. For ease of identifying, this may include the course number(s) or PLO number.

Outcome Description

Use this section to identify the PLO being assessed and briefly list the relevant assessment tools and possibly their metrics.

Enter a statement of what students should know or be able to do after a course. An outcome from the course syllabus can be used to develop the language for this section. The Outcome Description may begin with: “Students will be able to...”.

How were the results from the prior year used to develop this outcome?

Explain how this outcome was identified as needing attention—this may be based on results from a previous year, or may be a completely new topic. Describe the origin of the outcome.

Assessment Method 1

Enter a description of how you will assess your success in accomplishing this outcome. Include your criteria for success. Attach a copy of the assessment measure instrument (e.g., test, class assignment, project, etc.), if applicable.

Results and Analysis 1

Summarize the findings from this assessment. What were the results? What successes/weaknesses were identified? Attach a copy of your results. If your department is working with Team AASPIRE, then these results may be copied directly from an assessment report provided by Team AASPIRE.

Assessment Method 2

Not required, but helpful if there are multiple elements to the outcome (this is likely for PLOs). See Assessment Method 1 for details.

Results and Analysis 2

Not required unless Assessment Method 2 is filled out. See Results and Analysis 1 for details.

Assessment Method 3

Not required, but helpful if there are multiple elements to the outcome (this is likely for PLOs). See Assessment Method 1 for details.

Results and Analysis 3

Not required unless Assessment Method 3 is filled out. See Results and Analysis 1 for details.

Goal Completion Status

Select the status from the drop-down menu:

- Met: All results show success.
- Partially Met: If multiple Assessment Methods are used, at least one shows success.
- Not Met: No results show success.

Use of Results

State when, how, and with whom the results were shared, and how the results were used. Show continuous improvement by explaining what has been planned as the next step based on the outcome results.

PROGRAM LEARNING OUTCOMES

Outcome Type

Operational Outcome

Department/Unit/Program

AS-Social and Human Services

Outcome Number

PLO 2

Outcome Title

Integrate various forms of information to identify the service and delivery needs of clients.

How were the results from the prior year used to develop this outcome?

This is a new outcome that has not been measured.

Outcome Statement

By the end of FY 25/26 time period, students will be able to integrate various forms of information to identify the service and delivery needs of clients, PLO outcome 2, through the achievement in HUS 1320 CLO 1, with 70% of students receiving 15 points or higher on the Module 1: Discussion 1- Chapter 1 assessment; the achievement in HUS 2200 CLO 4, with 70% of students receiving 10 points or more on the Chapter 1 Quiz: Did I get it; and through the achievement in HUS 2302 CLO 3, with 70% of students receiving a 75% or higher on the Chapter 13 Quiz: Did I get it.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

In HUS 1320 Theories and Foundations in Crisis Interventions, students will be able to integrate various forms of information to identify the service and delivery needs of clients, through the completion of CLO 1 (Explain the use of crisis interventions in the human services field.) The goal is for 70% of students to receive 15 points or higher on the Module 1: Discussion 1- Chapter 1 assessment.

Results and Analysis 1

Not available at the time of outcome download (October 2025).

Assessment Method 2

In HUS 1320 Theories and Foundations in Crisis Interventions, students will be able to integrate various forms of information to identify the service and delivery needs of clients, through the completion of CLO 1 (Explain the use of crisis interventions in the human services field.) The goal is for 70% of students to receive 15 points or higher on the Module 1: Discussion 1- Chapter 1 assessment.

Results and Analysis 2

Not available at the time of outcome download (October 2025).

Assessment Method 3

In HUS 2302 Techniques of Interviewing, students will be able to integrate various forms of information to identify the service and delivery needs of clients through the completion of CLO 3 (Demonstrate the ability to integrate information into treatment plans and case management. The goal is for 70% of students to receive a 75% or higher on the Chapter 13 Quiz: Did I get it?

Results and Analysis 3

Not available at the time of outcome download (October 2025).

Goal Completion Status

Not available at the time of outcome download (October 2025).

Use of Results

Not available at the time of outcome download (October 2025).

PROGRAM LEARNING OUTCOMES

Outcome Type

Operational Outcome

Department/Unit/Program

Certificate-Medical Information Coder/Biller

Outcome Number

PLO 3

Outcome Title

PLO 3 Apply diagnostic and procedural coding knowledge to support accurate reimbursement methodologies and payment systems for the continuum of care. (HIM 2724 and HIM 2814C)

How were the results from the prior year used to develop this outcome?

One of the main concepts for our medical information coder/biller program is to ensure that graduates possess the skills and knowledge necessary to apply appropriate diagnostic and procedural codes to healthcare data. As such, the program director and faculty decided this year to focus on PLO 3 since it relates to the coding of healthcare data by applying diagnostic and procedural codes.

Outcome Statement

By the end of 2025-26, declared majors in the MICB certificate will exhibit achievement at a mastery level (75% or higher on at least two of three SLOs focused on CLOs associated with the PLO) based on HIM 2724 Basic ICD-10 Coding and/or HIM 2814C Coding Office Experience.

Alignment to Strategic Directions 2020-2025

1. EXPAND educational opportunities
2. ADVANCE a world-class educational experience
3. INNOVATE classroom/distance education methods
4. PREPARE students for a competitive, skilled workforce
5. CREATE a culture focused on continuous improvement

Assessment Method 1

By the end of AY 2025-26, students in HIM 2724 will score a minimum of 75% on the Chapter 12 Quiz Diseases of the Circulatory System assignment that is mapped to CLO-1 in the course and is associated with PLO-3

Results and Analysis 1

Not available at the time of outcome download (October 2025).

Assessment Method 2

By the end of AY 2025-26, students in HIM 2724 will score a minimum of 75% on the Comprehensive Final Exam assignment that is mapped to CLO-1 in the course and is associated with PLO-3

Results and Analysis 2

Not available at the time of outcome download (October 2025).

PROGRAM LEARNING OUTCOMES

Assessment Method 3

By the end of AY 2025-26, students in HIM 2814C will score a minimum of 75% on the CCS Mock Exam assignment that is mapped to CLO-2 in the course and is associated with PLO-3

Results and Analysis 3

Not available at the time of outcome download (October 2025).

Goal Completion Status

Not available at the time of outcome download (October 2025).

Use of Results

Not available at the time of outcome download (October 2025).

PROGRAM LEARNING OUTCOMES

Outcome Type

Student Learning Outcome

Department/Unit/Program

BS-Nursing

Outcome Number

1

Outcome Title

PLO - Evaluate current evidence-based practice within the framework of healthcare

Outcome Description

Graduates will synthesize contemporary evidence-based practice to deliver safe, high-quality nursing care guided by sound clinical judgment. Students will critically appraise and apply current research, clinical guidelines, quality data, and informatics to support decision-making and improved healthcare outcomes. Through evaluation of evidence, participation in quality improvement processes, and application of scholarly inquiry, graduates demonstrate accountability, professional judgment, and the ability to translate evidence into practice within complex healthcare systems. This outcome reflects program commitment to student learning, continuous improvement, and competency-based attainment consistent with ACEN standards and HLC Criterion 4 expectations for evidence-driven educational quality and student achievement.

How were the results from the prior year used to develop this outcome?

Although this competency has historically been embedded within course-level assessments and scholarly practice applications, it had not previously been evaluated as a distinct BSN Program Learning Outcome with defined indicators and formal program-level data collection. Findings from the prior effectiveness cycle demonstrated that while students demonstrated the ability to use evidence and clinical judgment in individual courses, variation existed in how this competency was interpreted, assessed, and documented across the curriculum.

Faculty review of student performance trends in research, leadership, informatics, and population-health coursework identified a need for a more intentional and consistent approach to evaluating students' synthesis and application of evidence-based practice. To ensure stronger alignment and meaningful measurement, the program refined and elevated this outcome to a stand-alone PLO for the current assessment cycle. Common performance criteria and standardized evaluation tools were adopted to support consistent assessment and clearer benchmarking of student achievement over time.

This enhanced framework strengthens the program's ability to monitor student growth, identify curricular and instructional opportunities, and support continuous quality improvement. It also reinforces alignment with AACN Essentials, QSEN competencies, ACEN standards, and HLC Criterion 4 expectations, ensuring graduates demonstrate the integration of contemporary evidence and clinical judgment needed to deliver safe, high-quality nursing care.

Assessment Method 1

NUR 4165 – Research & Evidence-Based Practice

- PICO Evidence Table (faculty rubric)
- Research Article Evaluation Discussion (faculty rubric)
- EBP Poster Presentation (faculty rubric)
- Evidence-Based Practice Change Policy Assignment (faculty rubric)

NUR 3870 – Informatics in Nursing

- AI / Quality Improvement Paper (faculty rubric)
- All of Us Genomics Project (faculty rubric)
- HCAHPS Outcomes Paper (faculty rubric)

NUR 4827C – Leadership & Management

- Final EBP Leadership Scholarly Paper (faculty rubric)

At least 85% of students will achieve a Proficient level or higher on the designated evidence-based practice assessments across NUR 4165, NUR 3870, and NUR 4827C.

Leadership EBP Capstone: At least 85% of students will earn a rubric score of ≥ 3 (Mastered) in NUR 4827C.

Results and Analysis 1

Not available at the time of outcome download (October 2025).

Goal Completion Status

Not available at the time of outcome download (October 2025).

Use of Results

Not available at the time of outcome download (October 2025).

PROGRAM REVIEW

Program Review Guidelines

Department/Unit/Program

Prepopulated

Component Number

Prepopulated

Component Name

Prepopulated

Program Component Description

Prepopulated

Goal(s)

Enter the goal(s) for this component. State your expectation for this component for this year.

Results

Summarize the findings from the Program Review report provided by Team AASPIRE. What were the results with regard to your stated goal? Attach a copy of your results.

Goal Completion Status

Select the status from the drop-down menu:

- Met: All results show success.
- Partially Met: If there are multiple goals, at least one shows success.
- Not Met: No results show success.

Use of Results

State when, how, and with whom the results were shared, and how the results were used. Show continuous improvement by explaining what has been planned as the next step based on the results. State the goal for next year.

PROGRAM REVIEW

Outcome Type

Program Review

Department/Unit/Program

BS-Elementary Education

Component Number

1

Component Name

Enrollment

Program Component Description

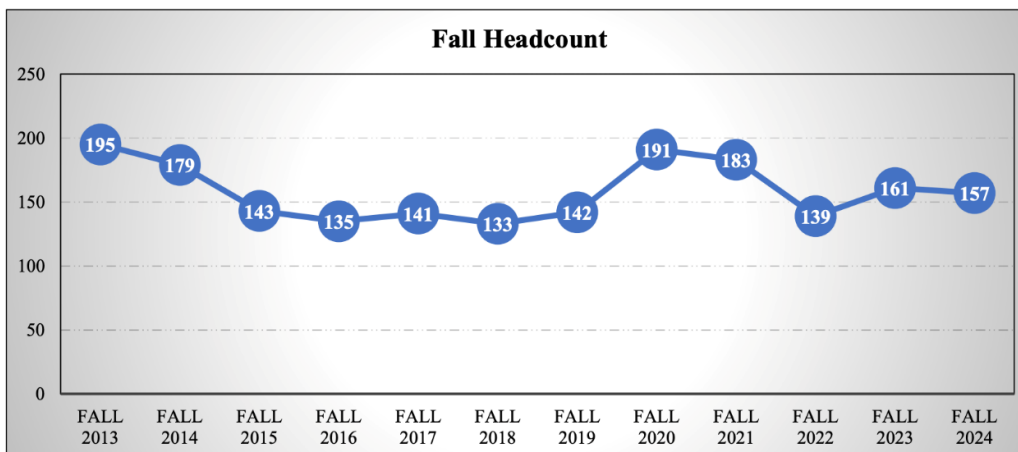
- Headcount and FTE by program (Primary)
- Demographic information by program (FT/PT, M/F, ethnicity, financial aid status, Pell Grant recipients, entering GPA)

Goal(s)

Enrollment headcount data provided in the Program Review for BS, Elementary Education exhibits that the Fall 2023 enrollment by headcount was 161, up by 22 from 139 in Fall 2022. By increasing recruitment efforts, the program set a goal to increase headcount for AY 2024-25 by 10 students.

*Evidence Uploaded

Results



These numbers come from Institutional Research's Fall frozen files, which are frozen around late October each Fall term. The frozen date is set after Term B's add/drop date, which allows IR to capture accurately the term's enrollment. The **Fall Headcount** graph represents a count of Fall enrollment from 2013 to 2024. The above graph captures primary and secondary majors.
Fall enrollment rank 11 of 63.

Fall 2024 enrollment indicates a decrease by 4 students.

*Evidence Uploaded

PROGRAM REVIEW

Goal Completion Status

Not Met

Use of Results

Enrollment data was shared and discussed at the School of Education, B.S., Elementary Education department meetings held August 18, 2025, and September 12, 2025, with AY 2025-26 goal development on September 12 (see attached presentation slides 15-21). The slight decrease in Fall 2024 enrollment informed the Enrollment goal for 2025-26: Enrollment headcount data provided in the Program Review for BS, Elementary Education exhibits that the Fall 2024 enrollment by headcount was 157, down by 4 from 161 in Fall 2023. By increasing recruitment efforts, the program set a goal to maintain headcount for AY 2025-26." Leadership made a plan to develop an enrollment and recruitment plan to be submitted to Dr. Bilsky, VPAA, by October 17, 2025.

*Evidence Uploaded

PROGRAM REVIEW

Outcome Type

Program Review

Department/Unit/Program

AS-Science and Engineering Technology

Component Number

2

Component Name

Completion

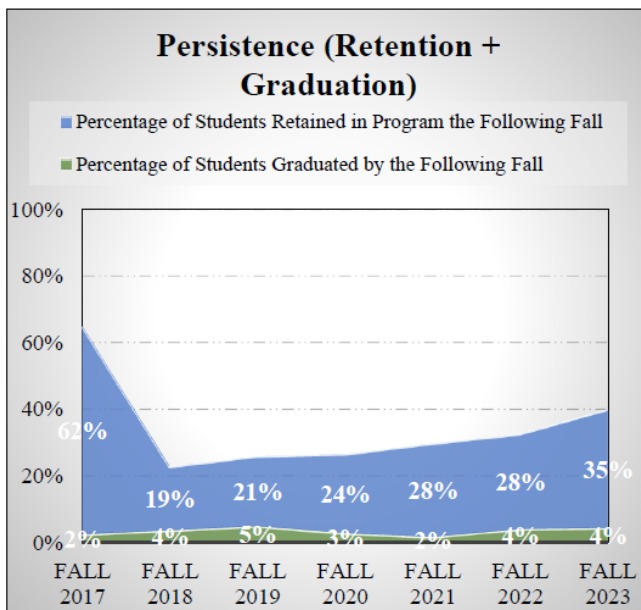
Program Component Description

- Degrees/certificates conferred
- Degrees conferred per 100 FTE
- Average time to degree/certificate completion (For students who entered without transfer credit)
- First-time full-time freshmen 3-year graduation rate (AA only)

Goal(s)

Bring the completion rate up to 30%.

Results



The **Persistence (Retention + Graduation)** graph presents the retention and persistence of students enrolled in the Fall term. Retention is the percentage of students who continued in the program. Persistence is the percentage of students who continued in the program or graduated.

Enrollment information came from IR frozen files and graduation information was pulled on April 30, 2025.

See "Enrollment" goals for attached report.

*Evidence Uploaded

PROGRAM REVIEW

Goal Completion Status

Not Met

Use of Results

Strong increase from previous years indicates that our curriculum changes from the last year are starting to help break down barriers to graduation. We plan to work with the advising office to create a newly formatted advising map that focuses on a checklist-style guide rather than a recommended pathways guide, as the order in which students can complete the course requirements has a wide variance.

*Evidence Uploaded

PROGRAM REVIEW

Outcome Type

Program Review

Department/Unit/Program

AS-Accounting Technology

Component Number

3

Component Name

Progression

Program Component Description

- Retention (Fall to Fall, retention or completer)
- Service to other programs in the institution (AA or AS completers into Bachelor's programs. Certificate completers into AA or AS programs.)

Goal(s)

To improve retention and persistence rates by 10% in the upcoming academic year, SoBT will undertake the following actions:

1. **Analyze Impact of External Factors:** Conduct a thorough analysis of the impact of Hurricane Ian and the COVID-19 pandemic on student retention and completion rates. This will involve reviewing historical data and student feedback to understand specific challenges faced during these periods.
2. **Retention Initiative:** Continue to "Retention Initiative" by evaluating course data, grade distribution, and student satisfaction surveys with department chair and faculty to identify and address roadblocks preventing students from progressing through their degrees. This initiative will involve collaboration between faculty and institutional research teams.
3. **Advising and Course Planning:** Advisors will utilize course/program reports to proactively reach out to students, encouraging them to enroll in courses that are critical for degree progression. These reports will highlight students' progression and identify necessary classes for graduation.
4. **Early Alert System:** Strengthen the Early Alert process by working closely with advisors and faculty to develop an action plan for identifying at-risk students. This will include regular monitoring of student performance and engagement, with timely interventions to support those in need.
5. **Advisory Board Engagement:** Continue to engage with Advisory Board members to stay informed about workforce needs, curriculum updates, and effective enrollment strategies. This will ensure that the program remains relevant and aligned with industry demands, enhancing student motivation and career prospects.
6. **Collaborate with Team AASPIRE:** Collaborate with Team AASPIRE to creating a survey to assess whether students might have missed courses offered once in an academic year and therefore might be delayed in progression and graduating.

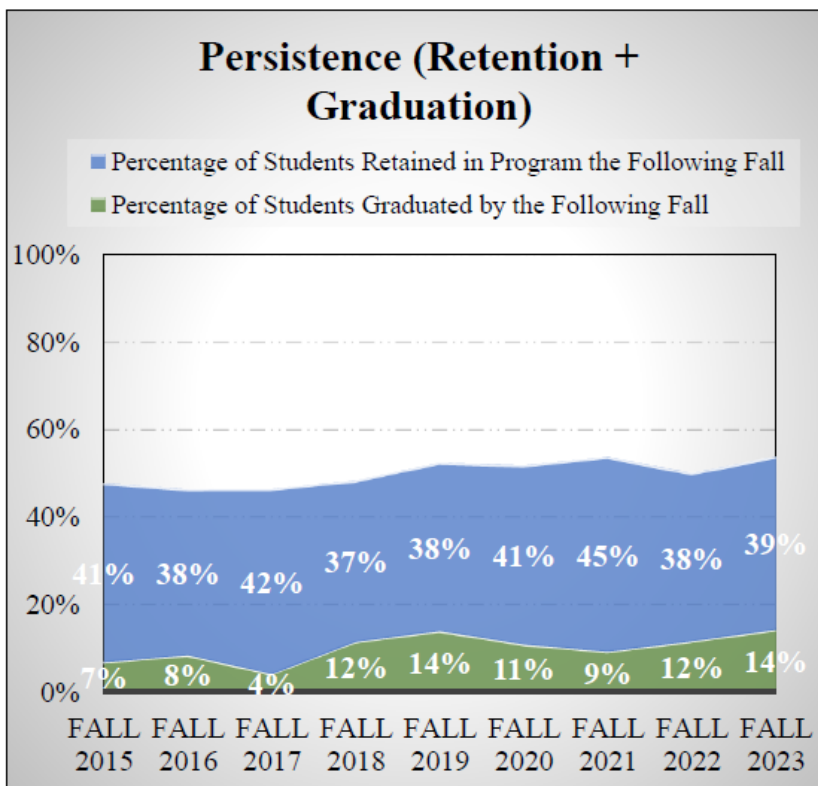
PROGRAM REVIEW

7. **Collaborate with Workforce:** SoBT will reach out to Workforce to better understand why students are leaving their programs since this area oversees the STOP OUT student population. Team AASPIRE will assist with the creation of a survey based on information gathered from Workforce.
8. **Support Services Enhancement:** Enhance student support services by increasing tutoring opportunities, working with career counseling, and mental health resources, to address barriers to retention and persistence. These services will be tailored to meet the diverse needs of the student population.

The goal is to improve retention and persistence rates by 10% in the 2024-25 academic year.

Results

The goal to increase retention rates by 10% was not met, having improved from 38% to 39%. The goal to increase persistence by 10% was also not met, having improved from 50% to 53%.



The **Persistence (Retention + Graduation)** graph presents the retention and persistence of students enrolled in the Fall term. Retention is the percentage of students who continued in the program. Persistence is the percentage of students who continued in the program or graduated.

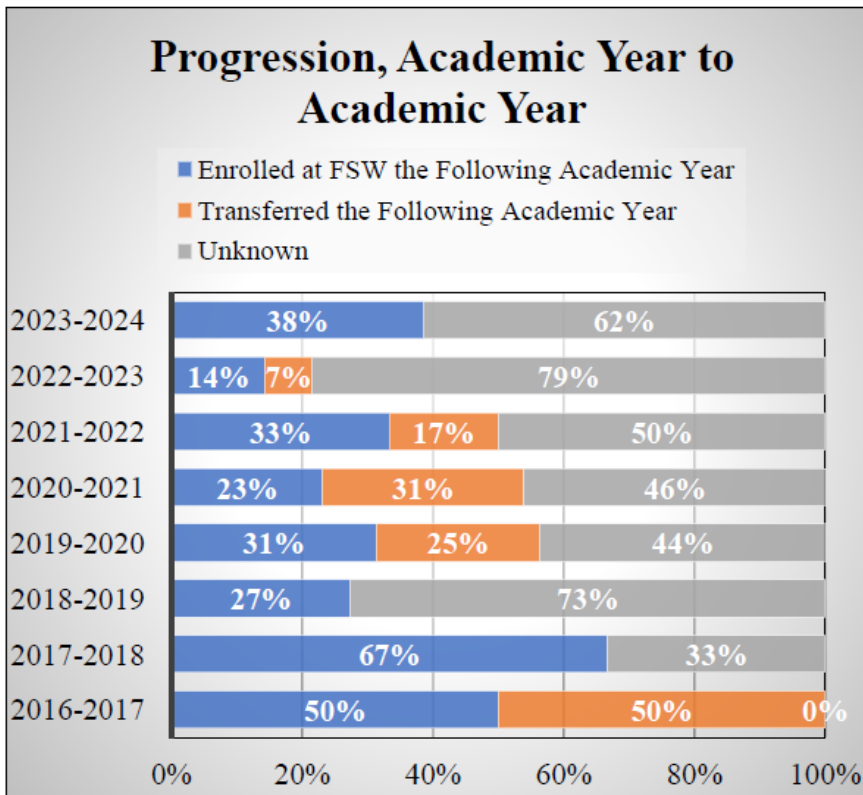
Enrollment information came from IR frozen files and graduation information was pulled on April 30, 2025.

PROGRAM REVIEW

Persistence

Fall Term		Enroll- ment	Completed Program Prior to Following Fall	Still Enrolled in Program Following Fall	Total Fall to Fall Retention
Fall 2015	<u>n</u>	88	6	36	42
	%		6.8%	40.9%	47.7%
Fall 2016	<u>n</u>	95	8	36	44
	%		8.4%	37.9%	46.3%
Fall 2017	<u>n</u>	97	4	41	45
	%		4.1%	42.3%	46.4%
Fall 2018	<u>n</u>	87	10	32	42
	%		11.5%	36.8%	48.3%
Fall 2019	<u>n</u>	86	12	33	45
	%		14.0%	38.4%	52.3%
Fall 2020	<u>n</u>	110	12	45	57
	%		10.9%	40.9%	51.8%
Fall 2021	<u>n</u>	119	11	53	64
	%		9.2%	44.5%	53.8%
Fall 2022	<u>n</u>	112	13	43	56
	%		11.6%	38.4%	50.0%
Fall 2023	<u>n</u>	119	17	47	64
	%		14.3%	39.5%	53.8%

The **Persistence** table was used for the Persistence (Retention + Graduation) graph on the Progression page.



The **Progression, Academic Year to Academic Year** graph tracks where students are headed one academic year after receiving their degree or certificate for the program. For example, 31% of AY 2019-2020 graduates enrolled at FSW the following AY, and 25% transferred to another institution.

The location of the other 44% was unknown. Graduation numbers were pulled on June 6, 2025, enrollment information came from IR frozen files, and transfer information was taken from National Student Clearinghouse.

*Evidence Uploaded

Goal Completion Status

Not Met

Use of Results

In 2024–2025, students who stayed in the program finished faster, but we didn't keep enough students enrolled from one year to the next. The average time to degree improved from 3.1 to 2.7 years (median 2.1; mode 1.6). However, fall-to-fall persistence was about 53.8% (which means attrition was 46.2%), and completions stayed flat at 13. Degrees per 100 FTE also slipped from 16.4 to 15.4.

PROGRAM REVIEW

Several data points explain why. Key early “gateway” courses had lower success rates (e.g., ACG 2021 at about 62% overall and 66% for majors; CGS 1100 around 71% overall and 66% for majors), compared to stronger courses like MAN 2021 (about 74% overall and 85% for majors) and GEB 2430 (about 81% overall and 85% for majors). We had enough seats overall (81% of seats filled, with only 26% of classes at 100% capacity), but some once-per-year or sequence courses likely caused delays. Our student profile also adds pressure: most are part-time (64% in Fall 2024) and average age is 28, which often means work and family responsibilities that increase stop-outs. Even with more students in Fall 2024 (headcount rose from 119 to 129), many did not continue.

For 2025–2026, we will use this data to keep more students on track. We plan to boost support in the tough early courses to raise pass rates by at least a few points, fix schedules to reduce delays (using the 81% capacity and 26% full-section data to move sections where needed), and proactively advise students into the right classes each term. We also plan to re-engage stop-outs and near-completers (≤ 12 credits left) with targeted outreach and flexible options. These steps aim to lift persistence by 10% from the current ~53.8% baseline and translate faster time-to-degree into more graduates.

The planned goal is to improve the persistence rate by 10%.

*Evidence Uploaded

PROGRAM REVIEW

Outcome Type

Program Review

Department/Unit/Program

AS-Respiratory Care

Component Number

4

Component Name

Course Data

Program Component Description

- Average Course Section Size

Goal(s)

RC lecture and combined lecture/lab courses will range from 20 to 30 students. RC lab courses will range from 20 to 30 students. RC clinic courses will range from 20 to 30 students.

Results

Course enrollment is holding steady in the 18 students per section count. Due to limitations of acceptance in the program (CoARC) and attrition, these numbers are not meeting the goal.

*Evidence Uploaded

Goal Completion Status

Not Met

Use of Results

These results were shared with advisory board and a discussion ensued on how to 'attract' a better applicant/student for the program. Faculty/staff and students are doing short presentations in some anatomy and physiology courses and participating in STEM activities. The board mentioned recruiting through hospital career fairs as well. Lee Health is now allowing career shadow days as well.

*Evidence Uploaded

PROGRAM REVIEW

Outcome Type

Program Review

Department/Unit/Program

AS-Paralegal Studies

Component Number

5

Component Name

Success

Program Component Description

- (Fall to Fall, retained with 2.0 GPA or higher, transferred with 2.0 or higher, graduated) (AA and AS only using State Accountability Data)
- Licensure and certification exam pass rates (AS and BS only)

Goal(s)

- **Discuss Challenges:** Meet with the two faculty members teaching BUL 2241, CGS 1100, PLA 10031 to address any challenges impacting student success.
- **Evaluate Course Data:** Utilize the "Retention Initiative" to analyze course data, grade distribution, and student satisfaction to identify and overcome barriers to degree completion.
- **Investigate Sequencing Issues:** Assess potential sequencing issues identified in a July 2024 meeting with Team AASPIRE, which may be affecting student success.
- **Evaluate External Impacts:** Continue to analyze reports to determine if there are any external impacts that are affecting student retention and completion rates.
- **Strengthen Early Alert Process:** Collaborate with advisors and faculty to enhance the Early Alert process

The planned goal is to increase the success rates of CGS 1100, PLA 1003 and BUL reflecting a commitment to continuous improvement and student success.

Results

The program experienced declines in success for BUL 2241, CGS 1100, and PLA 1003.

PROGRAM REVIEW

AY 2024-2025 Core Course Success
for PARA Majors

Core Course	Fall 2024	Spring 2025	Average
BUL 2241	72.2%	57.1%	64.7%
CGS 1100	28.6%	88.9%	58.7%
CJL 2100	58.3%	90.0%	74.2%
PLA 1003	64.7%	66.7%	65.7%
PLA 1103	83.3%	66.7%	75.0%
PLA 2114	83.3%	90.0%	86.7%
PLA 2200	71.4%	62.5%	67.0%
PLA 2202	92.3%	66.7%	79.5%
PLA 2600	94.1%	71.4%	82.8%
PLA 2610	100.0%	75.0%	87.5%
PLA 2763	90.9%	88.9%	89.9%
PLA 2800	89.5%	100.0%	94.7%
PLA 2880	100.0%	88.2%	94.1%
PLA 2930	100.0%	60.0%	80.0%
PLA 2942	100.0%	60.0%	80.0%
Program Avg	81.9%	75.5%	

AY 2024-2025 Core Course Success
for All Students

Core Course	Fall 2024	Spring 2025	Average
BUL 2241	74.0%	81.9%	78.0%
CGS 1100	70.6%	72.0%	71.3%
CJL 2100	82.6%	84.6%	83.6%
PLA 1003	77.8%	72.5%	75.1%
PLA 1103	84.6%	62.5%	73.6%
PLA 2114	85.7%	90.0%	87.9%
PLA 2200	58.3%	73.7%	66.0%
PLA 2202	82.4%	72.2%	77.3%
PLA 2600	92.0%	84.2%	88.1%
PLA 2610	88.9%	81.8%	85.4%
PLA 2763	84.6%	80.0%	82.3%
PLA 2800	85.2%	80.0%	82.6%
PLA 2880	100.0%	93.1%	96.6%
PLA 2930	100.0%	60.0%	80.0%
PLA 2942	100.0%	60.0%	80.0%
Program Avg	84.4%	76.6%	

Information for core course success rates came from pulled information or frozen files. Pulled Fall data was pulled in January 2025, and pulled Spring data was pulled in May 2025.

AY 2023-2024 Core Course Success
for PARA Majors

Core Course	Fall 2023	Spring 2024	Average
BUL 2241	72.7%	80.0%	76.4%
CGS 1100	66.7%	57.1%	61.9%
CJL 2100	84.6%	62.5%	73.6%
PLA 1003	75.0%	71.4%	73.2%
PLA 1103	82.4%	83.3%	82.8%
PLA 2114	100.0%	100.0%	100.0%
PLA 2200	100.0%	88.9%	94.4%
PLA 2202	100.0%	90.9%	95.5%
PLA 2600	100.0%	83.3%	91.7%
PLA 2610	92.9%	90.0%	91.4%
PLA 2763	100.0%	100.0%	100.0%
PLA 2800	100.0%	73.7%	86.8%
PLA 2880	100.0%	90.9%	95.5%
PLA 2930	100.0%	81.3%	90.6%
PLA 2942	100.0%	81.3%	90.6%
Program Avg	91.6%	82.3%	

AY 2023-2024 Core Course Success
for All Students

Core Course	Fall 2023	Spring 2024	Average
BUL 2241	76.5%	75.0%	75.8%
CGS 1100	75.5%	69.2%	72.4%
CJL 2100	87.2%	87.5%	87.4%
PLA 1003	80.0%	67.5%	73.8%
PLA 1103	79.2%	87.5%	83.3%
PLA 2114	100.0%	100.0%	100.0%
PLA 2200	84.6%	76.5%	80.5%
PLA 2202	95.2%	94.1%	94.7%
PLA 2600	92.9%	77.8%	85.3%
PLA 2610	86.7%	87.5%	87.1%
PLA 2763	100.0%	100.0%	100.0%
PLA 2800	100.0%	75.0%	87.5%
PLA 2880	87.5%	92.3%	89.9%
PLA 2930	100.0%	81.3%	90.6%
PLA 2942	100.0%	81.3%	90.6%
Program Avg	89.7%	83.5%	

*Evidence Uploaded

PROGRAM REVIEW

Goal Completion Status

Not Met

Use of Results

The AS Paralegal Studies program experienced mixed results in success rates for the three identified courses among PARA majors in AY 2024-2025. BUL 2241 (Business Law) showed a decline from an average of 76.4% in AY 2023-2024 to 64.7% in AY 2024-2025, representing an 11.7% decrease. CGS 1100 (Computer Applications) showed a slight decline from 61.9% to 58.7%, representing a 3.2% decrease. PLA 1003 (Introduction to Paralegal Studies) showed a decline from 73.2% to 65.7%, representing a 7.5% decrease. All three courses experienced declines in success rates, with BUL 2241 showing the most significant decrease that requires immediate attention.

The School of Business and Technology (SoBT) implemented a comprehensive, multi-faceted approach to address student success challenges in BUL 2241, CGS 1100, and PLA 1003 by meeting with faculty to identify specific barriers students faced in each course, utilizing course and program reports to analyze enrollment data, grade distribution, and student satisfaction patterns, investigating potential sequencing issues to ensure course prerequisites aligned with student readiness, continuing to evaluate external factors that may have affected student retention and completion rates, and collaborating with advisors and faculty to strengthen the Early Alert process for earlier identification of at-risk students and timely interventions to support their success in these critical foundational courses.

The declining success rates across all three courses indicate systemic challenges that require comprehensive intervention strategies. The significant decline in BUL 2241 and PLA 1003 success rates requires immediate attention and additional strategies to support student success in these foundational courses.

The planned goal for 2025-2026 is to increase the success rates of BUL 2241, CGS 1100, and PLA 1003 by 10% through targeted faculty collaboration, enhanced student support services, and strategic course planning initiatives.

*Evidence Uploaded

PROGRAM REVIEW

Outcome Type

Program Review

Department/Unit/Program

AS-Business Administration and Management

Component Number

6

Component Name

Satisfaction

Program Component Description

- Program surveys
- SOS comparisons across modalities
- Graduate follow-up results (employment rates and employer survey results where applicable, graduate surveys)

Goal(s)

The planned goal is to create a new exit graduate survey and launch it to the December and May graduates. The results of the survey will drive the goals for the upcoming academic year.

- **Develop and Launch a New Survey:** Team AASPIRE and SoBT leadership will create and deploy a new survey to December 2024 and May 2025 graduates. Use the survey results to inform and set goals for the upcoming academic year.
- **Monitor Job Placement Rates:** Continue to track job placement rates and consult with the advisory board to address any potential shifts in industry demand.

Results

The School of Business and Technology relaunched a graduate survey for the first time in many years. Results were mixed, and a summary is attached for review.

*Evidence Uploaded

Goal Completion Status

Met

Use of Results

Our plan is to continue administering the survey annually to collect baseline data and, after two years, analyze the responses for recurring themes.

*Evidence Uploaded

Effectiveness Plans Resources

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Effectiveness Plans trainings (individual or group) are available by request.

Webpages

Team AASPIRE: www.fsw.edu/aaspire

Effectiveness: www.fsw.edu/effectiveness/cycle

Scan for Team AASPIRE's webpage



Scan for Effectiveness webpage



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