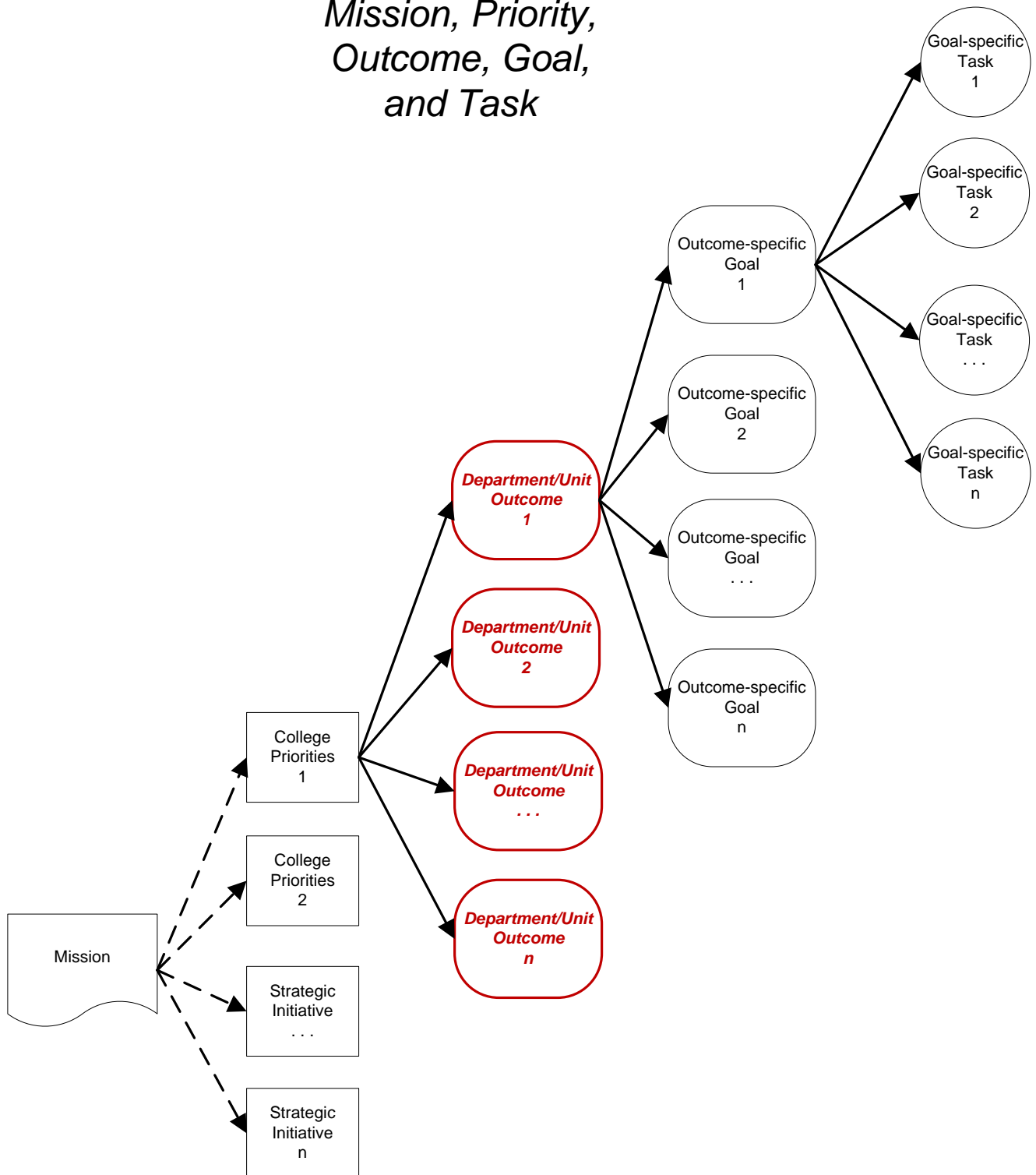


*Planning Flow:
Mission, Priority,
Outcome, Goal,
and Task*



**Edison State College
Program Outcomes**

Introductory Information

Program	
Assessment Cycle	
Purpose/Mission	

Program Outcomes

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)

Student Learning Outcomes (Program Specific)

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)

Notes:

1. *Outcomes are Strategic, Measurable, Attainable, Relevant, and Timely*
2. *Each performance expectation or goal is associated with an outcome*
3. *In SPOL, specific tasks are associated with a specific performance expectation or goal*

**Edison State College
Program Outcomes**

(Training Use Only)

Introductory Information

Program	AS, Cardiovascular Technology
Assessment Cycle	2008-2009
Purpose/Mission	The Cardiovascular Technology Program is a two year program leading to an Associate in Science Degree in Cardiovascular Technology. Advances in technology and the training of Cardiovascular Technologists have improved the lives of millions of patients. The demand is high for well-trained technologists, and Edison State College provides opportunities for these program students to experience hands-on laboratory and field training. Recognizing the worth and dignity of the individual and society's need for educated cardiovascular technologists, the Program's mission is to provide those post-secondary learning experiences necessary to assist student cardiovascular technologists in becoming competent cardiovascular technologists in the cognitive (knowledge), psychomotor (skills and competencies), and affective (behavior) learning domains for invasive cardiology

Program Outcomes

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)
To facilitate the department's operational health, we intend to increase the size of the program's student population	Enrollment/registration information from the Banner student information system	By Fall 2008, 22 freshman will be pursuing majors within the CVT and Pre-CVT program
To facilitate the department's operational health, we will work to increase the retention/persistence rate of continuing students	Term-to-term and Year-to-year enrollment analyses derived from the Banner student information system	By Fall 2008, the year-to-year retention rate will be at least 70%
Students will obtain the skills necessary to be certified and employable technologists in the state of Florida	Certification/Registry Exam	By Spring 2009, 70% of graduating students will pass the Certification/Registry Exam on their first attempt

Student Learning Outcomes (Program Specific)

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)
In the cognitive domain, preparation of competent entry level cardiovascular technologists	Program-Level Comprehensive Final Exam	All respondents (test-takers) score 70% or greater
	RCIS (Registry Exam)	80% of all graduates will pass RCIS (including multiple attempts)
In the psychomotor domain, preparation of competent entry level cardiovascular technologists	Comprehensive Clinical Skills Checklist	All graduates receive a 2 or better on checklist items
	Final Clinical Evaluation	All graduates score a 70% or greater
	Employer Survey	Relevant item/statement has at least 80% of the responses rated 3 or higher
Prior to graduation, students will demonstrate levels of knowledge concerning Advanced Cardiovascular Life Support that are consistent with national norms for well prepared technologists	Written ACLS exam results	All graduates score an 85% or better
	Practical skills ACLS	All graduates score an 85% or better
	RCIS (Registry Exam)	80% of all graduates will pass RCIS

Notes:

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**Edison State College
Program Outcomes
(Training Use Only)**

Introductory Information

Program	College Pre/Developmental Studies
Assessment Cycle	2009-2010
Purpose/Mission	The mission of the College Prep/Developmental Studies Department at Edison State College is to provide a diverse population of students the opportunity to improve mathematics, reading, writing, and/or English language skills in order to achieve success within competitive academic and professional environments.

Program Outcomes

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)
To ensure that students achieve skills necessary for a successful collegiate experience within a reasonable timeframe, the department will work to increase the persistence rates of students who place into developmental coursework (persistence)	Term-to-term retention reports from the Banner student information system	By the end of the Spring 2012 Semester, 85% of students that enrolled after the Summer 2011 Term and tested into one or more developmental courses will be currently attending or have graduated from Edison State College
	Year-to-year retention reports from the Banner student information system	By the end of the 2011-2012 academic year, 70% of students that enrolled after the Summer 2010 Term and tested into one or more developmental course will be currently attending or have graduated from Edison State College
	State Accountability Reports (Measure 4, part 2)	By the end of the 2011-2012 academic year, 70% of FTIC students that enrolled after the Summer 2008 Term and tested into one or more developmental course will be currently attending or have graduated from Edison State College

To ensure that students achieve skills necessary for a successful collegiate experience , the department will work to ensure that support services and course objectives are aligned with the prerequisite skills for college-level work	Cohort, longitudinal study information (State Reporting Tables as source): grade distributions and correlations	By the end of the 2011-2012 academic year, student performance in college prep coursework and their subsequent performance in (respective) college-level courses will achieve a strong and positive correlation of (r = .85)
	State Accountability Reports (Measure 4, parts 1 and 2)	By the end of the 2011-2012 academic year, 90% FTIC students that enrolled after the Summer 2008 Term and tested into one or more developmental course will have graduated or be currently enrolled with a GPA ≥ 2.0
To decrease the cost of developmental coursework for the students, the department will work to decrease the number of students that have to repeat college prep coursework	Grade distribution reports generated through the Banner student information system	By Spring 2010, 60% of the students placed in any level of College Prep Math will complete each College Prep math course during their first attempt
	Grade distribution reports generated through the Banner student information system	By Spring 2010, 70% of the students placed in any level of College Prep English will complete each College Prep English course during their first attempt
	Grade distribution reports generated through the Banner student information system	By Spring 2010, 85% of the students placed in any level of college prep Reading will complete each College Prep Reading course during their first attempt

Student Learning Outcomes (Program Specific)

Departmental/Unit Outcome	Measurement Method/Assessment Tool	Outcome-Specific Goal (Performance Expectation)
Mathematics: Students will understand and apply mathematics and mathematical concepts at the post-secondary level that correlates with college success	State Exit Exam for Mathematics	50% of the FTIC cohort will pass the State Exit Exam

	State Exit Exam for Mathematics	60% of the MAT 9024 completers will pass the State Exit Exam
English: Students will write at the post-secondary level that correlates with college success	State Exit Exam for English	70% of the FTIC cohort will pass the State Exit Exam
	State Exit Exam for English	80% of the ENC9201/9021 completers will pass the State Exit Exam
Reading: Students will read at a post-secondary level that correlates with college success	State Exit Exam for Reading	70% of the FTIC cohort will pass the State Exit Exam
	State Exit Exam for Reading	80% of the REA 9003 completers will pass the State Exit Exam

Notes:

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Outcome



Persistence Outcome

000001-IRPE



-- DRAFT --

Approval Process:



Remove Approvals



Outcome Details

[Add Outcome](#) [Delete Outcome](#) [Edit Outcome](#)

Outcome ID 7

Status: Pending Approval

Unit Manager: Coughlin, Kevin

Outcome Description:

Institutional Type: Operational

Email Unit Manager:

To ensure that students achieve skills necessary for a successful collegiate experience within a reasonable timeframe, the department will work to increase the persistence rates of students who place into developmental coursework (persistence)

Planning Years	Start Date	End Date	Outcome Budget	Edit Planning Years
2011-2012 (Current)	07/01/2011	06/29/2012	\$0	

College Priorities

[Edit](#)

* Under-Prepared Students

TBD

[Edit](#)

There are no Objective Types to display
[Click here to add an Objective Type](#)

TBD

[Edit](#)

There are no Planning Priorities to display
[Click here to add a Planning Priority](#)



Goals to Reach Outcome

[Add Goal](#) [Edit Goal](#)

Date	Goal to Reach Outcome
05/13/2011	By the end of the Spring 2012 Semester, 85% of students that enrolled after the Summer 2011 Term and tested into one or more developmental courses will be currently attending or have graduated from Edison State College
05/13/2011	By the end of the 2011-2012 academic year, 70% of students that enrolled after the Summer 2010 Term and tested into one or more developmental course will be currently attending or have graduated from Edison State College
05/13/2011	By the end of the 2011-2012 academic year, 70% of FTIC students that enrolled after the Summer 2008 Term and tested into one or more developmental course will be currently attending or have graduated from Edison State College



Tasks

All Priorities

All Status

[+ Expand All](#)[Add Task](#)[Edit Task](#)

Develop and initiate a College-Prep specific intervention and outreach system that identifies students who are not achieving course attendance or mid-term grade expectations; these outreach activities will focus on gathering student information concerning difficulties and providing students with information concerning potential financial aid difficulties

Due Date: 5/15/2010 **Completion Date:** 5/12/2010 **Priority:** High **Status:** Complete **Budget:** \$0 [<< Less](#)

In conjunction with the FYE program, develop training for faculty advisors and staff that will empower these professionals to address the needs of first-year students (with an emphasis on the particular needs of students that place into developmental coursework)

Due Date: 7/1/2010 **Completion Date:** 7/1/2010 **Priority:** High **Status:** Complete **Budget:** \$0 [<< Less](#)

Through aggressive internal marketing, ensure that faculty and staff that serve students who place into developmental coursework understand the rationale for and operation of the College-Prep specific early intervention system

Due Date: 8/4/2010 **Completion Date:** 9/1/2010 **Priority:** High **Status:** Complete **Budget:** \$0

Conduct scheduled workshops on all campuses (see College Prep web-page for details)

Due Date: 12/3/2011 **Completion Date:** 12/3/2011 **Priority:** High **Status:** Complete **Budget:** \$0

Total Objective Budget: \$0



Measurements

[Add Measurement](#) [Edit Measurement](#)

Date	Measurements
05/13/2011	Term-to-term enrollment reports generated through the Banner student information system
05/13/2011	Year-to-year retention reports from the Banner student information system
05/25/2011	State Accountability Reports (Measure 4, part 2)



 **Status Reports** [Add Status](#) [Edit Status](#)

There are no Status Reports to display [Click here to add a Status Report](#)

 **Actual Results** [Add Actual Result](#) [Edit Actual Result](#)

There are no Actual Results to display [Click here to add an Actual Result](#)

 **Use of Results** [Add Use of Result](#) [Edit Use of Result](#)

There are no Use of Results to display [Click here to add a Use of Result](#)

 **Gap Analysis: Intended vs. Actual** [Add Gap Analysis](#) [Edit Gap Analysis](#)

Date **Gap Analysis: Intended vs. Act**

There are no Gap Analysis to display [Click here to add a Gap Analysis](#)

 **SWOT** [Add SWOT](#) [Edit SWOT](#)

Date **SWOT Description**

There are no SWOT Analysis to display [Click here to add a SWOT Analysis](#)

 **Units Impacted** [Edit Units Impacted](#)


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 **Assoc Stds: Acc, Lic, Sta** [Add Standard](#) [Remove Standard](#)

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 **Associated Outcomes** [Add Outcomes](#) [Remove Outcome](#)

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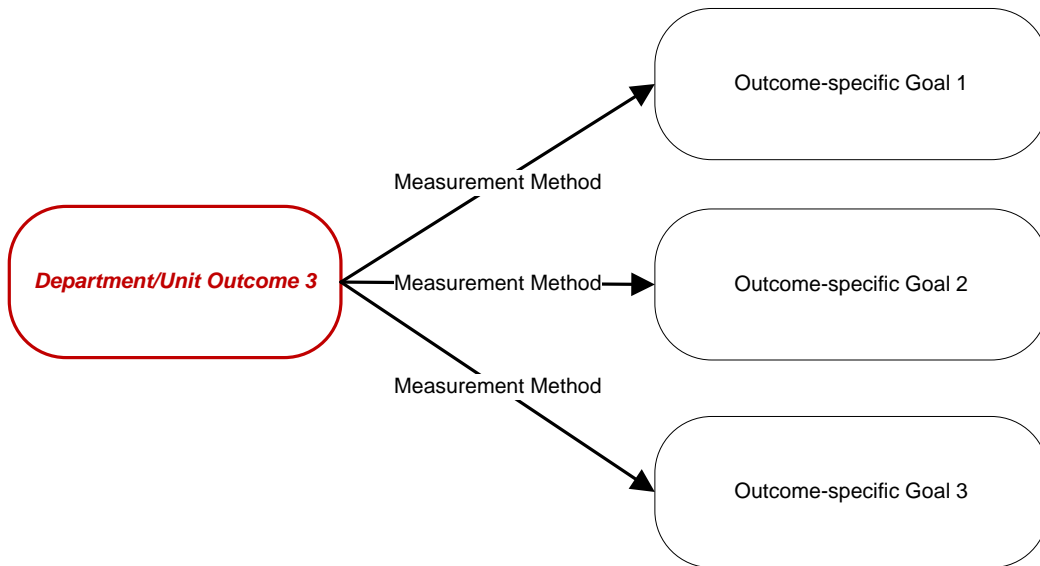
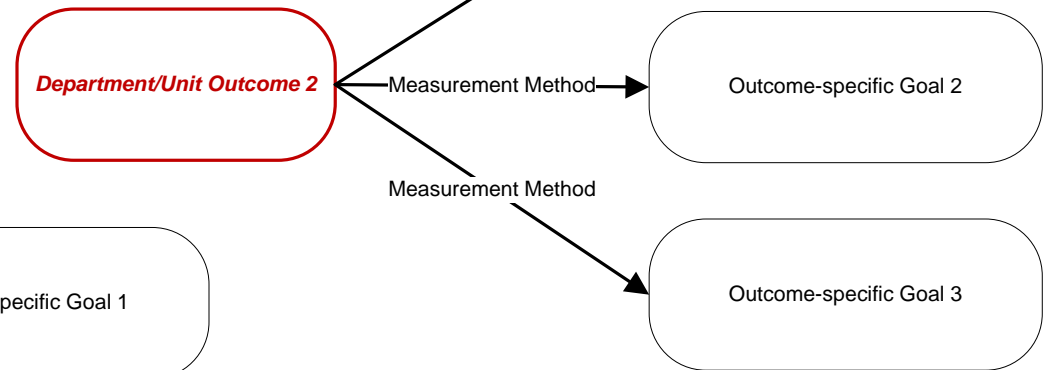
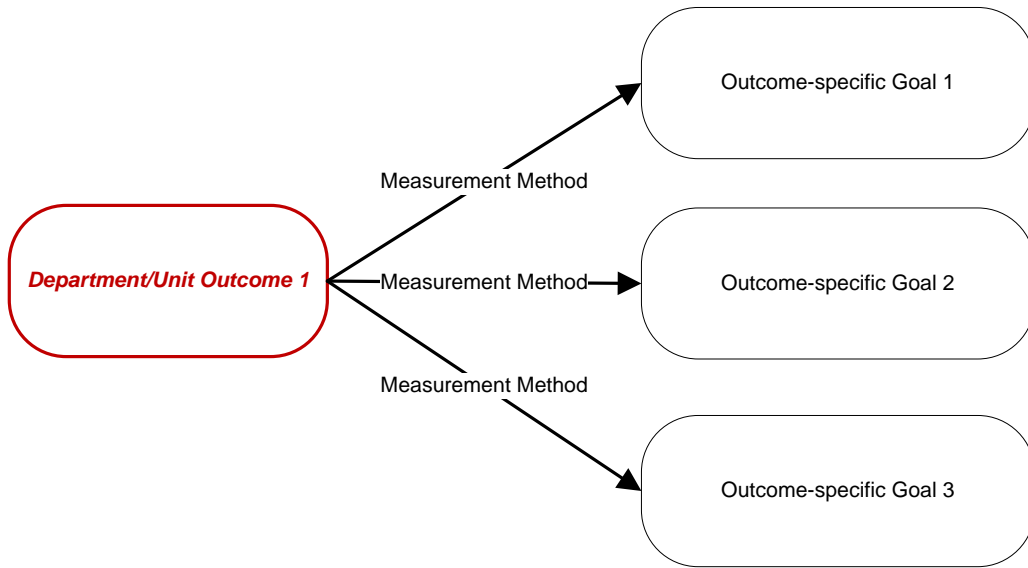
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Outcomes, Goals, and Measurement Methods Worksheet



Program: _____

Unit Owner: _____