**Florida Vocational Institute**

**7757 West Flagler Street Suite 220**

**Miami, Florida 33144**

**Self-Study Report**

**for**

**Council on Occupational Education**

**July 25-27, 2016**

# PREFACE

Florida Vocational Institute is extremely proud of the contributions of its faculty and staff in the preparation of our Self-Study. It has been a rewarding experience to work closely with the staff and faculty, assessing both our strengths and weaknesses, analyzing our institution and addressing challenges and opportunities to improve our processes and formulating strategies for our growth and expansion. The final document represents the efforts of all the members of the Florida Vocational Institute (FVI) community and it’s a culmination of work and effort for the last twelve months.

This self-study is a blueprint for FVI’s continued development, and as a result it serves to provide the institution with the means to achieve its long range goals and ensure that we are on the road to continued success. The other purpose of the Self-Study has been for the institution to achieve re-affirmation and therefore every effort has been made to comply with the spirit and letter of the Standards for Accreditation. FVI is appreciative of the assistance and invaluable support of the Commission and its staff members.

While faculty and staff were an integral part of the institution’s effort in the Self-Study, where appropriate we invited the contributions of other individuals to develop as best as we could a thorough and in-depth Self-Study. FVI is indebted to those individuals outside the FVI staff and faculty members who provided us with invaluable expertise, insights and recommendations to assist us in our effort to further improve as an institution.

A wide variety of data collection methods were used in the preparation of this Self-Study including interviews, surveys, observations of activities, reviews of publications, other documents created by the institution, as well as analysis of quantifiable data.

Another vital source of information was the institution’s students and graduates who through questionnaires and one-on-one interviews, contributed to the assessment of the value of their education and overall experience at the institution. The institution also used a variety of resources to gather information about the population, economics and educational climate of the market it serves. Some of the resources it used included the US Census Bureau, Miami-Dade Police Department, as well as educational impact studies when available. The institution would like to acknowledge the contributions of these organizations and express our sincere appreciation for the continued support of FVI and its mission.

FVI is extremely proud of its membership in the Council on Occupational Education and believe its Self-Study demonstrates the institution’s commitment to the principles of educational excellence. It welcomes the opportunity to showcase our strengths and looks forward to the benefits of peer review and the team’s expertise with its areas of weakness so that the institution can become an even finer one.

# LIST OF SELF STUDY COMMITTEE MEMBERS

Institutional/Community Characteristics

* Omar Fernandez

Conditions Checklist

* Lidia Bravo
* Denyse Antunes

**ADMINISTRATIVE COMMITTEE**

Standards 1, 4, 7, 8, and 9

Chairperson for 1, 4, 7 and 9

* Denyse Antunes

Chairperson for Standard 8

* Luisa Enriquez

Other Committee Members:

* Denyse Antunes
* Lidia Bravo
* Luisa Enriquez
* Eliezer Tabares
* Helen Picone

**EDUCATIONAL COMMITTEE**

Standards 2, 3 and 5-Allied Health programs-Chairperson

* Marta Marrero

Other Committee Members:

* Jorge Gomez
* Vladimir Perez
* Andrea Holguin
* Denyse Antunes

Standards 2, 3 and 5-IT programs- Chairperson:

* Victor Moreno

Other Committee Members:

* Randy Ferrer
* Aaron Niskin
* Lidia Bravo
* Denyse Antunes

**STUDENT SERVICES & LEARNING SOURCES COMMITTEES**

Standards 6 and 10 -Chairperson:

* Andrea Holguin

Other Committee Members:

* Luisa Enriquez
* Gretel Chong
* Denyse Antunes

**Steering/Editing Committee**

* Denyse Antunes
* Lidia Bravo
* Arnie Girnun

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# INSTITUTIONAL CHARACTERISTICS

**1. State the Name of the Institution.**

Florida Vocational Institute

**2. State the Address (city, state, sip code, telephone, e-mail, web site).**

Florida Vocational Institute

7757 West Flagler Street, Suite 220

Miami, FL 33144

(305) 665-1911

info@fvi.edu

Web <http://www.fvi.edu>

**3. List all campuses with addresses (branches and extensions).**

There are no other facilities

**4. Record, briefly, the history of the institution. Be sure to include such data as**:

**a. Date of opening**

February, 2007

**b. Date first students were in attendance**

February 2, 2007

**c. Date the institution graduated its first class**

April 6, 2007

**d. Type of control**

Proprietary

Florida Vocational Institute is a for-profit corporation formed under the laws of the State of Florida. The institution was originally located on 6840 SW 40th Street, Miami, Florida 33144. The Scheck Group purchased the school in June of 2011, and on November of 2014 the school was relocated to its current location at Office of the Americas. The school’s educational programs currently include, Allied Health, and Information Technology. The school programs are all currently recognized as diploma level.

In the last 12 months, the school has added three programs: Web & Application Development Engineer, IT Security and Cloud Professional Engineer, and a Pharmacy Technician program. All of the existing programs have been revised and updated as needed.

The majority of the student population is of Hispanic origin. The faculty and staff represent the ethnic diversity of the institution, with the majority of faculty and staff being Hispanic. Since Spanish is the predominant language of the school population, we offer our healthcare programs bilingual (English/Spanish) and also in English.

**5. Give an overall summary of the following:**

**a. The total number and type of education program offered.**

The institution offers all post-secondary technical educational programs leading to a diploma. Currently, FVI has four (4) diploma programs in Allied Health and two (2) Information Technology (IT).

**6. Facility and Equipment:**

Florida Vocational Institute offers its students a modern facility providing an atmosphere conducive to learning and containing teaching aids and audio/visual equipment. The facility is composed of 13,339 square feet of space. It includes theory classrooms, medical and computer labs, a student lounge, a reception area, fully equipped administrative offices, a library/resource information area with available hard references, as well as online subscription databases of journals and information for students to study and research. Bathrooms are available and are in compliance with the Americans with Disabilities Act guidelines. The campus is spacious and attractive and there is plenty of parking available for the students, including an elevator to access the second floor. The building is located close to public transportation and local restaurants.

**7. Programs**

**a. Name of the programs**

Medical Assistant

Medical Assistant (Online)

Nursing Assistant/Home Health Aide

Patient Care Technician

Pharmacy Technician

IT Security and Cloud Professional Engineer

Web Application Development Engineer

**b. The level of offerings (certificate, diplomas, associate degrees).**

The school offers certificate and diploma level programs.

**c. Overall enrollment number that reflects a typical calendar year.**

The overall enrollment number for the calendar year ending December 31, 2015.

Healthcare: 139 IT: 7 Total: 146

**d. Total number of full-time and part-time administrative and instructional staff employed.**

The total number of full-and part-time staff employed by the institution is

Administrative staff: 15 Instructional staff: 11

**e. Summary of non-traditional program (tech prep, continuing education, adult literacy, etc.).**

Continuing Education – OSHA, HIV, Domestic Violence, Medical Error, Resident Rights, Assistance with Self-Administered Medication, Medical Record, Infection Control, HIPPA, Alzheimer, Basic Life Support (CPR)

**8. Indicate which calendar system is used at the institution (quarter, semester, trimester, 12 months, other).**

All programs use a 12-month calendar system with new program starts typically offered every three (3) weeks.

**9. Explain what constitutes a typical full-time student load in class hour per week**.

A typical full-time student load is twenty (20) contact hours per week.

Day and evening students attend classes four (4) days per week:

Day: Monday – Thursday from 8:30am - 1:30pm

Evening: Monday- Thursday from 5:30pm - 10:30pm

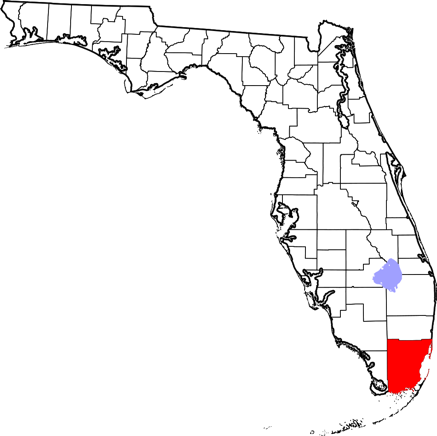
**10. List the name and length of summer sessions which do not classify as regular terms**.

The school operates on a full time schedule year round.

**11. Briefly describe the delivery systems the institution uses (traditional classes – lectures, lab, externship; continuing education; distance education media; Internet; etc.)**

The institution is approved to offer both traditional and distance education: All of the allied health programs are delivered using traditional delivery: lectures, lab and externship or clinic with the exception of Medical Assistant which can also be delivered via distance education. In addition to the Medical Assistant (Online) program, FVI has two other programs approved as distance education which Web Developer and Network and Computer Systems Administrator. These three distance education programs are delivered in a hybrid format where students may attend classes online or on campus. In the case of the Medical Assistant, the clinical courses with lab and the externship course are on campus or locally within the community.COMMUNITY CHARACTERISTICS

**1. Describe the geographic area (towns, cities, counties, etc.) served by the institution. Exhibit a map**.

Florida Vocational Institute serves Miami-Dade County. The county has a population of 2,662,874 people, 867,352 households and 548,402 families residing in this county according to the census 0f 2010. The county contains 1,946 square miles including water and landmass. [[1]](#footnote-1)

Miami-Dade County includes both incorporated and non-incorporated areas. The incorporated areas are defined as cities.

**2. Describe the population of the areas served by the institution. Show total population of service area, and provide the source and date of this population data**.

The institution is located in central Miami-Dade County adjacent to the Miami International Airport and the Cities of Hialeah and Miami. Following are the service areas from which our student body is drawn:

Location 2014 Population

City of Miami 376,815

City of South Miami 10,741

City of Opa Locka 15,327

City of Hialeah 226,401

City of Coral Gables 42,539

City of North Miami 59,310

City of Hialeah Gardens 21,200

City of Miami Beach 93,681

Carol City No data compiled by any agency

City of Miami Springs 13,536

City of Virginia Gardens 2,294

City of Miami Gardens 105,414

City of Doral 29,685

Unincorporated NW Miami No data compiled by any agency

Unincorporated SW Miami No data compiled by any agency

Data was provided by quickfacts.census.gov-2004 Estimate.

**3. For institutions that serve contiguous geographic areas, indicate the rural-urban distribution of population in the area served.**

The institution does not serve contiguous areas.

**4. Describe any important population characteristics in the community served which affect the institution and its services.**

The community and adjacent area, in which the school is located, is a rapidly growing Business and Commerce corridor consisting of numerous new office buildings, office parks and high-end new residential construction. Over the last 15 to 20 years, the area/community has become predominantly Hispanic. Considering the adjacent communities, the socio-economic mix is from low to high income. The socio-economic diversity results primarily from population shifts and new growth adjacent to the older communities. Miami-Dade County ranks number 1 in Florida for total personal income, but 35 in per capita income. Miami-Dade is also the most populated county in Florida and includes a 55.32 % Hispanic or Latino population of any race. Non-Hispanic whites make up 13.67% of the population. 50% of the residents were born outside the United States, while 67% of the population speaks a language other than English at home. \* However, the primary market for this institution is approximately 83% Hispanic.

\*US Census Bureau and City-Data.com/Miami-Dade County-FL

According to the US Census Bureau 2004 People Quick Facts, over fifty-two percent of the population of Miami-Dade County is between 18 and 44 while twenty-five percent is between 5 and 17 years old.[[2]](#footnote-2) Of importance is the change in our county school population. The fastest growing population is in K through 8, and the fastest growing ethnic group is Hispanic. There is generally ethnic harmony, but schools must deal with the variety of cultures and a least three languages, Spanish, Creole and English. Because of the cultural and language mix, any educational process must be adaptable, and at least somewhat innovative. Programs with language assistant are an important part of the overall educational process in Miami-Dade County. It provides the impetus for immigrant students to progress and mature in the local school system through the transitional language education program.

The age distribution is 24.8% under 18, 9.1% from 18 to 24, 31.0% from 25-44, 21.7% from 45-64 and 13.3% who were 65 and older.

Miami Dade is unique compared to the U.S counties in that the native language of the majority of the population is not English. As of the Census of 2000, Spanish is the first language for 59.2% of the population; English is 32.1% of the population, Haitian Creole is 4.1% of the population, Portuguese is 1.1%, and Russian is 1.0%, Hebrew 0.8%, French 0.7%, Italian 0.4%, other .7%.

**5. Describe basic changes anticipated in the size or characteristics of population in the area which may affect the nature of the institution’s services.**

Miami-Dade County is growing at the rate of about 7% per year in the last two years according to the Bureau of Economics and Business Research at the University of Florida. The fastest growing segment of the population is in the elementary school ages. Current public school systems are extremely crowded and there is an aggressive building plan supported by significant real-estate tax windfalls generated by new residents and the significant growth in the up-scale housing market. Even through the housing market crash, Miami Dade County continued to grow in population. Large apartment developments have replaced the former large housing developments and this in its-self increases the population density of any area. It is even more emphasized in the market area of the school, the northwest sector of Dade County. Miami-Dade County is becoming wealthier and younger every day. Although this presents a problem to the public sector of education, it bodes well for the post-secondary market at all levels. Post-secondary institutions should do even better in the future. To compliment the population growth, the business and commerce climate is growing rapidly as well. Massive amounts of construction in new office space and residential units are evident all over Miami-Dade County and contiguous counties. Educated employees will be needed to fill the jobs being created by the expanding business markets in the county. Because of the overall growth in the business community and population in general, the allied health and health care fields will grow proportionately. Miami-Dade County has more medical clinics than any other county in the United States. It is also a major center for health care and teaching hospitals, with the University of Miami Health Care Network being the most significant provider.

# SELF-STUDY COMMITTEE TASK SHEET

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK  *Including Exhibits* | Person  Responsible | Date for  Rough Draft | Completed | Date for  Final Draft | Completed |
| **Institutional/Community Characteristics** | **Omar** | **1/15/2016** | **1/15/2016** | **2/1/2016** | **2/1/2016** |
| **Conditions Check sheet** | **Denyse** | **3/1/2016** | **3/1/2016** | **3/15/2016** | **3/15/2016** |
| **Standard 1 –**  **Institutional Mission** | **Denyse** | **1/15/2016** | **1/15/2016** | **2/1/2016** | **2/1/2016** |
| **Standard 2 –**  **Educational Programs** | **Marta** | **3/1/2016** | **3/1/2016** | **3/15/2016** | **3/15/2016** |
| ***(\*List each secondary and postsecondary program)*** | | | | | |
| *Patient Care Technician* | Marta | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/2016 |
| *Medical Assistant* | Jorge | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/2016 |
| *Pharmacy Technician* | Marta | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/16 |
| *Nursing Assistant* | Marta | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/16 |
| *Network and Computer Systems Administrator* | Victor | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/16 |
| *Web Developer* | Victor | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/2016 |
| **Standard 3 - Program and**  **Institutional Outcomes** | Denyse | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/2016 |
| **Standard 4 - Strategic Planning** | Denyse | 2/1/2016 | 2/1/2016 | 2/15/2016 | 2/15/2016 |
| **Standard 5 -Learning Resources** | Marta | 3/1/2016 | 3/1/2016 | 3/15/2016 | 3/15/2016 |
| **Standard 6 - Physical Resources** | Lidia | 3/1/2016 | 3/1/2016 | 3/15/2016 | 3/15/2016 |
| **Standard 7 - Financial Resources** | Denyse | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/2016 |
| **Standard 8 - Human Resources** | Luisa | 3/15/2016 | 3/15/2016 | 4/15/16 | 4/15/2016 |
| **Standard 9 - Organizational Structure** | Denyse | 2/1/2016 | 2/1/2016 | 2/15/2016 | 2/15/2016 |
| **Standard 10 - Student**  **Services and Activities** | Andrea | 3/1/2016 | 3/1/2016 | 3/15/2016 | 3/15/2016 |
| **Editing** | Lidia |  |  |  |  |
| **Document Reproduction**  **(Printing – If Needed)** | Lidia |  |  |  |  |
| **Transmit Self-Study and Program Supplements to Team Leader (1**  **copy before preliminary visit)** | Denyse |  |  |  |  |
| **Transmit Self-Study and Program Supplements to Team Members (1 copy each before visit)** | Denyse |  |  |  |  |
| **Transmit Self-Study and Program Supplements to Council Office**  **(1 electronic copy)** | Denyse |  |  |  |  |
| **Revise Educational Programs Chart (if needed)** | Marta-Victor |  |  |  |  |
| **Target Date for**  **Self-Study Completion** | | | | |  |

*\* See Guidelines for Reporting Secondary Programs*

# STANDARD 1

**Institutional Mission and Objectives**

**Introduction**

Florida Vocational Institute (FVI) brings to the public a learning environment that is both enriching and occupational specific designed to prepare individuals for employment. While the mission and purpose are very specific, there are specific factors specific to our unique market: largely Hispanic population, high population density, large immigrant population with English as their second language. These factors play a role in how we provide an appropriate learning environment. The faculty and staff of this institution has met any and all challenges and used these opportunities to improve the effectiveness of the learning environment.

**Analysis**

Through the institution’s annual review of its mission statement with the institution’s advisory committee, the faculty and staff as well as with the students, we believe that the institute’s mission serves as its compass directing our efforts both in the classroom and throughout the institution. Our objectives and mission have very specific goals and objectives that are focused on specific training that provides marketable skill sets which support the primary mission to enable the student to secure meaningful entry-level employment in his or her field of study. This institution’s mission statement, as published, represents the official statement of the institution.

**Challenges And Proposed Solution**

Miami-Dade population continues to grow each year; however, the area is a haven for immigration from Cuba as well as Central and South America. The cultural diversity is a significant challenge in the classroom. Faculty must be aware of the individual needs that exist with cultural diversity.

In an effort to serve the growing Hispanic immigrant community, Florida Vocational Institute delivers/offers the Nursing Assistant/Home Health Aide, Patient Care Technician and the Medical Assistant programs in a Bi-lingual and English format. In the Bi-lingual program the faculty assists the students in learning the technical skills while simultaneously helping the students to learn or improve their written and verbal communication in English. As the students’ progress they are expected to improve their comfort using the English language in the classroom. This is demonstrated through the verbal interaction in the classroom and in written quiz and testing instruments. This delivery method was put into effect, because the majority of employers in this geographic area will hire only graduates that are bilingual in English and Spanish. Graduates who only speak Spanish will find it difficult to secure employment. Conversely, it can be a difficult job market for those graduates who do not speak Spanish, and the school has had to adapt its placement procedures to accommodate these students as well.

Over the last five years, the administration has consistently held mandatory In-Service meetings, which has allowed us to maintain consistency in lesson planning, and we have continued to monitor our platform skills and methodologies to assure we are appropriately managing the cultural and language diversity of the student body.

Although the institution requires a high school diploma or GED, we continue to experience varied levels of reading aptitude Reading levels continue to be a challenge that is met by utilizing more video aides and writing assignments to help improve reading aptitude.

Encouraging the students to use the library resources and the Internet also helps increase reading levels. Tutoring has been made available after class as well.

Through faculty committees, the faculty participation and input into academics as well as institutional planning decisions is extremely important. The administration of this institution has created a standing faculty committee to provide input, and participate in resolving any and all issues that may affect the quality of the educational process. The process has worked well and is evident in the satisfaction that students convey through our classroom surveys and in person.

Continuing to stay abreast of important changes in healthcare and information technology industry is paramount to assuring program content is relative to the job market. Implementation most always has a financial cost factor. Precise and detailed fiscal planning is the only way to accommodate needed improvements and implement current technology. Administration meets with Program Chairs each quarter to plan and budget for needed improvements each fiscal year. The institution has maintained its fiscal integrity and stayed current in program content, equipment, faculty, and staff training based on valuable input gained from Occupational Program Advisory Committees and continuous employer feedback.

In the past five years, we have met many challenges and have prevailed as an institution. Some have been of the regulatory nature, other related to recruiting and still others were related to stimulating the academic growth of the institution. We understand our short-term challenges, and we are aware, that if we intend to continue to thrive as an institution, we must continue to see challenges as an opportunity to improve.

**Summary**

The institution’s mission statement is clear, concise, and well defined and is true to its educational commitments. Despite continuous review of the mission statement, the committees have not discovered any reason to make changes to the mission statement. The institution’s focus as an occupational institution provides an excellent service to the community. The educational outcomes provide employment for graduates, while the institution itself provides employment within the community.

We believe we meet the objectives of the institutional mission and the administration and faculty have met many challenges to improve the educational process and serve the needs of the students.

**Standard 1**

**Institutional Mission And Objectives**

1. **The primary mission of the institution is to instruct students to such competency levels that they are qualified for employment and/or advancement in existing or potential fields.**

Educational Philosophy: We believe everyone who wants a great career opportunity should be able to achieve that goal. Florida Vocational Institute focuses on providing high quality instruction and hands on learning for our students. We believe that providing a path to a new career through education is one of the great opportunities in this country. We believe that training should be based on the careers that are in demand in our community and should prepare our students for careers in months.

Mission: Florida Vocational Institute’s mission is to train students to become entry level professionals in high demand careers. We aim to improve employability and inspire life long career growth, thereby improving the life quality of individuals in our community.

1. **The institution’s mission is clearly and concisely stated in written form and represents the official statement of the institution.**

The mission statement is published in the school’s catalog, which by Florida legislation, is defined as the school’s official publication.

1. **The institution has an appropriate publication that accurately presents its mission statement and the educational programs offered to achieve its mission.**

The institution’s published catalog accurately presents the mission statement and the educational programs offered.

**4. The current mission statement is publicly available and is used consistently in publications.**

The mission statement is clearly, consistently stated and publicly available in the institution’s catalog. The institution’s catalog is published under the consumer disclosure section on the school’s office website: [www.fvi.edu](http://www.fvi.edu). The statement is used in other publications where the institution is required to re-state its mission.

1. **The institution has an organized and functional institutional advisory committee that**

**meets the following requirements:**

1. **Is composed of at least three persons with a majority being external to the institution;**
2. **Meets at least once annually, if serving only as an institutional advisory capacity OR twice annually, if serving in and occupational advisory capacity;**
3. **Keeps minutes to document their activities, recommendations, and meeting attendance; and**
4. **Is used to provide community involvement in maintaining a relevant mission for the institution.**

The institution maintains an Institutional Advisory Committee (IAC) comprised primarily of external personnel representing industry and education. The institution has several Occupational Program Advisory Committees meets at least twice per year, but may be asked to assemble more often to address related issues. Minutes are kept to provide documentation of the IAC and PAC’s activity. An electronic file of minutes is maintained in the office of the School Vice President.

The institution invites at least three external personnel representing industry and education to serve on its Institutional Advisory Committee members for a minimum of two years. The institution has found that when members serve for more than two years the attendance and level of engagement begin diminish. By setting a term of two years, the institution believes it will have higher commitment and engagement from its IAC Committee members and new members every two years will bring a fresh perspective which is vital to its commitment to continuous improvement and fulfillment of its institutional mission.

**10. A program of public information and community relations is maintained to promote the institution’s mission in its community.**

The institution has a strong community relations program that includes the institution’s Program Advisory Committee and membership or sponsorship to community events that promote education and employment in the healthcare and informational technology industries and support underserved members of community.

The school also participates in public blood drives and provides assistance to the public with free health screenings. Documentation of these activities is maintained with the institution.

# STANDARD 2

**Educational Programs**

**Introduction**

Florida Vocational Institute currently offers four (4) allied health non-degree programs and two information technology non-degree programs. Since its last accreditation visit (June 2010) the institution has launched two new Allied Health non-degree programs, Medical Assistant (Traditional and Online) and a Pharmacy Technician program (T). The institution also had a Change of Scope approval with the addition of two technology non-degree programs, Web Applications Development Engineer and IT Security and Cloud Professional Engineer programs (D) that were launched in the summer of 2015. Both programs have been approved as distance education programs. In the 2015 Annual Report submitted last December, the institution reported 121 allied health program completers. These programs include the Medical Assistant (TD), Nursing Assistant/Home Health Aide (T) and Patient Care Technician (T) non-degree programs. All met or exceeded the minimum completion and placement rate benchmarks required by the Commission.

**Analysis**

The institution has been fortunate to hire very qualified and committed faculty who are eager to teach and prepare our student body for academic and employment success. Since the institution relocated to the Mall of the Americas, the majority of the student body consists of immigrant students who do not possess a proficiency in the English language. The Medical Assistant program is offered in a bilingual (Spanish/English) format. In the 2015 Annual Report the program had 32 program completer with a 74% and 72% in completion and placement rates respectively. In the Nursing Assistant/Home Health Aide program there were 37 program completers with a 100% completion rate and a 76% placement rate. Finally, the Patient Care Technician program had an 87% completion rate and 71% placement rate with a total of 52 program completers. The Pharmacy Technician, Web Application Development Engineer and the IT Security and Cloud Professional Engineer programs admitted the first class in 2015 and therefore there were no graduate data to report during the same reporting period.

The institution is meeting its primary educational and outcomes objectives. As the institution grows, new challenges will arise and we will plan in advance to address these issues.

**Challenges And Proposed Solutions**

Since the institution relocated to the Mall of the Americas the majority of the student body consists of immigrant students who do not possess a proficiency in English language. Although many may be able to read and write in English, many students are not comfortable communicating in English. Since the Miami-Dade County has the largest population, in Florida, of Latin and South Americans, most if not all services are delivered in both languages; it is not required for most to speak English. Therefore, the school has to work to help our students overcome anxiety and build confidence in their ability to communicate in English. The majority of the employers who serve the Miami-Dade County require candidates to be bilingual in Spanish and English, so this is a critical priority for the faculty and administration to insure that its graduates can become employed upon graduation. The institution has spent a significant time incorporating communication skills and soft business skills throughout the curriculum to insure our students are well prepared to start externship and are employment ready upon graduation. The faculty have implemented activities in the classroom that require students to present and communicate in both lecture and lab courses to help student improve their ability and confidence in oral communication.

As the student enrollment has increased with the addition of new programs, the institution’s administrators have also seen new challenges regarding student attendance. The institution has revised the admission LIFTOFF process, the new student orientation and externship orientation to establish institutional standards and expectations regarding attendance, make up time and work so that students are well-informed for academic success. Since these new initiatives were implemented in January 2016, the Program Directors and Registrar are now tracking daily, weekly and monthly attendance by course, shift and program to determine if these initiatives are having a positive impact on the students’ attendance and academic success. The Program Directors are required to report this data by instructor, course and shift to try to identify opportunities for improvement.

The introduction of the technology programs has brought another challenge in that these students are very fluent in English. The faculty must then adjust to English only delivery and students that are well versed in English. So, two methodologies are employed in the classroom to deliver information. Cultural diversity is, in general, a challenge in Florida educational institutions. Bilingual and even multilingual faculty must be considered depending on the location, in Florida, of schools.

**Summary**

The Program Directors and faculty have been very involved in the self-assessment process of each program. To help our students become more employment ready upon graduation, every faculty member has genuinely taken accountability and ownership of their program’s challenges and developed constructive strategies and initiatives to help improve student attendance, incorporate the soft skills, such as communication skills, professionalism, punctuality and customer service in all of their courses. Program Directors will continue to work with the Director of Career/Student Services to insure that additional workshops are offered to supplement these activities in the classrooms.

**Standard 2**

**Educational Programs**

**Admissions/Recruiting**

**The institution’s admissions policies and processes are:**

1. **Published;**
2. **Clearly stated;**
3. **Consistently communicated to student**
4. **Made available to students prior to enrollment; and,**
5. **Any changes to these publications are communicated in a timely manner.**

Florida Vocational Institute has clearly started admissions policies and process that are published in School Catalog and on the school’s official school website under the consumer information section. FVI affirms a policy of equal employment opportunity, equal educational opportunity, nondiscrimination in the provision of educational training to the public and administrating all educational services. The School is open to all students without regard to race, color, religion, age, sex, creed, national origin, sexual orientation, physical or mental disability, marital status or other factors which cannot be lawfully considered for an employment decision.

All of the above-mentioned policies, as well as our admissions requirements are published and available for all students to see in the School Catalog. It is distributed to every applicant before enrolling. Any changes made to the catalog are communicated in a timely manner and published on the school’s official website. Initially, any changes are provided to current students through the faculty. Changes, most often will affect new students rather than current students.

1. **For all students admitted to Vocational English-As-A –Second Language program, the institution utilizes written admissions procedures that comply with the policies established by the Commission.**

The institution does not offer Vocational English as A Second Language program.

1. **The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.**

The institution has a clearly defined policy on the transfer of students between programs within the institution and the transfer of the students from other institutions. The Transfer Credit policy is published in the School Catalog.

1. **The institution clearly defines and publishes a policy on the transfer of credit that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution.**

Florida Vocational Institute clearly defines and published a policy on the transfer of credit that includes a statement of the criterial established by the institution regarding the transfer of credit earned at another institution. The Transfer of Credit policy is published in the School Catalog which is provided to the student prior to enrolling and is available on the Consumer Information section of the school’s official website for any prospective student to review prior to contacting the institution.

The institution reserves the right to accept or deny transferring clock hours received from another school. The granting of credit for prior education or exams cannot exceed twenty-five percent (25%) of any program. Programs and tuition will be adjusted according to the number of clock hours accepted by Florida Vocational Institute.

For the Web Application Development Engineer program, there is *one* articulation agreement in place with the CS50x program hosted by Miami Dade College’s Idea Center.

The IT Security and Cloud Professional Engineer program accepts no transfer credits from other institutions.

1. **Admissions requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.**

The institutions outcomes (Retention/Graduation) support the admissions requirements of the school. In each category, the school has met the performance criteria of COE. This data is based on the traditionally delivered programs. Because the On-Line programs are relatively new; those programs have had no graduates to date. Admissions requirements are reviewed by the PAC members and any revisions that may come from the reviews, would be considered if appropriate.

1. **For all students admitted into Associate Degree Programs have a high school diploma or its equivalent.**

The institution is not currently approved to offer any Associate Degree programs.

**An institution that admits students by exception to its standard admission policies must:**

1. **Have written admission policies and procedures;**
2. **Apply them uniformly;**
3. **Provide documented evidence on how they are used;**
4. **Maintain records on student progress**
5. **Regularly evaluate the effectiveness of the procedures used in admitting students by exception.**

Applicants must possess a high school diploma or a GED to be admitted for all diploma Title IV eligible programs. Only if an applicant meets the Title IV Ability to Benefit “grandfathered test” may an applicant be admitted after passing the Wonderlic ATB test.

The institution on a rare occasion has admits students by exception to its standard admission policies however in the few instances where exceptions have been made, there are clearly stated admission policies and procedures which are applied uniformly. There are less than a five students who have been admitted under this exception.

The institution has documented evidence on how they are used and maintain records on student progress for those that have been admitted.

Once the student is admitted to by exception a follow-up protocol will be followed to evaluate the academic progress of the student. This protocol dictates that the Program Director will meet with the instructor and the student to assess the student’s progress before the end of each course. After this meeting is held, an *ATB Progress Report* form must be completed and filed. If the Program Director and instructor determine that the student is failing to attain the required learning objectives, tutoring services may be offered at the program director’s discretion or the student may be asked to withdraw.

Documented evidence of how these policies and procedures including the results of both ATB and SLE tests are maintained electronically and evaluated at least annually to determine their effectiveness.

1. **The institution ensures that recruiting activities are ethical and that all material used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirement of each program.**

The Marketing department, in conjunction with the Admissions department, and administration, develop recruiting material that are ethical and accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. Primary materials used for recruiting include, but are not limited to, FVI Student Catalog/Handbook, brochures for each individual program and multi-media presentations, newspaper, television and radio advertising, FVI website, and various promotional items. The school maintains a Consumer Information section on its school’s official website where all program outcomes are published as required by state and federal regulations.

1. **Prior to admission, students are informed of the costs, equipment, services, time and technical competencies. If any, required by the program, including if applicable, personal data, collection and processes, and charges associated with verification of student identity.**

The Admissions training process referred to as the LIFTOFF process, assures that admissions personnel are thoroughly versed in all of the program requirements and administrative processes associated with the admissions function and student responsibilities. The State of Florida requires a written training plan for all admissions representatives. In addition, our program disclosures, which may be found on our website, include the costs of all programs of study. At the end of the LIFTOFF admissions process, the student visits the Financial Planning Office, at which time a budget sheet is completed and signed by the student. All costs, payment plans, and monthly payment obligations are clearly stated on the budget sheet document.

1. **Orientation to technology is provided and technical support is available to students.**

The On-boarding faculty training process addresses numerous Best Practices and responsibilities to include the use of technology associated with the educational processes. This includes how faculty members may obtain additional support for students via a contracted IT person.

All our online instructors are adequately trained in the management of our online platform, Adobe Connect. Our instructors are able to do basic troubleshooting and walk the students through the process of connecting and receiving lessons online.

In the allied health programs, instruction is delivered using a distance learning platform named Evolve, and our instructors are also trained and able to troubleshoot issues with this platform.

There is an area of opportunity for improvement in this regard. As the online enrollment continues to grow, it would be very beneficial for the institution to have a full-time employee who is responsible for technical support for online programs.

1. **For all coursework delivered via distance education: the institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completed the program and receives academic credit.**

Currently the institution does not offer a fully online distance education program although the IT programs is approved to be offered 100% via distance education. All accepted applicants are local and therefore must complete a campus tour before a student is eligible to enroll. Distance Education students must present valid photo identification, attend an onsite orientation and complete a portion of the program on campus in a traditional classroom or lab setting. For the courses that are offered 100% via distance education, part of the online course instructor’s workflow is to periodically enable the students’ webcams and verify that the enrolled student is indeed present and engaged.

**Programs**

**Occupational educational programs offered by the institution are congruent with:**

1. **The governing organization;**
2. **The mission of the institution; and,**
3. **The occupational needs of the people served by the institution.**

The content of each program focuses on the occupational skills required in the related work environment. The placement data and employer feedback supports the relevance of the institution’s program content. In addition, every program holds periodic program advisory committee meetings where members of the professional community evaluate the suitability of the occupational educational programs to fulfill the institution’s mission.

**Occupational education program policies are:**

1. **Publicly accessible;**
2. **Non-discriminatory;**
3. **Consistently applied.**

All occupational educational and admissions policies are well-detailed in the institution’s published School Catalog, which is available to all students and may be found on the school’s official website in the Consumer Information section. All policies are consistently applied.

**Differences, if any, in occupational education program policies are justified by:**

1. **Student learning outcomes; and/or**
2. **Program outcomes**.

Differences in occupational education program policies are justified by student learning outcomes, program outcome requirements as well as employment requirements. Allied Health programs require background checks and the Pharmacy program requires a drug screen prior to the externship experience.

1. **The objectives for each education program are evaluated annually.**

Faculty committee meets annually to discuss program content and objectives. In addition, the Program Advisory Committee meetings are conducted twice per year to discuss individual programs and to gather feedback concerning the effectiveness of the programs based on employers’ needs, graduate and employer feedback. Suggestions are taken seriously and all appropriate changes are implemented.

All of the program content changes that have evolved over the last 5 years are the result of cooperation between the faculty, administration, advisory board and employer/employee feedback obtained back through the Student Services Office.

**Each occupational education program has:**

1. **Clearly stated objectives;**
2. **Defined content relevant to these objectives and the current needs of business and industry;**
3. **Assessment of student achievement based on the program objective and content.**

The content and objectives of each program may be found in the catalog as well as within the syllabi for each program. The content of programs is reviewed biannually for suitability in industry. All assessments are based on the learning objectives of each unit within the program. Quiz and exam content reflects the learning objectives for each course.

**A systematic process has been implemented to document:**

1. **That the objectives and content of programs are current; and,**
2. **That coursework is qualitatively and quantitatively relevant.**

All Occupational Program Advisory Committee (PAC) meetings are systematized and all PAC members must complete a questionnaire and assess whether the objectives and content of each program are current and that the coursework is relevant.

1. **At least every two years, three bona-fide potential employers review each educational program and recommend:**
2. **Admission requirements;**
3. **Program content that is consistent with desired student learning outcomes;**
4. **Program length;**
5. **Program objectives;**
6. **Competency tests;**
7. **Learning activities;**
8. **Instructional materials;**
9. **Equipment;**
10. **Method of program evaluation;**
11. **Level of skills and or proficiency required for completion; and,**
12. **Appropriate delivery formats for the subject matter being taught.**

Every two years’ employer verification forms are distributed to at least three employers for each program as a part of a program evaluation package. Additionally, Program Advisory Committee meetings include significant discussion on program quality, and all PAC members are provided with a program evaluation package to allow for evaluation of the admissions, requirements, program content, student learning outcomes, program length and program objectives, competency tests, learning activities, instruction materials, equipment and resources.

1. **The institution considers the length and the tuition of each program in relation to the documented entry level earning of completers.**

Records are maintained which reflect employment outcomes and, when available, wage ranges. The length of each program is based on several considerations: Accreditation Standards, Federal and State regulations, cost of delivery, characteristics of the student body, and necessary financial goals.

Each measure is equally important and the institution seeks to strike a balance between all considerations. The local economy sets the entry level earning rate by occupation or profession and the current salary levels of graduates clearly reflect a positive value compared to the economic investment.

Both the length and all-inclusive cost of all our programs are clearly visible within the catalog, and students are free to evaluate the financial feasibility of our programs.

1. **Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.**

The institution uses the DiamonD SIS student information system in order to facilitate and manage course scheduling. Any entering student is guaranteed to have every course he or she needs to take in the correct sequence in order to graduate in the publicized time frame as long as the student remains in Satisfactory Progress and meets the attendance requirements.

**Associate Degree programs offered must meet the following requirements:**

1. **The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science or Associate of Occupational Technology is used.**

The institution does not offer Associate Degree programs.

1. **The program has minimum of 60 semester hours or 90 quarter hours.**

The institution does not offer Associate Degree programs.

1. **The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course in the following areas: humanities, behavioral sciences, natural or applied science, and mathematics.**

The institution does not offer Associate Degree programs.

1. **For all coursework delivered via distance education: The institution’s distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.**

The institution’s distance education courses and programs are identical to those offered on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded. Courses that are delivered via distance education: The institution’s distance education courses are synchronized online live courses conducted by an instructor using the same program content, materials and resources. Students are held to the same academic standards and attendance requirements as the traditional program students. The credential awarded is a diploma, the same as awarded to the traditional student. Distance Education is simply a methodology and not an exception the institutions academic rigor and policies.

**Each program offered by the institution:**

1. **Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;**

All programs have been approved by the State of Florida and our accrediting agency. The programs are administered under policies articulated in the school catalog and SOP manual. Policies and procedures were developed keeping in mind all regulatory requirements and the standards of our accrediting agency. At all times the institution has administrative and supervisory personnel on campus during regular hours of operation.

1. **Has appropriate and continuous involvement of on-campus administrators and faculty in planning, approval;**

Florida Vocational Institute runs quarterly planning meetings which involve the campus administrators and faculty representatives to insure appropriate and continuous improvements.

Additionally, there are monthly all-campus meetings where all staff and faculty member are required to attend. The purpose of the all-campus meeting is to present program outcomes, retention, licensure and placement data, communicate initiatives, and discuss progress regarding any issues or required changes in any program of study.

Finally, the Program Directors of Allied Health and Technology run monthly faculty meetings with all instructors where curriculum changes and efficacy of teaching techniques are discussed.

1. **Has varied evaluation methodologies that reflect established professional and practice competencies.**

In the allied health programs, the institution uses a combination of written tests, practical/clinical tests, externship evaluation, and board exams in order to determine whether the student is progressing normally and developing the occupational competencies that will be expected of the student in the work place.

All allied health programs’ unit final exams are evaluated by advisory committees. This helps us ensure that they reflect the skills and competencies required by entry level professionals in the appropriate field of study.

In the technology programs, the students undergo project-based instruction in order to prepare them for their certification exams (IT Cloud and Security program) or to help them build a professional software development portfolio which serves as proof of their job skills.

1. **Has measures of achievement of the student learning objectives;**

Each Allied Health program incorporates quizzes, comprehensive testing, skill observations in clinical, and lab environments to assess student progress. The final assessment is reflected in the performance of the student during the externship experience.

In the technology programs most assessment is measured through problem solving testing. Students are given projects to develop, projects to trouble shoot. Quizzes and exams are also used to measure achievement.

1. **Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.**

The institution maintains individual student records, including period of enrollment, financial, and educational program records that are permanently maintained by the institution at the main campus. The Institution maintains all electronic records in the DiamonD SIS, student information system. A hard copy of individual student records, including period of enrollment, financial, and educational program records are maintained by the Registrar.

1. **Is described in appropriate catalog, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, and admissions and academic requirements, and information technology requirements; and,**

Each program offered is clearly described in the institution’s school catalog, school’s official website, brochures and all other promotional materials that include tuition/fee charges, refund policies, and admissions and academic requirements, and information technology requirements.

1. **Provides for timely and meaningful interaction among faculty and students.**

Each program offered requires 20 contact hours per week with faculty and students. Faculty are also available for tutoring and support by appointment before or after class times. Program Directors are also available for scheduled office hours.

1. **A credit hour is equivalent to the minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activity; or one quarter credit for each 10 hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activity.**

The institution offers two technology diploma programs that are approved as semester credit hour programs with each credit hour that is equivalent to the minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activity. All allied health programs are approved as clock hour programs.

1. **For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students’ requests by placing a requirement on response time of no more than 24 hours within the institutions’ published operational schedule of the program/course.**

Our distance education delivery is synchronous. This facilitates an immediate response time to students as if they were sitting in the classroom with the traditional student during the scheduled class time.

**Instruction**

1. **Academic competencies and occupational skills are integrated into the instructional program for each occupational area.**

All programs incorporate reading, writing and research components as well as computer skills. In addition, all curricula incorporate and emphasize the occupational skills for which the specific program has been designed. Technology applications are always occupational-specific or directly support the development process.

The Allied Health programs utilize equipment specific to occupational skills, whether it is the application of software, applied medical techniques, human relations, or the utilization of equipment and instruments, students are competent.

The Technology programs utilize up-to-date equipment, software, cloud platform memberships, e-learning memberships, software frameworks, development platforms, version control platforms, and software development design patterns specific to current industry standards.

1. **The instructional programs provide instruction in the competencies essential to success in the occupation, including job skills, work habits and attitudes.**

All programs are competency based and curricula reflect the associated competencies. The Allied Health programs have an employability skills course, where students learn the soft skills necessary to succeed in the workforce.

Our technology programs incorporate resume-writing, technical-assessments, and social media education into the curriculum in order to assist students in developing the professional presence that is required in order to become an IT professional.

1. **The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.**

The course syllabi and lesson plans are designed in order to help the student achieve required program learning outcomes. The institution strives to hire faculty members with ample teaching acumen but also significant industry experience. We rely on input from our faculty in order to determine pedagogically effective ways to help students successfully achieve the learning outcomes of their chosen program of study.

Following the sequencing of instruction, the Allied Health programs have a work-based activity module at the end of each program. Prior to that, students engage in an employability skills course. These modules are designed for students to demonstrate and finalize the attainment of technical as well as soft skills.

The Web Application Development Engineer program has a capstone course as its last unit, in which students are allowed to build their professional skillsets as software developers. The IT Cloud and Security Professional Engineer program contains modules which prepare students for industry-standard certifications, which prove the suitability of students as potential employees.

**The sequence of instruction required for program completion is used to:**

1. **Organize the curriculum;**
2. **Guide the delivery of instruction;**
3. **Direct learning activities; and**
4. **Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation.**

Our process of design and delivery of instruction is encapsulated by our syllabi, lesson plans and assessments. The organization of our courses is reflected in our program syllabi, which reflect a sequencing of courses such that all learning prerequisites must be observed. All our courses are also regimented by lesson plans which guide our instructors in the delivery of teaching as well as in the learning activities undertaken. Our assessments and the frequency of delivery of assessments are designed in order to maximize the efficacy of instruction and help our students attain success.

1. **The institution has appointed an occupational advisory committee for each program or program area offered.**

All occupational education programs have an Occupational Advisory Committee. Our programs are represented in each specific field. The Occupational Advisory Committee is responsible for assisting in planning, organizing, developing, and evaluating various aspects of the program. One of the primary functions of this committee is to review the existing training curriculum and to recommend changes based upon relevant current practices.

Appropriate minutes are maintained by the School Vice President.

1. **Occupational advisory committees appointed for each program or program areas are used to ensure that desirable, relevant, and current practices of each occupation are being taught.**

As part of regularly scheduled meetings, Occupational Program Advisory Committees (PAC) review for appropriate methods of instruction (e.g., lecture, laboratory, and/or work-based instruction) offered within each program to assure that student are provided with sufficient opportunities to practice and gain competency with specific skills required for successful completion and job readiness. Program curricula allow time for hands-on lab activities and work-based learning experiences.

**Each occupational advisory committee must:**

1. **Consist of a minimum of three members external to the institution;**
2. **Representing the geographical service area covered by the program area;**
3. **Have expertise in the occupational areas taught by the program;**
4. **Meet at least twice annually;**
5. **Have at least two members who meet these criteria for membership physically present at each meeting; and,**
6. **Keep minutes to document their activities, recommendations, and meeting attendance.**

Occupational Advisory Committees (PAC) have between three and five members, all external to the institution. Occupational Advisory Committee meets a minimum of two times per year. The participation of the members including suggestions is documented in the Meeting Minutes, as well as the attendance and the survey questionnaire provided to each member in order to receive feedback. The members of the Occupational Advisory Committee represent the geographical service area covered by the program area and have the knowledge and work experience in their particular field.

1. **Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-base instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program**.

The content of our programs are reviewed annually by faculty and the Program Advisory Committees. Syllabi and Lesson plans are reviewed for content and strategies as well as the lesson plans which show the strategies used in both classroom and laboratories to assure that students will acquire the required skills for successful completion of the program. The committees review the amount of lecture hours and laboratory hours delivered on each course.

1. **Job-related health, safety, and fire-prevention are an integral part of the instruction.**

The institution includes job-related health, safety, and fire-prevention as part of the instruction for each program. Campus and classroom/ shop-related health, safety, and fire-prevention concerns are also addressed new student program orientation, and each instructor integrates regular safety instruction as applicable for the occupational training program.

Emergency exit diagrams are posted in each classroom and other appropriate designated areas throughout each institution in FVI. Information on emergencies including fire or bomb threats, tornadoes, lightning, hurricanes, and inclement weather is provided through the FVI Student Catalog/Handbook and reinforced in orientation classes. Throughout the year, campus safety officers provide training to faculty and administration on safety topics ranging from defensive driver training to blood-borne pathogens.

The programs have instruction relevant to the occupation in health, safety, and fire prevention. For example, MAS100 course entitled “Introduction to Medical Assistant/Health Science Core Fundamentals” provides safety training as well as safety information at the work site. Additional classes provide instruction in hand tool and power tool safety. All programs reinforce student safe practices by providing classroom and shop safety rules.

1. **To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation**.

Each lesson plan is detailed concerning the amount of practice provided with equipment and materials similar to those currently used in the occupation. The advisory board meetings as well as the visits to employers by the faculty, provide important feedback concerning how up dated the materials and equipment used in class are.

Courses containing laboratory, provides sufficient practice to assure that students gain the needed competencies. Sufficient practice is demonstrated all through the program. The Web Application Development Engineer program has daily hands-on practice with programming. Additionally, there are certain time periods which are devoted fully to programming and these are highlighted in the lesson plan files within this folder.

Apart from practice time, students of the Web Application Development Engineer Track have access to a Linux virtual private server running the current stable version of Ubuntu. In this way, students will be exposed to exactly the same working environment they would encounter in many web application development firms.

Within unit 09 of the Web Application Development Engineer program, there is a certification in Agile methodologies, which is a very modern workflow technique used within the software industry.

The IT Security and Cloud Professional Engineer devotes at least half of its time to hands-on practice with Cisco equipment and Windows network management tools. Students will be exposed to Cisco IOS, windows server 2012, Office 365, and Windows Azure. They will also be given the tools to pass all the main Windows Server Certifications and also the CCNA.

1. **All instruction is effectively organized as evidenced by course outlines, lessons, competency tests, and other instructional material.**

Lesson Plans/syllabi provide information about the organization of the instruction, including learning objectives, mode of delivery, classroom activities, and methods of assessment. The instructional material is selected according to the learning objectives and the tests are developed to assure the assessment of the student academic progress and required skills/ competencies.

1. **The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies**.

A final test at the end of each course in addition to quizzes and laboratory are used to evaluate the student achievement based on the required competencies for each program. An evaluation of the clinical skills is conducted prior to sending student to externship to verify that students are ready to face the responsibilities of a real healthcare scenario.

Course competencies are utilized to measure student achievement. Grades awarded for performance on written examinations or practical skill assessments are in accordance with FVI Grading policy.

1. **For all coursework delivered via distance education**: **The institution verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.**

The institution directly verifies the currency and quality of al contracted courseware on an annual basis for all coursework delivered via distance education. The institution is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts. The distance education courses are delivered as synchronized online live course with an instructor. The distance education courses are offered at scheduled times: Monday-Thursday from 8:30a to 1:30p or 5:30p to 10:30 pm if offered in the evening.

1. **For all Coursework delivered via distance education: The institution has in place a standardized course template, course description, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.) and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.**

The institution has in place a standardized course template, course description, learning objectives, course requirements and learning outcomes of its programs offered via distance education that assures quality and assessment of student learning. The course template is utilized for the Medical Assistant, Web Application Development Engineer and IT Security and Cloud Professional Engineer programs that are approved to offer courses via distance education.

1. **For all Coursework delivered via distance education: The institution monitors student progress and participation by mean such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.**

The distance education courses are delivered as synchronized online live course with an instructor. The Adobe Connect platform allows for two-way communication between instructors and students. The distance education courses are offered at scheduled times: Monday-Thursday from 8:30am to 1:30pm or 5:30pm to 10:30 pm if offered in the evening.

Evolve and Adobe Connect are the systems and platform used for all Medical Assistant coursework delivered via distance education. In addition, Docebo LMS is the platform used to manage the content and assignments for the Web Application Development Engineer and IT Security and Cloud Professional Engineer programs. All courseware for the IT programs are delivered via online resources (Packt Library and Team Treehouse), so the courseware is no different for students who choose in-person delivery with respect to those who choose online delivery.

**Written agreements with work-based activity agencies, if any:**

1. **Are current;**
2. **Specify expectations for all parties; and,**
3. **Ensure the protection of students.**

The institution has written externship agreements established with every agency or employer who participates in any work-based activity whether it be an externship or a clinical experience. The written agreement specifies expectations for all parties and ensure the protection of students during the work-based activities offered off campus.

1. **Each work-based activity has a written instructional plan for students.**
2. **The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.**

The institution has a written Externship (work-based activity) Management Plan and specific course syllabus for each work-based activity or externship/clinical course for students.

1. **The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.**

The institution’s written Externship (work-based activity) Management Plan and specific course syllabus clearly specifies the particular objectives, experiences, competencies and evaluations required for each work-based activity or externship/clinical course for students.

1. **The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.**

The institution’s written Externship (work-based activity) Management Plan designates the on-site employer representative or clinical instructor who is responsible for guiding and overseeing the students’ learning experiences and participating in the students’ written evaluations.

1. **All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.**

The institution’s written Externship (work-based activity) Management Plan clearly assigns a designated qualified instructor to supervise the students’ learning experiences and also participates in the students’ written evaluations.

# STANDARD 3

**Program and Institutional Outcomes**

**Introduction**

Florida Vocational Institute currently offers four (4) allied health non-degree programs and two information technology non-degree programs. Since its last accreditation visit, the institution has launched two new Allied Health non-degree programs, Medical Assistant (Traditional and Online) and Pharmacy Technician programs. The institution also had a Change of Scope approval with the addition of two technology non-degree programs, Web Applications Development Engineer and IT Security and Cloud Professional Engineer programs that were launched in the summer of 2015. Both programs have been approved as distance education programs. In the 2015 Annual Report submitted last December, the institution reported 121 allied health program completers; the Medical Assistant, Nursing Assistant/Home Health Aide and Patient Care Technician non-degree programs all met or exceeded the minimum completion and placement rate benchmarks required by the Commission

**Analysis**

In the 2015 Annual Report the program had 32 program completer with a 74% and 72% completion and placement rates respectively. In the Nursing Assistant/Home Health Aide program there were 37 program completers with a 100% completion rate and a 76% placement rate. Finally, the Patient Care Technician program had an 87% completion rate and 71% placement rate with a total of 52 program completers. The Pharmacy Technician, Web Application Development Engineer and the IT Security and Cloud Professional Engineer programs admitted its first class in 2015 and therefore there were no graduate data to report during the same reporting period.

As the student enrollment increases in existing programs as well as in new programs approved last year, the institution’s administrators have identified specific areas that the faculty needs to address to insure that all programs can either continue to achieve the institution’s minimum benchmarks of 75% or higher for both completion and placement rates for all approved programs.

With the addition of information technology (IT) programs, the Program Director and the Director of Career/Student Services (DCS) needs to establish relationships with IT employers in anticipation of the institution’s first graduating classes starting in the summer of 2016.

**Challenges And Proposed Solutions**

Although each program met the minimum required benchmark for completion, placement and licensure where applicable in the 2015 Annual Report, the Director of Career/Student Services has collected information from potential employers of completers that show where completers’ readiness for employment were not at the level employers expect when it comes to verbal communication in English and an ability to work in a fast paced environment. These specific gaps in skills will have a negative impact on the Medical Assistant program’s effectiveness unless faculty develop ways to incorporate more lab activities involving communication where the student’s progress is assessed, measured and evaluated in these critical skill areas. After several meetings, to address these areas within the curriculum, the faculty and Program Advisory Committee developed a minor modification to the approved Medical Assistant program that was submitted to the Commission for approval. Once the program modification has been implemented, the institution will continue to monitor these areas for improvement.

**Summary**

The Program Directors and faculty have been very involved in the self-assessment process of each program. Every faculty member has genuinely taken accountability and ownership of their program’s outcomes. To help our students become more employment ready upon graduation, faculty and staff have implemented initiatives to help improve student attendance, incorporate the soft skills such as communication skills, professionalism, punctuality and customer service in all of their courses. Programs Directors will continue to work with the Director of Career/Student Services to incorporate additional workshops to supplement learning activities in the classrooms.

The Director of Career/Student Services is very engaged in the development of valuable externship, clinical and employment opportunities within the local allied health and IT community. It is also vital that the Director of Career/Student Services, the Program Directors, and lead faculty members develop positive, clear and constructive lines of communication to insure that the programs consistently develop entry-level allied health and IT employment-ready graduates who can secure employment within 90 days of program completion.

**Standard 3**

**Program and Institutional Outcomes**

1. **Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made part of his/her record.**

The institution uses an electronic student record system called DiamonD SIS student information system to record individual student progress for each unit and/or course within program. The system will show a student’s status right through graduation or termination. The individual student progress records and transcripts are maintained as part of the student’s permanent electronic record. A hard copy transcript is placed in the student’s academic.

1. **The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks.**

The institution reports accurate and verifiable program completion data each year as it reports completion data taken directly from the institution’s electronic information system called DiamonD SIS. To insure that the data reported is accurate. Before the program data is submitted to the Commission, the Campus Vice President verifies the accuracy of the data provided by the Registrar.

1. **FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for completion for most recent 12-month period possible.**

This not applicable since the school is an accredited institution.

1. **FOR ACCREDITATED INSTITUTIONS ONLY: All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion failing to meet the required benchmarks.**

All programs reported in the 2015 Annual Report met the required benchmarks for completion.

1. **The institution submits accurate and verifiable program placement data each year to the Commission due to program placement rates failing to meet the required benchmarks.**

The institution reports accurate and verifiable program placement data each year as all placement records are recorded in DiamonD SIS, the institution’s electronic information system. The Career Services Director uses an Employment Verification form to document all placements. In addition, the institution obtains documentation for all graduates who report continuing their education.

1. **FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for placement for most recent 12-month period possible.**

This not applicable since the school is an accredited institution.

1. **FOR ACCREDITATED INSTITUTIONS ONLY: All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.**

All programs reported in the 2015 Annual Report met the required benchmarks for placement.

1. **If applicable, the institution submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks.**

The Nursing Assistant program is the only program that requires mandatory licensure. The licensure data provided in the current annual report is accurate.

1. **FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for placement for most recent 12-month period possible.**

This not applicable since the school is an accredited institution.

1. **FOR ACCREDITATED INSTITUTIONS ONLY: if applicable, all programs meet the required benchmark for licensure exam pass rate OR the institution has taken any actions required by the Commission due to licensure exam pass rates failing to meet the required benchmarks.**

All programs reported in the 2015 Annual Report met the required benchmarks for licensure. The institution only has one program, Nursing Assistant/ Home Health Aide that has licensure exam with the state of Florida. Since program completers can choose to also work as a Home Health Aide which does not require a license not all graduates sit the for licensure exam. Also, program completer who do not pass the licensure exam are still able to work as Home Health Aide. The Nursing Assistant/Home Health Aide pass rate did meet or exceed the state of Florida’s average pass rate for the 2015 calendar year and therefore the program is in an approved status with the Florida Board of Nursing.

1. **The institution’s written plan to ensure that follow-up is systematic and continuous.**

The institution’s written plan ensures that there is systematic and continuous follow-up with all program completers to assist with finding employment in their field of study.

1. **The institution’s written plan for follow –up includes the following elements:**

**Identification of responsibility for coordination of all follow-up activities.**

The institution’s written plan places the responsibility of coordination of all follow up activities with a full-time Director of Career/Student Services.

1. **Collection of information from completers and employers of completers.**

The institution’s written plan requires that the full-time Director of Career/Student Services is responsible for the collection of information from all program completers and employers of completers.

1. **Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.**

The institution’s written plan requires that the full-time Director of Career/Student Services collect of information from all program completers and employers of completers that focuses on program effectiveness for all modes or delivery as it relates to the job requirements needed for each program offered at the institution.

1. **Placement and follow-up information used to evaluate and improve the quality of program outcomes.**

The institution’s written plan requires that the full-time Director of Career/Student Services collect information and report all feedback timely to the Program Director so that information is used to evaluate and improve the quality of program outcomes.

1. **Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff.**

The institution’s written plan requires that the full-time Director of Career/Student Services provides a full report to all instructional personnel and administrative staff at least once per year. This is normally accomplished at a staff and faculty meeting at which all staff members, administrators and faculty members are present.

# STANDARD 4

Strategic Planning

Introduction

Florida Vocational Institute (FVI) brings to the public a learning environment that is both enriching and occupational specific designed to prepare individuals for employment. While the mission and purpose are very specific, there are specific factors specific to unique to our market: largely Hispanic population, high population density, large immigrant population with English as their second language. These factors play a role in how we provide an appropriate learning environment. The faculty and staff of this institution has met any and all challenges and used these opportunities to improve the effectiveness of the learning environment.

Analysis

The process of seeking reaffirmation definitely tests the validity of the institution and the educational objectives. Through the institution’s annual review of its mission statement with the institution’s advisory committee, the faculty and staff as well as with the students, we believe that the institute’s institutional mission is the compass that directs our efforts both in the classroom and throughout the institution. Our objectives and mission have very specific goals and objectives that are focused on specific training objectives with the primary mission to provide the student training to obtain marketable skills to secure meaningful entry-level employment in the field of study. This institution’s mission represents the official statement of the institution.

Challenges and Proposed Solution

Miami-Dade population continues to grow each year; however, the area is a haven for immigration from Cuba as well as Central and South America. The cultural diversity is a significant challenge in the classroom. Faculty must be aware of the individual needs that exist with cultural diversity.

In an effort to serve the growing Hispanic immigrant community, Florida Vocational Institute delivers offers the Nursing Assistant/Home Health Aide, Patient Care Technician and the Medical Assistant programs in both a Bi-lingual and English format. Students, in the Bi-lingual program the faculty assists the students in learning the technical skills while simultaneously helping the students to learn or improve their written and verbal communication in English and as the student progresses within the curriculum students are expected to improve his/her comfort using the English language in the classroom. This delivery method was put into effect, because the majority of employers will only hire graduates that are bilingual in English and Spanish. Graduates who only speak Spanish will find it difficult to secure employment. Conversely, it can be a difficult job market for those graduates who do not speak Spanish, and the school has had to adapt its placement procedures to accommodate these students as well.

Over the last five years, the administration has consistently held mandatory In-Service meeting, which has allowed us to maintain consistency in lesson planning, and we have continued to monitor our platform skills and methodologies.

Although the institution requires a high school diploma or GED, we continue to experience varied levels of reading aptitude for all programs with the exception of the Nursing Assistant/Home Health Aide. Reading levels continue to be a challenge that is met by utilizing more video aides and writing assignments.

Encouraging the students to use the library resources and the Internet also helps increase reading levels. Tutoring has been made available after class.

Through faculty committees, the faculty participation and input into academic as well as institutional planning decisions is extremely important. The administration of this institution has created a standing faculty committee to provide input, and participate in resolving any and all issues that may affect the quality of the educational process. The process has worked well and is evident in the satisfaction that students convey through our classroom surveys and in person.

Continuing to stay abreast of important changes in healthcare and information technology industry continue to be a challenge and is emphasized in the Commission’s Standards. Obtaining information is one challenge, using that information to implement improvements is another. Implementation most always has a financial cost factor. Precise and detailed fiscal planning is the only way to accommodate needed improvements and implement current technology. The institution has maintained its fiscal integrity and stayed current in program content, equipment, faculty, and staff training.

In the past five years, we have met many challenges and have prevailed as an institution. We understand our short-term challenges, and we are aware, that if we intend to continue to thrive as an institution, we must continue to see challenges as an opportunity to improve.

Summary

The institution’s mission statement is clear, concise, and well defined and is true to its educational commitments. Despite continuous review of the mission statement, the committees have not discovered any reason to make changes to the mission statement. The institution’s focus as an occupational institution provides an excellent service to the community. The educational outcomes provide employment for graduates, while the institution itself provides employment within the community.

We believe we meet the objectives of the institutional mission and the administration and faculty have met many challenges to improve the educational process and serve the needs of the students.

Standard 4

Strategic Planning

The primary mission of the institution is to instruct students to such competency levels that they are qualified for employment and/or advancement in existing or potential fields.

Educational Philosophy: We believe everyone who wants a great career opportunity should be able to achieve that goal. Florida Vocational Institute focuses on providing high quality instruction and hands on learning for our students. We believe that providing a path to a new career through education is one of the great opportunities in this country. We believe that training should be based on the careers that are in demand in our community and should prepare our students for careers in months.

Mission: Florida Vocational Institute’s mission is to train students to become entry level professionals in high demand careers. We aim to improve employability and inspire life long career growth, thereby improving the life quality of individuals in our community.

The institution’s mission is clearly and concisely stated in written form and represents the official statement of the institution.

The mission statement is published in the school’s catalog, which by Florida legislation, is defined as the school’s official publication.

The institution has an appropriate publication that accurately presents its mission statement and the educational programs offered to achieve its mission.

The institution’s published catalog accurately presents the mission statement and the educational programs offered.

The current mission statement is publicly available and is used consistently in publications.

The mission statement is clearly, consistently stated and publicly available in the institution’s catalog. The institution’s catalog is published under the consumer disclosure section on the school’s office website: [www.fvi.edu](http://www.fvi.edu). The statement is used in other publications where the institution is required to re-state its mission.

The institution has an organized and functional institutional advisory committee that meets the following requirements:

* + 1. Is composed of at least three persons with a majority being external to the institution;
    2. Meets at least once annually, if serving only as an institutional advisory capacity OR twice annually, if serving in and occupational advisory capacity;
    3. Keeps minutes to document their activities, recommendations, and meeting attendance; and
    4. Is used to provide community involvement in maintaining a relevant mission for the institution.

The institution maintains an Institutional Advisory Committee (IAC) comprised primarily of external personnel representing industry and education. The IAC meets at least annually, but may be asked to assemble more often to address related issues. Minutes are kept to provide documentation of the IAC’s activity.

A program of public information and community relations is maintained to promote the institution’s mission in its community.

The institution has a strong community relations program that includes the institution’s Program Advisory Committee and membership or sponsorship to community events that promote education and employment in the healthcare and informational technology industries and support underserved members of community.

The school also participates in several public health events providing assistance with free health screenings through the year. The school also participates in public events that promote the awareness, education and availability of careers within allied health and information technology fields. Documentation of these activities is maintained with the institution.

The strategic plan is reviewed by the faculty, administration and the institutional advisory committee and revised as necessary at least annually.

The strategic plan has been reviewed by the faculty, administration and the institutional advisory committee both in 2015 and in 2016. Although faculty and administration recall reviewing the strategic plans in the previous years, there was not documentation found to demonstrate compliance.

The results of the evaluation of progress towards achieving the objectives are documented annually.

The results of the evaluation of progress towards achieving the objectives are documented and reviewed by the faculty, administration and advisory board were documented annually for 2015.

# STANDARD 5

**Learning Resources**

**Introduction**

A variety of educational resources and equipment is available and maintained to support all instructional programs’ objectives at Florida Vocational Institute (FVI). Resources that include, but are not limited to, audiovisual equipment/aids, reference books and manuals, computer software, industry-specific professional periodicals, and school-wide Internet access are readily available and used by students and faculty involved in every instructional program. In addition, the Department of Education is furnished industry-specific technical reference materials, DVDs, trainers, and other educational resources to support each program. All learning resources meet applicable safety and industry relevancy standards according to the appropriate program and/or general safety guidelines.

FVI believes quality learning resources play an indispensable role in the deliverance of the educational training and skills development necessary to produce a well-trained workforce. These quality resources also provide a varied approach to learning and are considered effective and efficient methods of educating the diverse student population.

**Analysis**

The institution’s educational resources and equipment are adequate, current, and available for use by the students, faculty, staff, and other relevant individuals. With the addition of new programs in 2015, the institution worked with its learning partners, local employer community and the institution’s Occupational Program Advisory Committee to develop a list of appropriate educational resources and equipment to support the Web Application Development Engineer, IT Security and Cloud Professional Engineer and Pharmacy Technician programs.

**Challenges and Proposed Solutions**

As technology changes, so does the need to evaluate the effectiveness of the equipment, supplies, and resources used in training. Workforce development is the overall mission of Medical education, and if we wish to continue to provide our student population with the skills necessary to acquire and maintain employment, proper funding is essential. Media resources at present are current, sufficient, and available in the occupational training areas. Over the past 5 years, this has been a persistent administrative and instructional challenge.

With assistance from outside sources such as industry support and other agencies, we have faced our challenges and have found ways to provide programs with high quality. We want to be known in the market employment for providing the most prepared, employment- ready graduate for entry level employment.

A major strength of Florida Vocational Institute is the dedication and commitment of the faculty and staff. These highly trained individuals strive to ensure that students are provided the opportunity of an education in their chosen fields. They also strive to provide the most up-to-date instruction and industry-specific equipment/technology possible with the budgets provided.

**Summary**

Consistent technological advancement in business and industry places new demands upon all educational service providers. Building creative, targeted, and technical programs that cover core and advanced instructional principles is a challenge for efficient instructional programs. The availability of equipment, supplies, and resources that are comparable to or which exceed industry expectations increases the marketability of our graduates.

The faculty and instructional staff of FVI are committed to continually redefine its instructional approach and curriculum to include relevant resources and procedures that provide for and enhance the students’ educational experiences.

**Standard 5**

**Learning Resources**

**MEDIA SERVICES**

1. **The institution has a written plan for its media services.**

FVI has a written plan for learning resources (media services) which is appropriate for the institution and incorporates the criteria established by COE. The learning resources plan is monitored continually and necessary actions are implemented in order to maintain quality educational training and educational enhancement in all instructional programs offered.

**The written plan for media services which is appropriate for and inclusive of all methods of program delivery the institution and includes the following:**

1. **The scope and availability of the services.**

The plan for media services assures the use and availability of learning resources that are appropriate and essential both on an institutional and departmental basis.

1. **A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the institution’s purposes and support its educational programs**.

Resource and informational materials that include audiovisuals, reference manuals (Allied Health, professional, and technical), periodicals, cassettes, software, videotapes, DVDs, and other media are located in the instructional classrooms, in the Student Services department and in the LRC. Internet access is also available and utilized to enhance student learning and research.

1. **The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services**.

Individual instructors are responsible for the implementation and coordination of media services within their respective classes with the guidance and supervision of their respective Program Directors.

1. **Roles and responsibilities of designated staff member(s).**

Student orientation to equipment and resources is the responsibility of Programs Directors (PD). Their responsibilities include maintaining media resources, demonstrating their correct and safe operation, and assuring their availability for student use. Also PDs are responsible for the repair and retirement of unsafe/broken, obsolete, or ineffective items. To keep informed of new and current educational support materials and equipment, instructors make contact with industry representatives, conduct technological research, attend workshops, and review vendor and publisher catalogs.

Instructors request complimentary desk copies of relevant textbooks and reference materials from publishers. If a resource needs to be purchased, instructors must submit a purchase requisition and obtain approval from the Program Directors. Once the request has been approved, the necessary purchasing procedure is completed.

The Program Director for each discipline are responsible for maintaining the computerized listing of media resource materials and requests annual updates from the all Faculty.

1. **Orientation for user groups (i.e., instructors, students, and others);**

Instructors are oriented to media resources through workshops provided by the campus and the vendors, (Elsevier, Cengage, Hartman and Logical Operation). Students and any other users of media resources are provided orientation by the instructors.

1. **Facilities and technical infrastructure essential for using media materials.**

Media equipment and resources are utilized in each classroom. Classrooms have adequate space for the arrangement and use of the equipment. To allow for sharing, some media equipment, such as video equipment, is set up on movable carts. Classrooms have cabinets to provide storage and access to an inventory of appropriate media items (Media Services Inventory). In addition, computers with Internet access are available for research, study, or review as part of Learning Resource Center.

1. **Annual budgetary support for the services.**

Funds for necessary supplies, maintenance, and repair of equipment are provided through the budgetary process. Annually, the institutional budget will provide for an allocation sufficient to purchase related publications, periodicals and other resource documents. The fiscal budget will provide specific line items such Library Materials, Books and Publications and Teaching Materials. The purchase of library and resource materials will focus on the disciplines taught at the institution. However, the institution shall have the opportunity to incorporate publications for self-enrichment. Faculty and staff are encouraged to make purchase suggestions relative to the current programs offered at the institution. Periodically, student surveys will be utilized to obtain publication suggestions from the student body.

1. **Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services*.***

Instructors and students are involved in determining the effectiveness and timeliness of the available items by evaluating campus media resources and equipment. The results of the evaluations are used as support documentation to request or repair inventory items. (See Student Evaluation Form).

1. **Media service (instructional supplies, physical resources, and fiscal resources) are available to support the instructional programs offered by the institution**.

The campuses’ educational resources and equipment are adequate, current, and available for use by the students, faculty, staff, and other relevant individuals. These materials are accessible to students at least six hours a day, five days a week during scheduled class hours. Additional hours are available when approved and supervised by the appropriate instructor.

1. **Media services are sufficient to ensure the achievement of desired student learning and program objectives**.

The campuses’ educational resources and equipment are adequate and sufficient for use by the students, faculty, staff, and other relevant individuals.

1. **A current inventory of media resources is maintained.**

Departmental inventories of resources available are maintained on the campuses. Since the materials and resources are housed in the individual program areas, these inventories are maintained by the program directors and each instructor is provided with a hard copy. These inventories are updated with additions and/or removals of resource items.

1. **Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.**

Provisions are made for necessary repair, maintenance, and replacement of media equipment and supplies. Maintenance and repair on media equipment are performed by school personnel whenever possible. Repairs requiring technical expertise of outside companies must be requested by the instructor and approved by the Program directors and Vice President of the school.

1. **Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s).**

Internet access, computers/software, projectors, printers, copy machines, video station and video equipment are available on campus for instructors to utilize in their efforts to create, display, or distribute specialized instructional media that support the educational content of their curriculums.

**INSTRUCTIONAL EQUIPMENT**

1. **The institution has a system of instructional equipment inventory**.

All instructional, as well as facilities, equipment and other materials and supplies at FVI campus are inventoried, as mandated by COE. Under this inventory, an up-to-date inventory accounting system is maintained through the following actions:

* maintaining appropriate documentation to obtain approval of equipment acquisition and disposal;
* an annual inventory revision process that involves a physical verification of tag numbers and location of all equipment;
* and the proper disposition of obsolete or surplus items.

These efforts are supported by the Faculty who administer and use the instructional equipment in their respective departments.

1. **The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction**.

When an emergency purchase and/or repair of instructional or otherwise vital equipment that supports continuous educational training is necessary, FVI follows appropriate Plan and procedures.

Specific emergency action procedures are selected to best suit the prevailing situation. The instructors concerned and the administration seek speedy solutions that provide for safety, timeliness, and efficiency and at the same time uninterrupted service to the educational training of the students.

1. **Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.**

To assure the success of educational programs, relevant and technologically acceptable equipment is made available. Student learning and instructional effectiveness are enhanced through the use of current equipment. Proper training on the safe operation of equipment affords student preparedness when making the transition from classroom to employment. When making equipment purchases, much consideration is given to the recommendations provided by our business and industry partners. In areas where specialized training is developed, the types of equipment purchased are made in accordance with certification or testing guidelines. Occupational advisory committees, organizational memberships, and other industry associations offer experienced support in assuring that the training equipment available for student instruction is acceptable and effective.

1. **The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.**

Maintaining, replacing, or disposing of outdated equipment is vital to the continuance of quality instruction and training. Therefore, FVI adheres to written plans that include procedures and regulations.

1. **All instructional equipment meets appropriate and required safety standards.**

All equipment purchases, operation procedures, and repairs follow appropriate business and industry safety standards. Instructors, staff, and students utilize the owner’s/safety manuals distributed by the manufacturer with the purchased equipment and other applicable sources, such as manufacturer representatives, to ensure proper safety procedures are followed.

Instructors assure safe and orderly learning environments. Safety training is incorporated into every curriculum taught at FVI. All US Federal standards safety codes regarding the maintenance of all facilities, grounds, and equipment are covered.

**INSTRUCTIONAL SUPPLIES**

1. **Instructional supplies are available to support the instructional programs offered by the institution.**

Adequate instructional supplies are provided to each program to assure quality educational experiences. The adequacy of instructional supplies is evaluated by occupational advisory committees and reaffirmed through our contacts with other businesses and educational partnerships. Program Directors and Instructors are responsible for monitoring supplies and preparing the appropriate written requests for timely replenishment of all supplies needed in the classroom or shop.

1. **The institution has a system for purchasing and storing instructional supplies.**

The majority of a program’s supplies are stored in the classroom areas. Some general supplies are maintained in the Education/Student Services office. Small tools required for training are housed either in the instructional area or in an adjacent room. If additional or specialty supplies are necessary for a training unit, the instructor will gather the supply request form and complete a purchase requisition to begin the appropriate purchasing procedure.

1. **Funds are budgeted to provide supplies at a level that assures quality of occupational education.**

The budget line item for supplies in the annual budget of each campus assures adequate funding for instructional and other supplies. These funds provide for supplies at a level that assures continued quality occupational training.

1. **The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.**

Supply purchases are made according to purchasing guidelines whether they are of a routine nature or an emergency purchase. Instructors in each department are responsible for maintaining supply inventories providing safe storage, and securing access to supplies on a daily basis.

1. **First aid supplies are readily available.**

Each instructional area has an adequately stocked emergency first-aid kit as identified in the School’s Map. This kit is easily accessible in both the Labs and the different strategic departments. The updating of obsolete safety supplies and the replacement of used supplies is a duty of the instructors and the Program Directors.

1. **All instructional supplies meet appropriate and required safety standards.**

All instructional supplies meet required safety guidelines as dictated by business and industry and manufacturing directions. Proper handling, care, and disposal, according to vendor instructions are followed in the implementation and replacement of supplies

# STANDARD 6

**Physical Resources and Technical Infrastructure**

**Introduction**

Florida Vocational Institute (FVI) strives to maintain a positive and safe learning environment throughout the campus. The physical resources are designed, managed, and maintained to serve institutional needs as defined by the mission of the institution. The physical equipment and the availability of equipment, supplies, and other material resources are of considerable importance to students and staff. The school has a plan in place to assure appropriate budget support of the facility and technical infrastructure.

**Analysis**

FVI acquired a former COE school facility, so the actual physical plant was already configured as a post-secondary educational facility. A small number of floor plan revisions were made to better accommodate the mission of FVI. The school had to be appropriately equipped with instructional equipment, materials and furniture. Management made the capital commitment and assured continuing support to permit the institution to grow, but grow slowly and orderly. Management added a technical infrastructure necessary to support the educational process. The capacity of the system permits expanded use and assures accommodation of anticipated growth in IT programs, the newest of which is the Coding program. At this time, the facility and technical infrastructure appear more than adequate to support the school’s mission.

**Challenges and Proposed Solutions**

In planning on how the school would grow, we determined that the current facility would be adequate, but that any significant growth in population would require additional space. The issue then becomes do we grow this facility and expand the footprint or do we use a branching process to grow and enter other market areas in Miami-Dade county or the surrounding counties. Southern Florida is blessed with a very good highway system which makes the 3 contiguous counties very accessible. Growth trends will dictate how the school expands in the future.

Because the school has access to high end IT services, the technical infrastructure can be up-dated as necessary to support the program requirements. Although two distinct corporations, New Horizons provides the technical support to assure that FVI has a strong technical infrastructure with sufficient internet access, bandwidth and contemporary software and equipment. The challenge in the future is determining from the market place what software and market need is best utilized and served by the school. The technology growth necessitates on- going investment if an educational institution it to stay abreast of the technology used in the market place. FVI must assure that sufficient budget support is available to implement evolving technology.

**Summary**

The Institution will continue to serve the students and the community well into the future because of the dedication of all involved. The institution will continue to maintain clean and safe facilities and as it grows future plans will be addressed as needed. It is our belief that the comprehensive evaluation of the self-study process has shown that Florida Vocational Institute, Corp. meet the criteria necessary in Standard Six of the Council on Occupational Education.

**Standard 6**

**Physical Resources and Technical Infrastructure**

* + - 1. **A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed and is maintained that includes, if applicable , distance education infrastructure.**

Florida Vocational Institute has a Campus Improvement Plan which is reviewed and revised periodically. The overall purpose of the plan is to allow students to use equipment that meets current standards in their chosen field. This plan is designed to provide the facilities necessary for the addition of new programs and upgrade existing programs as the need arises. The plan also provides for the development and implementation of guidelines for the expansion of distance learning. Advisory committee members review program resources annually, making recommendations as needed. Instructors are responsible for inspecting instructional equipment to ensure that it meets safety standards.

* + - 1. **The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.**

The institution at the present time has the necessary inventoried instructional equipment. As stated above the institution separates a budget per year.

Funds are budgeted to provide instructional equipment and supply which assures quality occupational education. Every effort is made to ensure that relevant and up-to-date equipment is available to support the programs and that students have access to the equipment currently used in their field. It is the faculty’s responsibility to maintain and request any equipment needed. Advisory committee members review program resources annually, making recommendations as needed. The institution has a written plan for maintaining equipment and for replacing them as stated in our Standard Operating Procedures Handbook.

* + - 1. **An appropriate plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and if applicable, distance education infrastructure, has been developed and is in use.**

**The operation and maintenance plan addresses the following elements:**

* + - 1. **Personnel;**
      2. **Equipment and supplies;**
      3. **Relevant state law; and,**
      4. **Applicable federal codes and procedures**

The School has an active Facilities Improvement Plan for the facility and equipment. It addresses maintenance of current equipment to keep all of it in good working order. Management and faculty personally check equipment and may make suggestions for improvement, repair or replacement. If equipment need improvement or repair it is brought to the attention of the Vice President for immediate attention.

The IT/ Facilities Manager works closely with the Vice President providing installation and set-up of new technology equipment, performing maintenance and repair. Technical problems are reported to the Vice President.

All instructional equipment purchased for the institution meets all appropriate safety standards. Instructors are responsible for inspecting instructional equipment to ensure that it meets safety standards. All instructional supplies meet the manufacturer’s safety standards. Keeping these updated is the responsibility of the school faculty. First Aid kits and supplies are available at the institution’s laboratories.

Training supplies are purchased and inventoried as required by faculty. The annual budget accounts for consumables necessary to support program objectives. Faculty members use a supplies request form to order consumables. The Vice President of the campus signs off on all materials and supplies purchases.

Florida Vocational Institute is in compliance with local, state, and federal codes for educational facilities. Documentation of regular fire inspections by state fire marshal representatives is available in the administrative office of the campus.

**The operation and maintenance plan is:**

* + - 1. **Available to employees and students; and**

The Operation and Maintenance Plan is available to students and employees up on request. Anyone interested in reviewing the plan must contact the School Vice President for access to the plan.

* + - 1. **Regularly evaluated/revised.**

The operation and maintenance plan is revised yearly by management and is provided to the Advisory Committee for comment and suggestions. Any change or modification to the operation and maintenance plan is communicated by a memo to staff and students via a notice on the school’s bulletin boards.

* + - 1. **Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops , offices, rest rooms, lounges, meeting rooms, parking, etc.**

The existing physical plan provides for an adequate, safe, and clean learning and working environment. Periodically, the facility is examined by the Miami-Dade Fire Marshall for compliance with county safety codes. All documentation is on file at the school. All rooms are environmentally controlled with heat and air conditioning. Rest rooms are provided externally to the facility on the same floor as the school. Maintenance of facilities outside of the schools foot print are maintained by the landlord of the mall in which FVI is located.

An evacuation plan is issued to each instructor for display and review in the classrooms. A lounge is provided on campus for students and faculty members. Vending machines and microwave ovens are available for use by students and faculty. Appropriately equipped meeting areas and offices are also provided on the campuses.

* + - 1. **An appropriate plan for assuring the health and safety of the institution's employees, students, and guests has been developed and is in use.**

**The institution**

**The health and safety plan:**

**12. includes a system for reporting and investigating accidents;**

**13. Has been distributed to employees;**

**14. is available to students; and,**

**15. Is regularly evaluated/revised with appropriate input from employees and students.**

An appropriate plan for assuring the health and safety of the institution’s employees, students and guests is in place. The institution has a Health and Safety Policy published which is provided on the school’s web site. The plan discussed with faculty and staff. In the event a health emergency arises, all faculty and staff members are trained to act appropriately.

Annually, the plan is reviewed by employees and the student body. Suggestions are taken into consideration and may be implemented when appropriate. Management will have the final decision on revisions taking into account any regulatory and/or lease issues and constraints.

**16. An appropriate plan to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks, whether provided directly by the institution or through contractual arrangements, has been developed and is in use.**

Florida Vocational Institute has developed an appropriate plan to ensure the school has adequate technology and technical infrastructure to operate the school in an efficient manner.

* The institution has published levels of access permissions
* All student and personnel files are retained in locked fire resistant cabinets.
* Data in the school’s management data base is backed up each night to a cloud location using a third party servicer. Diamond D is proprietary software.
* FERPA rules and Right to Privacy rules are followed regarding access to all records for students and personnel
* The data management system is firewall protected and security levels are determined by Diamond D. The school maintains a copy of the Diamond D security policy.

**17. The institution ensures computer system and network reliability and emergency backup for all technical services whether provided directly by the institution or through contractual arrangements.**

The institution ensures computer system and network reliability and emergency backup for all technical services.

# STANDARD 7

**Financial Resources**

**Introduction**

Florida Vocational Institute, Corporation first began admitting students in February, 2007. A new change of ownership took place in June 2011 when SB Education Inc. purchased the institution. The change of ownership has provided new opportunities, additional programs and enhanced support from the parent company. In 2013, the institution was approved by the United States Department of Education to participate in the Title IV program. Each year, the institution has met its fiscal goals while emphasizing improvements in the educational environment and process. Each year, the fiscal performance has continued to improve and there are no negative trends that would suggest any departure from continuing structured growth and profitability.

**Analysis**

Fiscal integrity is vital to the survival of this institution. The institution is a for-profit organization providing educational services. We must make a profit, and we must balance our responsibilities to the students as well as our stockholders. The cost of the product must be justified in the value and quality of the product to build a sustainable institution. The annual budgetary process is the primary driver for fiscal integrity, and it must include achievable goals that reflect our mission and our responsibilities to students and the community. The fiscal integrity of the institution and the effectiveness of its fiscal personnel are tested each year through the certified audit process. The monthly operations meetings coupled with the monthly Profit and Loss statements are the tools used to track ongoing performance. The committee feels the institution has done an excellent job of maintaining appropriate fiscal procedures and policies.

**Challenges and Proposed Solutions**

Two challenges present themselves. First; developing uniform program delivery process were equally vital to maintaining compliance with the US Department of Education as well as improving academic delivery in addition to streamlining the cash flow process. Management with the oversight of the parent company revised all of the existing programs to deliver consistent blocks of clock hours in each program rather than having students reach the subsequent disbursement period at different times even though students started at the same time in a program that contained the same number of clock hours. The institution’s strategic plan includes a future submission of program modification application to convert all clock hour program to credit hour program in the fall of 2016. This has to be accomplished while keeping in mind the semester credit hour conversion rates, instructional weeks involved and maintaining the alignment of courses within programs so that each course fits into the modular program delivery architecture of the institution.

Second: Default Management is new to the institution and any successful default prevention plan requires continuous monitoring, continuous proactive interaction with exiting and exited students and reviewing reports within from the guarantee agencies involved in the institution’s student loan portfolio to insure that institutional default rate will be under 6%.

**Summary**

The institution is fiscally sound and can demonstrate appropriate planning process.

Continued profitability is evident in the audited financial statements, and the monthly profit and loss statements clearly show that the institution is achieving its budget goals. Future growth will be defined by the new approved educational programs that will bring an increase in students while maintaining excellent program outcomes.

**STANDARD 7**

**FINANCIAL RESOURCES**

1. **A qualified financial officer or department oversees the financial and business operations of the institution.**

The institution is supported by a full-time Financial Aid Administrator with more than seven years of experience administering Title IV program and an accountant. The school’s accountant interacts with the corporate controller who analyzes each month the fiscal position of the institution relative to its Profit and Loss statement, cash flow position and refunds. The School Vice President participates in the review and provides any clarification relative to the P & L, financial aid issues and any other issues related to operations since operational issues may affect fiscal integrity.

1. **Financial records are maintained so that the institution’s fiscal position may be analyzed in a timely manner.**

The institution utilizes management software such as Diamond D which is a student information system for educational institutions. The institution uses the accrual method of accounting. The accounting process provides monthly operation report and outstanding invoices are accrued at the end of each month. Monthly Profit & Loss statements are provided to the School Vice President by the 15th of the subsequent month. Fiscal records are maintained in accordance with Internal Revenue Service requirements, Generally Accepted Accounting Principles, and Title IV regulations. All fiscal records are duplicated at the parent company office and all primary accounting functions are conducted at the parent company.

1. **The institution demonstrates responsible financial management with funds sufficient to maintain quality education programs and to complete the education of all students enrolled.**

The institution utilizes an extensive budgeting process, which is detailed by line item to provide the necessary funds to support all aspects of the institution and educational process. The School Vice President, department leaders and the Corporate Controller all participate in the budgeting process. The Corporate Controller, who also provides budgetary oversight to Campus Vice President provides continuous financial analysis.

Cash to expense ratios are monitored during the month to assure adequate cash flow. Each week a cash flow analysis document is completed by the Financial Aid Administrator who forwards it to the School Vice President. Each Monday morning, the School Vice President provides a detailed operations report that includes cash receipts and an analysis of accounts receivable and past due cash flow by source of funds. This report also tracks cash ratio for 90/10 under Title IV.

1. **The institution considers its financial resources as a basis of strategic planning**.

All planning encompasses fiscal operations. The school does not receive any

aid from the outside, so the ongoing operations of the institution is absolutely dependent on planning. Any type of growth or expansion is done only after consideration of the risk and reward factors and the availability of capital to support the plan.

1. **The institution uses adequate auditing and budgetary controls and procedures consistent with local, state and federal requirements.**

Currently the institution receives no direct funding from any government agency. Federal Title IV is provided to the students attending the institution, and the institution complies with the regulations of the U.S. Department of Education and the Florida Commission for Independent Education, the school’s licensing agency. Annually, the institution provides the required certified audits to the U.S Department of Education, Florida Department of Education and the school’s accrediting agency.

The School Vice President maintains budgetary control, but answers to the parent company’s Executive Vice President and the Board of Directors on an on-going basis. The Corporate Controller prepares all financial documents and dictates all fiscal reporting procedures for which the School Vice President is responsible. Appropriate corporate officers must approve any capital purchase or other contractual agreement for services or equipment leases.

1. **The institution exercised proper management, financial controls and business practices.**

The institutional management includes all the department directors. The department directors report to the School Vice President who reports to the parent company’s executive management. An automated information system is accessed any time through the corporation network at the parent company’s office.

The School Vice President, the Financial Aid Administrator, Administrative Services Manager/Bursar review institutional data on a daily basis.

The Corporate Controller reviews all expenses and revenue calculations on at least a monthly basis. The Financial Aid Administrator and the Administrative Services Manager/Bursar receives a cash deposit report daily from the accountant. The Financial Aid Administrator compares the Title IV deposits with the batches; as well the Administrative Services Manager/Bursar who compares these reports with the daily cash deposits.

The School Vice President approves all invoice payments. The School Vice President does not have check signing privileges other than a petty cash account, which requires two signatures.

The parent company provides a formal internal audit process which is conducted on a continuous cycle. This process utilizes a team composed of a CPA with extensive proprietary school auditing experience and the Corporate Controller.

1. **All persons handling institution funds or revenue from any source are bonded or covered under an employee- dishonesty insurance policy.**

This institution maintains surety coverage with a limit of $250,00 for Employee, Dishonesty, and Forgery or Alteration as part of the institution’s Crime policy.

1. **Financial aid programs utilizing public and/or private funds are capably administered and accurately documented*.***

The financial aid department currently consists of 1.5 qualified, full time employees. The Financial Aid Administrator is the Chief Financial Aid Officer who is responsible for the administration of the Title IV financial aid programs. There is one part-time Financial Aid Officer who spends a several hours per week dedicated to default prevention activities.

1. **Qualified personnel are responsible for proper record keeping in a timely manner.**

On an annual basis, the institution engages the services of Certified Public Accountants to comply with state, federal and accrediting agency regulations and standards. The certified audits provide the formal fiscal records of the institution and test the various fiscal processes for relevancy and material weaknesses. A third party database program, DiamonD is utilized to input data as well as to provide records and compile dates for reports and analysis. The functions of record keeping and reporting are divided among the department directors. The School Vice President assumes the responsibility to assure accuracy and timely preparation and transmission to agencies and the parent company.

There is a separation of duties relative to the receipt and disbursement of cash. The Corporate Controller reconciles cash deposits against the deposit record on a daily basis. The Financial Aid Administrator reconciles the Title IV deposits against the deposit record on a monthly basis.

Strict security is maintained relative to access to various levels of the management database. Access is monitored and controlled by the IT Specialist located at the parent company and the School Vice President.

Certified audits as well as internal reviews and Financial Aid Audit have not exposed any material weaknesses in the management of the Title IV programs or the fiscal management in general.

1. **The institution has reported all contingent liabilities in a timely manner.**

The institution has had no contingent liabilities to report however the institution understands that should there be any contingent liabilities in the future, it must report such information to the Commission in a timely manner.

1. **To satisfy Commission reporting requirements, the institution has submitted notices and copies of lawsuits filed against the institution within 5 days of being served.**

There are no lawsuits filed against the institution**.**

1. **Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including compliance with default management and audit benchmarks.**

A third party servicer, ECM is utilized to process and disburse Title IV receipts from various Title IV programs, such as Federal Pell Grant and Federal Direct Loans. The institution’s annual FISAP is also completed by ECM the institution has had excellent certified audits of its Title IV programs and programs reviews conducted by the student loan guarantee agencies resulted in no monetary findings and closure letters have been issued.

1. **A written, comprehensive student loan repayment program addresses student loan information, counseling, monitoring, and cooperation with available lenders is utilized.**

The institution has a written, comprehensive student loan repayment program to address student loan information, counseling, monitoring and any cooperation with the available lenders are utilized to serve the institution’s students.

1. **Students are informed of their ethical responsibilities regarding financial assistance.**

Students are informed of their ethical responsibilities regarding financial assistance and are required to attend and complete the recommended entrance and exit counseling sessions.

**Special Financial Stability Requirement for Public Institutions (item 15)**

1. **The institution clearly identifies sources of funds and revenues and shows evidence of financial stability.**

Not applicable

**Special Financial Stability Requirement for nonpublic Institutions (items 16-18)**

1. **To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for the main campus and each branch campus.**

The institution documents financial stability by submitting annual audited financial statements that are prepared in accordance with Generally Accepted Accounting Principles(GAAP) prepared by an independent certified public accountant and completed COE financial forms. The annual audit is performed in accordance with GAGAS. The institution is a main campus and does not currently have a branch campus.

**The institution demonstrates its financial stability through submission of the most recent audited financial statement that reflects:**

1. **A composite score of 1.5 or greater; and**
2. **No contingent liabilities or on-going litigation which could potentially affect the institution’s ability to continue operation.**

The institution demonstrates its financial stability through a submission of the most recent audited financial statements that reflect the required composite score of 1.5 or greater with no contingent liabilities or ongoing litigations that could potential affect the institution’s ability to continue operation. The institution has completed its most recent fiscal year ending December 31, 2015 and will submit the audited financial statements and the COE form for fiscal year 2015 prior to hosting the team reaffirmation visit in July 2016.

1. **The institution has a fair and equitable refund policy of tuition fees and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.**

The institution has a fair and equitable refund policy of tuition and fees and other institutional charges for institution cancellation, student who does not start and for students who do not complete their period enrollment. The institution’s refund policy was recently changed in January 1, 2016 when its state licensing agency mandated that all institutions licensed in the state of Florida were required to implement and follow the state’s refund policy.

**All of the following elements of a fair and equitable plan:**

1. **The institution’s refund policy is published in the catalog and uniformly administered.**

The institution’s refund policy is published in the catalog and on the student’s enrollment agreement and is uniformly administered.

1. **Refunds, when due are made without requiring a request from the student.**

The institution consistently applies its refund policy for all refunds when due. A refund when due is always made without requiring a request from the student.

1. **Refunds when due are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date in which the institution terminates the student or determines withdrawal by the student.**

The institution process refunds when due within 45 days of the last day of attendance if the student provides a written notification of withdrawal or after the student has failed to attend classes for 14 consecutive calendar days.

1. **Retention of tuition and fees collected in advance for a student who does not commence class does not exceed $100.**

The institution does retain any tuition or fees that exceed $100 if a student does not commence class.

1. **The institution complies with the refund policies adopted by the Commission unless different policy is mandated by a nonpublic institutions’ licensing agency or a public institution’s governing board.**

The institution’s refund policy was recently changed in January 1, 2016 when its state licensing agency mandated that all institutions licensed in the state of Florida were required to implement and follow the state’s refund policy.

# STANDARD 8

**Human Resources**

**Introduction**

The recruitment, selection, training, and maintenance of competent faculty and staff are important in fulfilling the mission of the institution and contributing to its sustained success. Florida Vocational Institute strives to select faculty and staff members who have the appropriate education, credentials, experience. And core values.

The committee reviewed the institution’s employee handbook, Standard Operating Procedures manual, job descriptions, organizational charts, salary guidelines, benefit package and orientation process and found that the institution has appropriate procedures in place.

The institution has taken steps to create a very good working relationship between team members and management. Due to the planned growth of the institution, it has increased the number of employees from nine total employees to twenty-two full-time and six part-time employees in the last two years. Employees are encouraged to share ideas and to speak openly in weekly faculty and operations meetings.

**Analysis**

The committee reviewed the employee handbook, Standard Operating Procedures manual, the institution’s drug free work place policy, compensation rates and benefits package including a 401K. The conclusion is that overall the institution has very fair and ethical policies regarding human resources. The committee reached this conclusion by reviewing employee evaluations, speaking with employees and assessing employee tenure. Equally important, is the high morale of the employees. The management style is collaborative and motivational.

Employees are evaluated at least once per year and participate by completing the same evaluation form as does the supervisor. The forms are compared and discussed to determine the employees and the supervisor’s perceptions. Employees’ performance evaluations are conducted at least once per year either April 1 or October 1. The performance reviews are not tied to salary reviews which are also reviewed at least once per year. In addition, blind (Start, Stop and Keep) surveys are sent to employees to provide feedback each quarter on initiatives or policies that should be kept, stopped or started. The leadership evaluates the feedback and select three short term suggestions that the leadership team can implement or immediately act on and one long term suggestion that can be further explored.

Every attempt is made to provide an effective orientation for each new employee. The School Vice President or the hiring manager will review employee policies, provide the employee with a score card for his/her position in addition to a job description and provide the appropriate training and resources for the new employee to become a contributing team member within the first ninety days of employment.

**Challenges and Proposed Solutions**

The Committee identified three challenges that can affect the quality of the institution and its ability to continuously fulfill its mission:

* Recruiting and retaining good employees
* Developing employees for the next level of responsibility and planned growth of the institution.
* Effective communication across all departments and team members within each department

Risk is always a part of the hiring process. An individual may appear to be qualified on paper by virtue of former employment, but not able to function at a level expected in a smaller organization. Faculty may have great professional or occupational credentials and not have the appropriate interpersonal skills to be an effective faculty member. The institution utilizes the Predictive Index survey and a Wonderlic assessment as tools to aid in the interviewing and selection process to identify the best candidate for the position. The institution also believes it is equally important to insure that each candidate’s core values are aligned with those of the institution’s in addition to having the appropriate skills and experience. The institution’s core values are 1) Self-starter; 2) Accountability for our actions; 3) Positive and Clear Communications; 4) Exceed Expectations and 5) Giving back to the Community. It is the institution’s goal that each hiring manager follow the establish best practices for interviewing and selecting candidate to minimize employee turnover.

No process will eliminate 100% of the risk factor, but we have instituted a policy of having every faculty member candidate present a demonstration lesson to the faculty committee. When possible, the new faculty person will co-teach for two weeks with a senior faculty member before being assigned to teach courses.

To retain good staff and faculty, the leadership implemented several strategies to create a formal routine and environment to promote employee engagement and facilitate positive and clear communication. To that end, the leadership team attended a full-day workshop where team members were trained in the Rockefeller Habits and began to implement many of the tools and techniques for building effective teams and a sustainable organization. First, the leadership established a regular meeting rhythm that include daily huddles, structured weekly and monthly meetings in addition to quarterly strategic planning meetings. Each department is encouraged to hold a daily huddle that last for no more than 12 minutes where every team member comes prepared to share what they are working on and if there are any issues that he/she may need assistance with resolving. This has helped keep everyone up to date on the daily activities, progress and results occurring among the departments every day. In the formal weekly meetings held by education, admissions and campus operations, a specific agenda is followed that include updates on quarterly priorities, scheduled activities, key metrics, discussion regarding challenges and obtain valuable input or feedback.

The committee believes that these meeting rhythms have helped to create an environment and culture to prompt all team members to share their perspectives and gather their feedback and ideas. We have found that recent hires have brought fresh eyes and perspective that has lead them to notice things that long-term employees have come to accept that has led to improvements. We hope that we are creating a culture and environment where faculty and staff feel that they have an opportunity to contribute in the success of the institution and feel good about their employment.

At the same time, we must also reinforce the responsibility of staff and faculty to perform at a consistently high standard. To that end, a score card is created for each role to insure that both employee and administration understand the qualitative and quantative measurement for which the employee’s performance will be measured. In addition, a ninety-day training plan is created for each new hire. Staff members hired remains on probation for six months during which time they are observed for effectiveness and the willingness to learn procedures. Ongoing training is provided. Supervision is maintained until the employee appears confident.

**Summary**

The committee determined, from reviewing employee pay records, budget performance, employee evaluations and employee turnover, that the institution has done a good job of balancing budget objectives with employee welfare issues. Employees are evaluated on a regular basis, there are job descriptions for each position, there is a published complaint procedure in the employee handbook and the institution has a strongly worded anti-drug and sexual harassment policy in place. Operations policies are published and promulgated on a timely basis. Compensation rates are appropriate, the work environment is excellent, and employees are empowered to participate in the management process.

**Standard 8**

**Human Resources**

**General**

1. **Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.**

Duties and responsibilities of each position are specified in written job descriptions and made available to each employee/team member during the hiring process and copies are maintained in their personnel file.

1. **The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution’s governing board.**

It is the policy of Florida Vocational Institute to ensure that employees receive fair and equal treatment, to provide employees with an easily accessible procedure for expressing dissatisfaction; and to foster sound employee-supervisor relations through clear communication and ultimate reconciliation of work-related problems.

The policy is published in the Standard Operating Procedures Manual that is provided to all new employees and posted on the school’s shared drive for employee access.

1. **Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation.**

FVI endeavors to review all team members’ performance annually. Depending on the team member’s hire date, the team member will be scheduled for an annual performance review to be completed in either March or September each year. In addition to these formal performance evaluations, the institution encourages the team member and his/her Supervisor to discuss your job performance on a frequent and ongoing basis.

1. **Appropriate orientation procedures for all employees are maintained and followed equitably.**

An orientation is given on the first day of work. The orientation policy involves the following:

* A Standard Operating Procedures Manual is given to the employee and also sent via e-mail
* Introduction and presentation of staff and explanation of school facilities
* Explanation of code of conduct and school rules and regulations
* Explanation of staff/faculty responsibilities
* Explanation of student services: advising, library, placement, transportation
* Review of school calendar and holidays
* Explanation of all academic policies
* Explanation of school hours and office hours
* Explanation of Health and Safety Policies and Procedures
* Annual Security Report

**Faculty**

1. **The institution has a sufficient number of faculty members to fulfill its mission and operate its program.**

Florida Vocational Institute, has sufficient number of qualified and highly motivated faculty to operate its programs. Currently, the institution employs six full-time faculty members and seven part-time faculty members in addition to two full-time program directors. The institution believes that it has a sufficient number of faculty members to fulfill its mission and to operate its programs efficiently based on the student enrollment.

**Each Faculty member possesses:**

1. **Each faculty member has at least a high school diploma, credential in their field and a proper state license.**

The institution’s faculty members are fully qualified and trained with years of experience in the allied health or information technology field and possess a proper state license if applicable. All credentials, certifications and licenses are well documented and maintained in the faculty’s personnel file.

1. **Expertise in the area of responsibility that is actively maintained:**

The institution requires faculty members to possess the appropriate expertise in the area or responsibility and have the faculty meet with employers periodically to maintain their knowledge and expertise.

1. **A record of performance that reflects work-based standards as interpreted by the institution**

Records of performance that reflects work-based standards as interpreted by the institution are kept in a binder by Program Director.

1. **Additional requirements established for faculty members by the institution’s governing board and/or state regulatory agencies are met.**

All faculty members are required by the state licensing agency to earn eight (8) continuing education units per calendar year. The institution sponsors faculty members’ participation in local workshops or online courses offered by the Florida Association of Post-Secondary Schools and Colleges (FAPSC) and other related organizations.

1. **Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor’s degree with 15 semester hours or 23 quarter hours in the teaching discipline with a grade of at least a C in every course. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.)**

The institution does not offer any associate degree programs.

1. **Faculty members who teach in technical areas of associate degree programs have a minimum of an Associate Degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.**

The institution does not offer any associate degree programs.

1. **For all coursework delivered via distance education: The institution provides appropriate training for faculty who use technology in distance education courses and programs.**

The institution has created a program to appropriately train faculty on how to use technology in the distance education courses and programs.

1. **The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.**

Florida Vocational Institute’s faculty members are required to maintain current up-to-date skills in their respective occupation. All faculty members are also required to complete at least eight (8) continuing education units per calendar year. The institution purchases vouchers for faculty to attend educational workshops and online courses so that faculty can participate in professional growth opportunities annually. Faculty are also required to develop an annual plan for professional growth opportunities where they can choose opportunities based on a specific field or training area for approval.

1. **Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact.**

The institution has implemented a policy where by the faculty who are no longer practicing in the field visit with at least two employers or practitioners twice per year to remain current in the business practices and technologies employed in the work place i.e. Software, equipment and resources, etc. These visits are documented and reviewed by the Program Director.

**Administrative and Supervisory Personnel**

1. **The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs.**

To fulfill its mission, Florida Vocational Institute has a sufficient number of trained, full-time administrative and supervisory personnel. An increase in the number of administrative and supervisor personnel has grown each year as new programs have been added and as the student enrollment has grown to insure that the institution could continue to fulfill its mission.

**Instructional Support Staff**

1. **The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs.**

Florida Vocational Institute employs both full time and part-time instructional support staff to help fulfill its mission. The institution monitors surveys from students and faculty to determine if addition support is needed.

1. **Personnel are employed to maintain student records and financial records to assist in producing instructional materials; and to prepare correspondence, reports and other records as needed.**

The institution employs a full-time Registrar who maintains student records and a full-time Financial Aid Administrator who maintains financial records to prepare correspondence, reports and other documents as needed.

1. **All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.**

All instructional support staff possesses the appropriate educational credentials and/or experience in their areas of responsibility. Many of the instructional support staff have a minimum of five years’ experience and demonstrated competencies appropriate to their area of responsibility.

**Non-Instructional Support Services**

1. **Custodial Services are available to provide routine care and maintenance of facilities and grounds for the institution.**

The institution has contracted with a company to provide custodial services are that include daily janitorial services and maintenance of the facility. Preventive maintenance on equipment is performed on an as-needed basis. Record of such maintenance is kept in the Business Office.

# STANDARD 9

**Organizational Structure**

**Introduction**

Florida Vocational Institute Corp. is a corporation formed under the State of Florida. The current owner is SB Education, Inc. The governing body is constituted by the Board of Directors located in Plantation, Florida. The institution utilizes a decentralized management process. The local structure includes the School Vice President and six department administrators. All department administrators report to the School Vice President who reports to the Executive Vice President of the corporation. The management philosophy is very collaborative and motivational. All administrators and employees are encouraged to contribute ideas and suggestions to improve the quality of the institution.

The Committee found that the management style and organizational structure of the institution provides strong support for all staff and faculty. Each team member is motivated and empowered to think and contribute to the success of the institution. Title hierarchy is de-emphasized and the value of the individual team members is valued. Faculty members are strongly empowered with the authority to manage their educational environment. The local administrator has maintained a separation of responsibilities and authority by department, while encouraging good communication and interaction between education and administration. The parent company, SB education promotes a decentralized management philosophy and provides excellent management support.

**Analysis**

The committee documented the institution’s compliance with local, state and federal requirements. The institution maintains current documentation of a local business license, a state operating license, and Participation Agreement and Eligibility Certificate by the US Department of Education under Title IV.

The committee reviewed the organization chart and determined that the chart appropriately depicts the management structure of the institution. The School Vice President reports to a legally constituted Board of Directors through the Executive Vice President of the parent corporation. The effectiveness of the management model has been tested through the success of management to meet its budgeted goals and educational objectives.

The institution is divided into five major departments; Allied Health Education, IT Education, Admissions, Administration, Financial Planning and Student/Career Services. All of the departments must continuously interact if each is to be effective. Each department supports the other, and the institutional mission is accomplished, because of the efforts of all departments. Employee policies are communicated through the Employee Handbook, Standard Operating Procedures and Memo Book, DiamonD SIS student management system Manual and ECM (Financial Aid Servicer Handbook). These manuals are guides and set forth operations policies and procedures. They do not take the place of common sense and initiative.

**Challenges and Proposed Solutions**

Given the size of the institution, the administrators are frontline supervisors who spend the majority of their work week directly servicing students leaving less time to evaluate systems and process to determine their effectiveness. To allow for strategic planning, the School Vice President schedules a strategic planning workshop which is held offsite every quarter. These meetings have been very productive and have allowed the team to think, evaluate and share ideas that have led to finding solutions and developing new initiatives. The committee found that it is important to initiate a comprehensive reporting system, the reports and tools will be developed to test compliance and performance of each department. The School Vice President has started to conduct routine audit of each department to identify opportunities for improvement in processes within each area of responsibility. Management processes will be reviewed annually for effectiveness and additional training for all administrators and staff in the form of workshops during which time administrators will share ideas and are kept abreast of statutory requirements, and any revisions of the Standards of Accreditation.

**Summary**

The institution has an appropriately constituted governing body and can demonstrate consistent oversight by the Board of Directors through the Executive Vice President of the corporation. The institution has an excellent work environment and management philosophy, which encourages the individual to contribute to ideas and promotes creativity.

**Standard 9**

**Organizational Structure**

1. **The institution has a properly constituted governing body or board that has legal authority and responsibility for the institution’s operation and control.**

The institution has a properly constituted governing body that has been in place since the institution since the institution was purchased in 2011. The board has an operating set of by-laws that provided for the implementation of its duties and

**If applicable, the nonpublic institution has in custody the current valid original document(s), typically a license, required to operate as occupational education institution within the state where it is located.**

The institution has in custody a valid state license to operate as an occupational education institution. The license by means of accreditation is conspicuously displayed for public information.

1. **The authority for implementation of the governing body’s polices is delegated to a chief administrative officer, who is responsible for the institution’s operations.**

The on-site School Vice President is the Chief Administrative Officer of the institution. The School Vice President is vested with the authority and responsibility to implement the Board’s directives and to manage the day to day affairs of the institution.

1. **The chief administrative office is the official of records for all purposes of the Commission, is a full-time staff member of the institution, has/her office on the main campus, and is the Commission’s point of contact with the institution, including branches if any.**

The Chief Administrative Officer/ School Vice President is an on-site full-time staff member and the official of records and point of contact for the Commission.

1. **An organizational chart is available that shows the functional relationships amongst personnel of the institution.**

An organizational chart is available and is updated as necessary. A current Organization Chart shows the functional relationship amongst personnel of the institution.

1. **The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.**

The organizational structure promotes the effective operation of the educational programs and institutional services by promoting the team concept and an understanding among departments of the need to work together for a common outcome. There are weekly meetings every Monday where the Administrative Services Manager, Director of Admissions, Program Directors, the Registrar, the Director of Career/Student Services, Financial Aid Administrator and the School Vice President are required to attend. There are also weekly, monthly and quarterly operations meetings with the Executive Vice President or the Board of Directors that School Vice President is required to attend and report on the operational issues and the progress of the institution toward achieving its monthly and annual objectives. Documentation of these meetings and reports will be provided as exhibits.

# STANDARD 10

**Student Services and Activities**

**Introduction**

The goal of Florida Vocational Institute’s Student Services is to provide information and on-going services relevant to the student’s matriculation at Florida Vocational Institute (FVI). Student Services provides general advising; assistance with the admissions process; tutoring; support for students who may be looking for part-time work, placement assistance, student orientation, maintenance of student records, career advising and in general to help the student meet his or her career objective by making the student feel comfortable at FVI. We are here to help.

**Analysis**

Student Services policies are published in the school catalog The primary objective is to make the student’s experience at FVI as comfortable as possible by assisting the student in a variety of ways. From time to time, the activities of Student Services are reviewed by management and may be revised according the needs of the student body. Students have access during and after scheduled class hours.

**Challenges and Proposed Solutions**

Florida Vocational Institute (FVI) serves a geographical section of the state where both English and Spanish is spoken in all aspect of commerce and every day business. This means that a large segment of the population may conduct every day normal business in their preferred native Spanish language. Our challenge is to prepare our native Spanish speaking students to improve their English communication skills to meet the high demand for bi-lingual English and Spanish employees in the Miami-Dade county market. Incorporating more English communication and presentation activities within the curriculum to improve the students’ marketability is a constant challenge. Employability workshops presentations encourage students to not be shy to communicate in English once in a job interview. Challenging our students to strength their verbal skills and overall confidence to becoming more proficient with the English language is one of our objectives and the strategies that are being implemented will ultimately lead to their employment success. In the meantime, the Student Services personnel accept these challenges and will continue to work diligently for the benefit of our students.

**Summary**

The primary focus of the Florida Vocational Institute, Student Services, is to support the learning experience of the student population. Our campus continues to strive to improve serving the needs of its students, prospective students, graduates, and the business community. Florida Vocational Institute anticipates achieving success by continuing to build professional relationships with our students and partnerships with local business and industries to secure job placement opportunities for our graduates.

**Standard 10**

**Student Services and Activities**

1. **Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students.**

The Program Directors (PD) review all exams created by instructors before they can be implemented or used. Program Directors make sure all exams reflect the learning outcomes of all programs and are consistent with the industry/ employer needs and demands. A copy of exams and skill testing activities (Labs) used to assess students’ academic progress are submitted to the Program Advisory Committee members for review and feedback.

1. **There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.**

The purpose of the new student orientation at Florida Vocational Institute is to have new students acquire a working knowledge of campus policies and procedures; become familiar with the campus and all available resources; develop an understanding of good safety practices. Topics covered are:

* Financial Aid Topics
* Time Management Skills
* Goal Setting
* Study Skills
* Placement Assistance Services that will be available
* Tutoring
* General Advising
* Records Access
* Dress Code
* Professional Behavior

A Power Point presentation is used to augment the orientation session. Afterwards, all faculty and staff members introduce themselves.

1. **A designated staff member is responsible for maintaining official files and records of students.**

The Registrar is responsible for maintaining official educational records and The Financial Aid Office is responsible for maintaining all financial aid records.

1. **Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only.**

Written procedures designate specific levels of access and by whom student and financial aid records may be accessed. The plan takes into consideration the FERPA rules and regulations and any applicable Right to Privacy regulations. The principle care takers are the Registrar, the Director of Financial Aid and the Program Directors. Other management personnel will have access as needed or required in the performance of their duties.

1. **The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.**

Currently enrolled and former students may request transcripts in writing. When a transcript request is received, certified copies of official transcripts are forwarded to the recipients(s) specified in writing. The official transcript includes the student’s name, major program, courses taken by semester with corresponding grades, academic status by semester and cumulative totals, credential earned (if any), official signature of campus designee, and embossed certification with the campus seal. Unofficial transcripts are also available to students at his/her request. According to Florida Vocational Institute (FVI) policy, there is no charge for the first transcript, while subsequent transcripts require a $5 processing fee Transcripts are maintained electronically and a copy is retained in each student file. Transcripts will not be issued unless the student financial obligations to the school are current at the time of the request.

1. **All period of enrollment, financial, academic, and current educational progress records are available at the institution.**

The Registrar maintains and coordinates all official educational records for current and former students. Students’ files include a Financial Aid and Admissions checklist form assuring all files have the necessary requirements to meet accreditation and regulatory standards.

All student records are available at the institution and protected against fire, theft, or other adverse actions. Students’ Academic files include enrollment records, as well as educational records from the two evaluation periods. In addition, DiamonD SIS can produce an Enrollment History, Student Satisfactory Progress Report Cards and Transcripts, Student Ledger Card, Placement Activity, and all financial aid student award information.

1. **Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.**

Florida Vocational Institute uses fire resistant cabinets for current student records. A data base system is used as well to store and process student record information. Hard copy current student files are maintained in fire resistant cabinets. The main campus has a sprinkler system in the event of fire. The data base management system is Diamond D, proprietary software leased from Campus Management. If all hardcopy documents would be destroyed, Diamond D can produce an Enrollment History, Grade Reports and Transcripts, Student Account Card, Placement Activity and Externship History plus all financial aid transactions and processing. ECM is utilized as our FA servicer. All Pell, SEOG and DL information is also available from that company. ECM prepares and submits our annual FISAP and maintains books of original entry for the FA financial journals. Should the need arise, Direct Loan information is available from NSLDS.

1. **The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution’s catalog and/or the student handbook. The Commission’s mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level.**

The grievance policy for handling complaints from students is published in the School Catalog. A student with a grievance should make an effort to resolve the issue(s) with a faculty member, Program Director or an administrator. If that doesn’t resolve the matter an appointment may be made with the Campus Vice President. If the result of this level of discussion does not produce a fair resolution, students are provided instructions including a mailing address and telephone number to contact the institution’s licensing agency and the Council on Occupational Education. The Grievance Policy is published in the school catalog.

1. **The Commission’s mailing address and telephone number are included within the grievance policy for cases where the grievance is not settled at the institutional level.**

If the result of this level of discussion does not produce a fair resolution, students are provided instructions in the school catalog to contact the state licensing agency and/or the school’s accrediting agency. The instructions include a mailing address and telephone number to contact the institution’s licensing agency and its accrediting agency.

1. **The institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.**

Florida Vocational Institute grievance procedures outline specific steps to insure that all program complaints and grievances receive due process that includes documentation of clear steps taken to resolve matters. Any HR issue will be maintained by the HR administrator. Student documentation will be maintained in the student file.

1. **The institution maintains records of student complaints that are filed in accordance with the institution’s grievance policy to ensure acceptable quality in the educational programs offered by the institution.**

The institution maintains a file of all recorded student complaints and resolutions. This file is maintained by the Campus Vice President. The file will include all correspondence and written documentation of the attempt(s) to resolve the issue.

1. **The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue.**

Academic advising and guidance begins with the admissions interview and continues throughout the student’s course of study. Since Florida Vocational Institute is a small vocational school, therefore staff and faculty are only available for academic advising. If students have any non-academic issues then the student would be referred to the appropriate outside agency. Documentation is maintained by HR for issues involving employees while student issues are documented in the student file.

1. **If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan.**

The Financial Aid Administrator (FAA) has developed a written Default Management Plan in conjunction with our third party service. The plan meets the USDE requirements and has been implemented.

1. **The institution has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly.**

The institution has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents or emergency health care need on campus and the plan is evaluated annually by both faculty and staff.

1. **A system is in effect for reporting and investigating all incidents affecting health and safety.**

In case of an incident affecting health and safety, students and/or staff members are to inform the Campus Vice President or other campus official. Management will then investigate and create an incident record. If the incident requires the intervention of law enforcement, the appropriate authorities will be notified. A permanent record will be kept on campus. Should the incident be reportable under the Campus Crime reporting requirements, the incident will be reported appropriately.

1. **The institution is responsible for any reasonable accommodation of students who are identified to have special needs.**

The school complies with the Americans with Disabilities Act of 1990 and is wheelchair accessible. If enrolled under training with a government agency, institution district, and/or other entity, students must meet the admission requirements set out in the training agreement and/or applicable state licensing or certifications requirements. The facility is equipped with ramp access from the parking lot. Extra wide hallways and doors, A.D.A required door handles and a restroom to accommodate disable students.

1. **The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student personnel services.**

The institution has a written plan for determining the effectiveness of student services, for documenting an annual evaluation of these services, and for disseminating the results to the faculty and staff so that changes can be used to improve the student services. Feedback sources include currently enrolled students; graduates; PAC members, Faculty and Staff. The survey instruments used are written and web based; i.e. Survey Monkey.

1. **The institution provides placement services for all program completers.**

Florida Vocational Institute (FVI) is committed to preparing students to secure employment upon completion of their program of study. Although Florida Vocational Institute does not guarantee placement, students acquire the skills, knowledge, and attitudes necessary for success in their field of study. Career development workshop courses are offered through all programs, which help to prepare students for all stages of employment. This course assists students in preparing them for the job market. The student activities include resume preparation, interviewing skills, general soft skills, job search engines, and patient care services. Throughout each program, faculty members emphasize interpersonal skills necessary to succeed in the work place.

With the exception of Nursing Assistants and Patient Care Techs, Florida Vocational Institute graduates may start working in their field of training as soon as they have successfully completed their program of study. At FVI it is our desire to provide students with additional support and certifications that may provide more employment opportunities in the allied health field. NA’s and PCT’s may have to first be licensed prior to being employed in certain positions.

1. **The institution demonstrates that it is following a written plan for placement services.**

A written plan for placement services is followed in Florida Vocational Institute. A list of potential employers is maintained on campus. The Career Services Department is responsible for the coordination of placement activities and the development of all employment opportunities for FVI graduates/completers. Career Services provides access to part-time, full-time, and per diem employment and serves as the Externship Coordinator in terms of developing externship sites and matching students to appropriate working/learning environments.

The following procedures are utilized by the Director of Career/Student Services:

* Power Point Presentation on Patient Services and Mock Interviews
* Interview prospective graduates
* Set employment interviews for graduates
* Follow-up on graduates and employers to determine employer satisfaction levels
* Prepare all necessary reports
* Conduct mock employment interviews
* Set employment interviews for graduates
* Maintain records of placement
* Maintain records of job sites and employers
* Develop externship sites
* Provide externship sites with evaluation paper work
* Perform Externship Orientations
* Employability and Patient Care Services Workshops

1. **The institution demonstrates that it is following a written plan for placement services, including the following elements:**

**Identification of responsibility for the coordination of services.**

The institution employs a full-time Director of Career/Student Services whose primary responsibility is the coordination of placement services.

1. **Communication network between the placement coordinator, the staff, the faculty, and various businesses and industries of the service areas.**

The full-time Director of Career/Student Services (DCS) has established a communication network of local businesses and agencies that encompass the institution’s service area. The DCS’ contacts and visits business and agencies regularly to introduce graduates for externship and employment opportunities.

1. **File/listing of employers and employment opportunities.**

The DCS maintains a file/listing of employers and agencies with all employment opportunities. The DCS communicates all open employment opportunities via telephone, e-mail and the use of a bulletin board.

1. **Counseling of students.**

The DCS regularly contacts and provides counseling of students prior to externship and post-graduation to assist students in securing employment in their program of study.

1. **Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.**

The DCS is responsible for the maintenance of placement records for completers as a means of measuring the success of the institution. The institution utilizes an Employment Verification form to document all placements that are reported for completers. The institution makes every effort to secure a written employer verification of all placement whenever feasible. If employers are non-responsive to the written request, then the institution will obtain a verbal verification from the graduate or the graduate’s supervisor

1. QuickFacts.uscensus.gov-US Census Bureau [↑](#footnote-ref-1)
2. US Census Bureau, [www.wikipedia.org/wiki/Miami-Dade\_County,\_Florida](http://www.wikipedia.org/wiki/Miami-Dade_County,_Florida) [↑](#footnote-ref-2)