Annual Planning and Evaluation
Instructional Programs: 2010-2011

Office of Institutional Research, Planning, and Assessment
Northern Virginia Community College

October 2011

Format:
WEAVEonline Detailed Assessment Reports
# Table of Contents

Accounting, A.A.S. ................................................................. 1
Administration of Justice, A.A.S. .............................................. 7
Air Conditioning and Refrigeration, A.A.S. ............................. 13
American Sign Language to English Interpretation, A.A.S. .............................................. 17
Architecture Technology, A.A.S. .................................................. 23
Automotive Technology, A.A.S. .................................................. 36
Biotechnology, A.A.S. ............................................................. 43
Business Administration, A.S. .................................................... 63
Business Management, A.A.S. .................................................... 65
Clinical Data Coding Career Studies Certificate .......................... 67
Communication Design, A.A.S. ................................................... 75
Computer Science, A.S. ............................................................ 90
Construction Management Technology, A.A.S. .............................................. 101
Contract Management, A.A.S. .................................................... 107
Dental Hygiene, A.A.S. .............................................................. 112
Diagnostic Medical Sonography, A.A.S. ....................................... 134
Driver Education Career Studies Certificate .................................. 146
Early Childhood Development, A.A.S. .......................................... 152
Emergency Medical Services, A.A.S. ........................................... 161
Engineering, A.S. .................................................................... 170
Engineering Technology, A.A.S. ................................................ 181
Fine Arts, A.A./A.A.A. ............................................................. 191
Fine Arts, A.A.A. - Photography Specialization .......................... 206
Fire Science Technology, A.A.S. ................................................... 216
Fitness Career Studies Certificate .............................................. 222
General Studies, A.S. ............................................................... 229
General Studies, A.S. - Recreation, Parks, and Leisure Specialization .............................................. 232
Geographic Information Systems Career Studies Certificate ............. 236
Health Information Management, A.A.S. .................................... 242
Historic Preservation Career Studies Certificate .......................... 251
Horticulture Technology, A.A.S. .................................................. 255
Hospitality Management, A.A.S. .................................................. 260
Information Systems Technology, A.A.S. ...................................... 273
Information Technology, A.S. ...................................................... 286
Interior Design, A.A.S. ............................................................... 299
Liberal Arts, A.A. ................................................................... 309
Marketing, A.A.S. ................................................................. 312
Massage Therapy Career Studies Certificate ................................ 324
Medical Laboratory Technology, A.A.S. .................................................................336
Music, A.A. ........................................................................................................346
Music, A.A.A. ....................................................................................................351
Music, A.A.A. - Jazz/Popular Specialization .....................................................356
Music Recording Technology Career Studies Certificate ..................................361
Nursing, A.A.S. ..................................................................................................370
Paralegal Studies, A.A.S. ..................................................................................394
Phlebotomy Career Studies Certificate ..............................................................400
Photography, A.A.S. ..........................................................................................405
Physical Therapist Assistant, A.A.S. ................................................................416
Professional Writing for Business, Government and Industry Certificate .........423
Radiography, A.A.S. ............................................................................................425
Respiratory Therapy, A.A.S. .................................................................................435
Real Estate Brokerage/Residential Appraisal Career Studies Certificates .........449
Science, A.S. ......................................................................................................457
Social Sciences, A.S. ..........................................................................................471
Social Sciences, A.S. - Teacher Education Specialization .................................475
Substance Abuse Rehabilitation Counselor Certificate .....................................484
Travel and Tourism Certificate ..........................................................................489
Welding: Basic Techniques Career Studies Certificate. ....................................494
Veterinary Technology, A.A.S. ..........................................................................497
Mission / Purpose

The accounting curriculum is designed for persons who seek employment in the accounting field or for those presently in accounting who desire to increase their knowledge and update their skills. The occupational objectives include accounting trainee, accounting technician, junior accountant and accountant.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Be able to identify generally accepted auditing standards and the additional requirements imposed by the Sarbanes-Oxley Act.

Be able to identify generally accepted auditing standards (GAAS) and the additional requirements imposed by the Sarbanes-Oxley Act.

Related Measure:

M 1: Attached 12 multiple choice and matching questions given to students in ACC 241 (Auditing I) during Fall 2010 and Spring 2011.

Attached 12 multiple choice and matching questions given to students in ACC 241 (Auditing I) during Fall 2010 and Spring 2011.

Source of Evidence: Administrative measure - other

Achievement Target:

target goal: 75% of students to answer correctly 9 out of 12 questions.

Findings (2010-2011) - Achievement Target: Met

Some results are from Spring 2011 because they are from an ELI class that ended in January 2011.

Out of 46 students surveyed by three professors, 36 (78%) correctly answered 9 out of the 12 test questions.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The outcome is on the cycle to be assessed again in the Fall 2012 semester.

Established in Cycle: 2010-2011

This result is very positive and exceeds our target goal of 75% of students to answer correctly 9 out of 12 questions. This outc...
O 2: Goal 1: Improve course success rates for Principles of Accounting I and II (ACC 211 and 212).

Related Measure:

M 2: NOVA OIR Fall 2010 Student Grade Distribution Report by Course.

Source of Evidence: Administrative measure - other

Achievement Target:

Increased success rate for both ACC 211 and ACC 212
The success rate for both ACC 211 and ACC 212 was 62% and 76%, respectively in 2009.

Findings (2010-2011) - Achievement Target: Met
ACC 211:
62% of 1,826 students passed with a C or better
283 (15%) withdrew from the course

ACC 212:
75% of 919 students passed with a C or better
95 (10%) withdrew from the course

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

To continue to discuss ways to improve course success rates (particularly for ACC 211) at the Spring 2012 cluster meeting.

Established in Cycle: 2010-2011
The success rate for both ACC 211 and ACC 212 are identical to 2009’s rates (62% and 76%, respectively). The Accounting Cluster ...

O 3: Goal 2: Improve course success rates for accounting courses overall.

Related Measure:

M 3: NOVA OIR Fall 2010 Success Rates by Discipline.

Source of Evidence: Administrative measure - other

Achievement Target:
Increased accounting course success rates overall.

Findings (2010-2011) - Achievement Target: Not Met
Out of 3,781 in all Accounting courses, 2,594 (68.6%) passed. This rate is down from 71.1% in 2009. It should also be noted that the number of students in Accounting courses increased 19% from 2009.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

To continue to discuss ways to improve course success rates at the Spring 2012 cluster meeting.

Established in Cycle: 2010-2011
The Accounting Cluster has discussed the fact that a pass rate at this level could be considered normal given that the majority ...

O 4: Goal 3: Maintain course success rates for upper-level accounting courses.

Maintain course success rates for upper-level accounting courses:

- ACC215 Computerized Acctg
- ACC219 Gov't/Nonprofit Acctg
- ACC220 Acctg Small Business
- ACC221 Intermediate Acctg I
- ACC222 Intermediate Acctg II
- ACC230 Advanced Acctg
- ACC231 Cost Acctg
- ACC241 Auditing I
- ACC261 Federal Taxation I
- ACC262 Federal Taxation II

Related Measure:

M 4: NOVA OIR Fall 2010 Student Grade Distribution Report by Course.
NOVA OIR Fall 2010 Student Grade Distribution Report by Course.

Source of Evidence: Administrative measure - other

Achievement Target:
Maintain course success rates (of 75% or better except) for upper-level accounting courses.

Findings (2010-2011) - Achievement Target: Partially Met
Overall, 74% of 1,039 students passed upper-level accounting courses with a grade of C or better.

All upper-level Accounting courses maintained success rates of 75% or better except the following:

- ACC219 - 66% of 126 students were successful
- ACC221 - 72% of 175 students were successful
- ACC231 - 72% of 103 students were successful
- ACC261 - 73% of 130 students were successful
- ACC262 - 66% of 54 students were successful

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We have plans to discuss the success rates for noted courses below the 75% level; particularly ACC 219 and ACC 262.
Established in Cycle: 2010-2011
The overall success rate of 74% is at approximately the same level as 2009 (76%). This rate is acceptable for the discipline. We...

**O 5:Goal 4: Improve program graduation totals**

Improve program graduation totals

**Related Measure:**

**M 5:NOVA OIR Fall 2010 Number of Graduates by Program.**

NOVA OIR Fall 2010 Number of Graduates by Program.

Source of Evidence: Administrative measure - other

**Achievement Target:**

Increased number of graduates in Accounting.

**Findings (2010-2011) - Achievement Target: Partially Met**

There were 32 Accounting graduates in 2010 compared to 36 in 2009

**Note:** Graduates for the Bookkeeping Certificate for 2010 were 34 compared to 16 in 2009

Graduates for the Accounting Career Studies Certificate for 2010 were 35 compared to 11 in 2009

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Faculty have on the agenda to discuss this trend and its importance at the Spring 2012 cluster meeting.**

*Established in Cycle: 2010-2011*

Although there is a slight decrease in graduates compared to 2009, there is significance related to the jump in graduates in the...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Faculty have on the agenda to discuss this trend and its importance at the Spring 2012 cluster meeting.**

Although there is a slight decrease in graduates compared to 2009, there is significance related to the jump in graduates in the Accounting certificates. Faculty have on the agenda to discuss this trend and its importance at the Spring 2012 cluster meeting.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** NOVA OIR Fall 2010 Number of Graduates by Program. | **Outcome/Objective:** Goal 4: Improve program graduation totals
The outcome is on the cycle to be assessed again in the Fall 2012 semester. This result is very positive and exceeds our target goal of 75% of students to answer correctly 9 out of 12 questions. This outcome is on the cycle to be assessed again in the Fall 2012 semester.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Attached 12 multiple choice and matching questions given to students in ACC 241 (Auditing I) during Fall 2010 and Spring 2011. | Outcome/Objective: Be able to identify generally accepted auditing standards and the additional requirements imposed by the Sarbanes-Oxley Act.

To continue to discuss ways to improve course success rates (particularly for ACC 211) at the Spring 2012 cluster meeting.
The success rate for both ACC 211 and ACC 212 are identical to 2009's rates (62% and 76%, respectively). The Accounting Cluster has discussed the fact that pass rates at these levels could be considered normal given that the majority of students taking these courses are not Accounting majors. However, because Accounting is important in other disciplines as well, we have decided to continue to discuss ways to improve course success rates (particularly for ACC 211) at the Spring 2012 cluster meeting.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: NOVA OIR Fall 2010 Student Grade Distribution Report by Course. | Outcome/Objective: Goal 1: Improve course success rates for Principles of Accounting I and II (ACC 211 and 212).

To continue to discuss ways to improve course success rates at the Spring 2012 cluster meeting.
The Accounting Cluster has discussed the fact that a pass rate at this level could be considered normal given that the majority of students taking accounting courses (ie. Principles of Accounting) are not Accounting majors. For 2010, only 827 students (22% of those taking Accounting courses) were program placed in Accounting. However, because Accounting is important in other disciplines as well, we have scheduled to continue to discuss ways to improve course success rates at the Spring 2012 cluster meeting.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: NOVA OIR Fall 2010 Success Rates by Discipline. | Outcome/Objective: Goal 2: Improve course success rates for accounting courses overall.

We have plans to discuss the success rates for noted courses below the 75% level; particularly ACC 219 and ACC 262.
The overall success rate of 74% is at approximately the same level as 2009 (76%). This rate is acceptable for the discipline. We have plans, however, to discuss the success rates for noted courses below the 75% level; particularly ACC 219 and ACC 262. Scheduled discussed at the Spring 2012 cluster meeting.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: NOVA OIR Fall 2010 Student Grade Distribution Report by Course.
- Outcome/Objective: Goal 3: Maintain course success rates for upper-level accounting courses.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 13: Define the basic teachings of criminology, criminalistics, criminal justice and forensic science

Define the basic teachings of criminology, criminalistics, criminal justice and forensic science

Related Measure:

M 4: ADJ 212: Criminal Law and Procedure II Survey with rubric

ADJ 212: Criminal Law and Procedure II

Survey with rubric:

Excellent - 80-100%

Average - 60%

Below Average - 40% or below

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

Excellent - 80-100%

Average - 60%

Below Average - 40% or below

Findings (2010-2011) - Achievement Target: Met

Spring 2011 data collection

From two participating campuses

Sample size: 48 students

The following results were obtained:

Excellent - 62.5%

Average - 25%

Below Average - 12.5%

With 87% of students accurately applying the basic concepts within ADJ 212, this outcome is successfully realized.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

SLO mapping requires students be introduced to and actively practice these concepts. With 87% of students accurately applying Established in Cycle: 2010-2011
SLO mapping requires students be introduced to and actively practice these concepts. With 87% of students accurately applying...

O 14: Demonstrate a basic understanding if law enforcement, the courts and the correction system
Demonstrate a basic understanding if law enforcement, the courts and the correction system

Related Measure:

M 5: ADJ 212: Criminal Law and Procedure II Survey with rubric
ADJ 212: Criminal Law and Procedure II
Survey with rubric:
Excellent - 80-100%
Average - 60%
Below Average - 40% or below

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Excellent - 80-100%
Average - 60%
Below Average - 40% or below

Findings (2010-2011) - Achievement Target: Met
Spring 2011 data collection
From two participating campuses
Sample size: 48 students
The following results were obtained:
Excellent - 62.5%
Average - 25%
Below Average - 12.5%
With 87% of students accurately understanding these concepts within ADJ212, this outcome is successfully realized.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**SLO mapping requires students be introduced and actively practice these concepts. With 87% of students accurately understanding Established in Cycle: 2010-2011**

SLO mapping requires students be introduced and actively practice these concepts. With 87% of students accurately understanding...

**M 6: Due to the re-mapping of SLOs, a second analysis to evaluate whether a sample population is mastering these concepts was perform**

Due to the re-mapping of SLOs, a second analysis to evaluate whether a sample population is mastering these concepts was performed. Additional analyses towards Mastery of concepts used the following rubric:

- **Mastered -100%**
- **Demonstrated average or above average understanding of concepts ,but not mastered - 50 %-90%**
- **Below Average - 40% or below**

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Mastered -100%

Demonstrated average or above average understanding of concepts ,but not mastered - 50 %-90%

Below Average - 40% or below

**Findings (2010-2011) - Achievement Target: Partially Met**

Spring 2011 data collection

From two participating campuses

Sample size: 48 students

Mastered - 17%

Successfully practiced or reflected an understanding of concepts- 70.5 %
Below Average 12.5 %

The second analysis to evaluate whether a sample population is mastering these concepts reflected these concepts are appropriately considered at an introductory/ practiced stage.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The second analysis to evaluate whether a sample population is mastering these concepts reflected these concepts are appropriate Established in Cycle: 2010-2011
The second analysis to evaluate whether a sample population is mastering these concepts reflected these concepts are appropriate...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: Degree completion
To encourage students to complete their degree

Related Measure:

M 2: Number of Graduates by Program Specialization

Fact Book 2005-2006 Through 2010-2010
Number of Graduates by Program and Specialization (Factbook 10-11 Table 2.6)
Fact Book 2005-2006 Through 2010-2011

Source of Evidence: Existing data

Achievement Target:
Increase in number of students who graduate

Findings (2010-2011) - Achievement Target: Met

2010-11: 61
2009-10: 48

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The number of ADJ graduates increased 27% over 2010. The Cluster group realizes the majority of ADJ students may be pursuing an Established in Cycle: 2010-2011
The number of ADJ graduates increased 27% over 2010. The Cluster group realizes the majority of ADJ students may be pursuing an...

O 12: Increase program placed students
To increase the number of program placed students in the program

Related Measure:

M 3: Program placement data

Distribution Of Program Placed Students
Achievement Target:
Increase number of students program placed

Findings (2010-2011) - Achievement Target: Met

Fall 2009 : 675
Fall 2010: 743

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The number of program placed students has again increased at 11% over the previous year, meeting the program's achievement target.
Established in Cycle: 2010-2011
The number of program placed students has again increased at 11% over the previous year, meeting the program’s achievement target...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

SLO mapping requires students be introduced and actively practice these concepts. With 87% of students accurately understanding SLO mapping requires students be introduced and actively practice these concepts. With 87% of students accurately understanding these concepts within ADJ212, this outcome is successfully realized.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ADJ 212: Criminal Law and Procedure II Survey with rubric |
Outcome/Objective: Demonstrate a basic understanding of law enforcement, the courts and the correction system

SLO mapping requires students be introduced to and actively practice these concepts. With 87% of students accurately applying SLO mapping requires students be introduced to and actively practice these concepts. With 87% of students accurately applying the basic concepts within ADJ 212, this outcome is successfully realized. Cluster group believes additional data samples will be conducted as SLOs are refined for next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
The number of ADJ graduates increased 27% over 2010. The Cluster group realizes the majority of ADJ students may be pursuing an AS degree, but completing a large number of ADJ courses within the program. However, with the 11% growth in enrollments, the number of ADJ graduates reflects this goal is met. Assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program Specialization | Outcome/Objective: Degree completion

The number of program placed students has again increased at 11% over the previous year, meeting the program’s achievement target. This goal is being met and will continue to be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Program placement data | Outcome/Objective: Increase program placed students

The second analysis to evaluate whether a sample population is mastering these concepts reflected these concepts are appropriate.

The second analysis to evaluate whether a sample population is mastering these concepts reflected these concepts are appropriately considered at an introductory/practiced stage. Cluster has discussed an expanded data collection for other SLO analyses.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure |Outcome/Objective):
Measure: Due to the re-mapping of SLOs, a second analysis to evaluate whether a sample population is mastering these concepts was performed | Outcome/Objective: Demonstrate a basic understanding of law enforcement, the courts and the correction system
Mission / Purpose

This curriculum is designed to prepare students for jobs in the air conditioning and refrigeration field. The second year provides students with skills that lead to leadership positions in the HVACR industry. Occupational objectives include industry licensing, advanced critical thinking skills and state tradesman licenses in HVACR.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Goal 1: To encourage students to complete their degree

To encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization
Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Achievement Target:
Maintain or increase number of graduates

Findings (2010-2011) - Achievement Target: Met

2010-11: 17
2009-10: 10
2008-09: 10
2007-08: 8
2006-07: 8

Increase of 70% from 2010 to 2011.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This program goal has been scheduled to be assessed again next year.
Established in Cycle: 2010-2011
During the past five years, the number of graduates has more than doubled. This program goal has been scheduled to be assessed a...

O 2: Goal 2: To increase the success rate of students in AIR courses

To increase the success rate of students in AIR courses
Related Measure:

**M 2: Success Rate by Discipline**
Success Rate by Discipline
2010
2009
2008

Source of Evidence: Administrative measure - other

**Achievement Target:**
Higher success rate than college average

**Findings (2010-2011) - Achievement Target: Met**

Success Rate by Discipline (Fall semesters)
2010: 88.5%
2009: 86.6%
2008: 86.4%

College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

This program goal has been scheduled to be assessed again next year.

Established in Cycle: 2010-2011
This program goal has been scheduled to be assessed again next year.

O 3: Goal 3: To increase the number of program placed students in the program.
To increase the number of program placed students in the program.

Related Measure:

**M 3: Distribution Of Program Placed Students; By Curriculum And Award Type**
Distribution Of Program Placed Students
By Curriculum And Award Type
(Factbook 10-11 Table 1.14)

Source of Evidence: Administrative measure - other
Achievement Target:
increase in program-placed students
Increase of 12% from the previous year

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>120</td>
<td>150</td>
<td>174</td>
<td>194</td>
</tr>
</tbody>
</table>

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This program goal has been scheduled to be assessed again next year.
Established in Cycle: 2010-2011
The number of program-placed students continued to increase and has more than doubled in the past five years, meeting the program...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

This program goal has been scheduled to be assessed again next year.
During the past five years, the number of graduates has more than doubled. This program goal has been scheduled to be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Goal 1: To encourage students to complete their degree

This program goal has been scheduled to be assessed again next year.
The number of program-placed students continued to increase and has more than doubled in the past five years, meeting the program’s achievement target. This program goal has been scheduled to be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students; By Curriculum And Award Type | Outcome/Objective: Goal 3: To increase the number of program placed students in the program.
This program goal has been scheduled to be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Success Rate by Discipline  | Outcome/Objective: Goal 2: To increase the success rate of students in AIR courses
Mission / Purpose

Program Purpose Statement: Designed for students who have limited, if any, previous experience with interpreting for Deaf people, this degree program provides the comprehensive training in theory and practical interpreting skills necessary for employment as an educational or community interpreter. Successful completion of this program prepares the student to pursue either a Virginia Quality Assurance Screening Level, or national certification either through the Registry of Interpreters for the Deaf or the Educational Interpreter’s Performance Assessment. These credentials qualify the student to interpret in either educational or community settings.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: The ability to interpret a 20 minute live and videotaped segment of American Sign Language into English with 80% accuracy.

Students will demonstrate the ability to interpret a 20 minute live and videotaped segment of American Sign Language into English with 80% accuracy.

Related Measure:

M 1: Final Exam will be comprised of a videotaped selection that the students have never seen before.

INT 233 Final Exam Grade: Final Exam will be comprised of a videotaped selection that the students have never seen before and they will videotape themselves providing an interpretation. Students will be evaluated on English grammar, vocabulary, dynamic equivalency, ability to make repairs, processing times, ability to incorporate fingerspelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

Source of Evidence: Administrative measure - other

Achievement Target:
achievement is better than the year before.

Findings (2010-2011) - Achievement Target: Met
Data collection from the one section of INT 233 in the spring of 2011. (The data from the second section was not reported because the faculty member is no longer with the college.) A total of 9 students took the final exam.

Seventy-eight percent of the students were able to achieve a score of 65% or better. This is a marked increase from last year when only 60% of the students achieved this goal. In addition, thirty-three percent scored about an 80% which is again a marked improvement from last year when no one achieved this goal.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
We will continue to focus on ASL vocabulary and grammar to help reinforce what students learn in their ASL classes. 

Established in Cycle: 2010-2011
We will continue to focus on ASL vocabulary and grammar to help reinforce what students learn in their ASL classes. Reassessment...

O 2: The ability to transliterate a 20 minute live and videotaped segment of Contact Sign into English with 80% accuracy.
Students will demonstrate the ability to transliterate a 20 minute live and videotaped segment of Contact Sign into English with 80% accuracy.

Related Measure:

M 2: Students will be evaluated on English grammar, vocabulary, dynamic equivalency, ...
INT 141 Final Exam Grade: Final Exam will be comprised of a videotaped selection that the students have never seen before and they will videotape themselves providing an interpretation. Students will be evaluated on English grammar, vocabulary, dynamic equivalency, mouth movements, processing times, ability to incorporate fingerspelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

Source of Evidence: Administrative measure - other

Achievement Target:
The mean score will be 80% accuracy.

Findings (2010-2011) - Achievement Target: Met

There were two sections of INT 141. The PSE to English section of the final exam for all students was analyzed. A total of 18 students took the final exam.

One hundred percent of the students were able to score 70 % or higher. Eighty- three percent scored a grade of 80% or better.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The program has determined reevaluation to take place in the next cycle.
Established in Cycle: 2010-2011
The mean score for this portion of the final exam indicates that on average, students are achieving this SLO. The program has de...

O 3: The ability to transliterate a 20 minute live and videotaped segment of English into Contact Sign with 80% accuracy
Students will demonstrate the ability to transliterate a 20 minute live and videotaped segment of English into Contact Sign with 80% accuracy.

Related Measure:

M 3: Students will be evaluated on PSE/CS grammar, vocabulary, ...
INT 141 Final Exam Grade: Final Exam will be comprised of a videotaped selection that the students have never seen before and they will videotape themselves providing an interpretation. Students will be evaluated on PSE/CS grammar, vocabulary, incorporation of ASL elements, mouth movements, processing times, ability to incorporate fingerspelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

Source of Evidence: Administrative measure - other

**Achievement Target:**
The mean score is 80% accuracy.

**Findings (2010-2011) - Achievement Target: Met**
There were two sections of INT 141. The PSE to English section of the final exam for all students was analyzed. A total of 18 students took the final exam.

Ninety-four percent of the students were able to score 70 % or higher. Sixty-one percent scored a grade of 80% or better.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

**More vocabulary and grammar lessons will be included in future course offerings. Reassessed next cycle.**
*Established in Cycle: 2010-2011*
While analyzing the scoring sheets, it seems as if vocabulary and the elements of ASL grammar that are used in PSE are the probl...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 4:Goal 1: The program will produce at least 30 FTES and 12 graduates per year.**
The program will produce at least 30 FTES and 12 graduates per year.

**Related Measure:**

**M 4:Enrollment and graduation rates will be tracked through OIR data**
Enrollment and graduation rates will be tracked through OIR data
OIR Data for program placed students and graduates -
Fact Book 2006-2007 Through 2010-2011
Number of Graduates by Program and Specialization
Source of Evidence: Administrative measure - other

**Achievement Target:**
The program will produce at least 30 FTES and 12 graduates per year.

**Findings (2010-2011) - Achievement Target: Partially Met**
In 2010-2011, twenty students were enrolled in the second year interpreting courses which represents one student less than we had the year before. Thirteen of these students took the capstone course in the summer of 2011 and seven more are registered for Fall 2011 and all are on
track to graduate soon. This is the first time that all of the second year interpreting students have successfully completed all of the coursework and have take the Internship course on schedule.

In 2010-2011, there were 38 students who started the Interpreter Education program in the fall of 2010 which represents a 12% increase over the previous year. Thirty-three students elected to continue in the spring 2011. This represents a 15% attrition rate is significantly lower than the previous year’s 38% attrition rate.

Having said this, graduation rates are still low. In the summer of 2009, 19 students took the internship course, yet only 7 students actually have graduated in 2010.

IN the fall of 2010, there were 23 INT FTES, which is the same as the previous fall. However, in the spring of 2011, there were 28.2 FTES, which is a 22% increase from the previous spring. We are getting closer to achieving this goal.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The department will need to continue to focus on more active recruitment of students in order to increase enrollment.**

*Established in Cycle: 2010-2011*

The department will need to continue to focus on more active recruitment of students in order to increase enrollment. The Prog...

**O 5:Goal 2: At least 90% of the graduates responding to the graduate survey report that they are employed in the interpreting ...**

At least 90% of the graduates responding to the graduate survey report that they are employed in the interpreting field, pursuing a higher degree, or otherwise using their skills.

**Related Measure:**

**M 5:Annuals surveys distributed to graduates of the program.**

Annuals surveys distributed to graduates of the program.

The Department Head sent out a survey to students who completed the internship course of the program. This was sent out through the last known address, as well as email and Facebook contacts. In addition, the VA Department for the Deaf and Hard of Hearing keeps information regarding employment and certification levels for all educational interpreters.

*Source of Evidence: Administrative measure - other*

**Achievement Target:**

At least 90% of the graduates responding to the graduate survey report that they are employed in the interpreting field, pursuing a higher degree, or otherwise using their skills.

**Findings (2010-2011) - Achievement Target: Met**

Of the 14 students who took the Internship course in the summer of 2010, 12 of the students are working in the interpreting field. One student has
decided to stay in his old job and the last student has not returned the survey and cannot be found by other methods such as facebook.

An extremely interesting point is that all 12 students working in the interpreting field have worked in k-12 educational environments at one point or another in the past year.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Students overall are staying in the field; taking classes; Assessed annually.
Established in Cycle: 2010-2011
Students overall are staying in the field after graduation and many of them continue to keep in contact with the department, etc...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

The program has determined reevaluation to take place in the next cycle.
The mean score for this portion of the final exam indicates that on average, students are achieving this SLO. The program has determined reevaluation to take place in the next cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students will be evaluated on English grammar, vocabulary, dynamic equivalency, ... | Outcome/Objective: The ability to transliterate a 20 minute live and videotaped segment of Contact Sign into English with 80% accuracy.

More vocabulary and grammar lessons will be included in future course offerings. Reassessed next cycle.
While analyzing the scoring sheets, it seems as if vocabulary and the elements of ASL grammar that are used in PSE are the problem here as well. More vocabulary and grammar lessons will be included in future course offerings. Reassessed next cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students will be evaluated on PSE/CS grammar, vocabulary, ... | Outcome/Objective: The ability to transliterate a 20 minute live and videotaped segment of English into Contact Sign with 80% accuracy.

Students overall are staying in the field; taking classes; Assessed annually.
Students overall are staying in the field after graduation and many of them continue to keep in contact with the department, either with the Program Head directly or through attendance and workshops and taking more classes. Assessed annually.
The department will need to continue to focus on more active recruitment of students in order to increase enrollment.

The department will need to continue to focus on more active recruitment of students in order to increase enrollment.

The Program Head will also continue to focus on maintaining contact with students throughout the program. This has been effective in minimizing attrition rates between year one and year two.

The Program Head and Interpreter Education faculty need to also work with students to determine why they are finishing the program but not applying for graduation. One possible solution is to incorporate applying for graduation into the internship course. Additionally, one course that students have experienced the least success is the internship course. The Program Head will work with the new Internship office to determine possible changes to the course. Assessed annually.

We will continue to focus on ASL vocabulary and grammar to help reinforce what students learn in their ASL classes.

We will continue to focus on ASL vocabulary and grammar to help reinforce what students learn in their ASL classes. Reassessment has been scheduled for the next cycle.

Final Exam will be comprised of a videotaped selection that the students have never seen before. | Outcome/Objective: The ability to interpret a 20 minute live and videotaped segment of American Sign Language into English with 80% accuracy.
Mission / Purpose

The Architecture curriculum is designed to prepare students for employment. The graduates will find employment in the field of architecture, construction, and urban design utilizing their construction knowledge, graphic communication and problem solving skills. Students must see their architecture advisor to satisfy individual goals.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Communicate graphically using manual drawing
Students will be able to communicate graphically using manual drawing.

Related Measure:

M 1: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Projects were evaluated for each SLO on a scale from 1-4.

1 = not demonstrated 2 = marginally demonstrated 3 = well demonstrated 4 = very well demonstrated

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
A score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

Findings (2010-2011) - Achievement Target: Partially Met
31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus.
The project evaluation teams rated the projects presented 2.71 for SLO #1 on a scale from 1-4.
(3) represents well demonstrated and
(2) represents marginally demonstrated

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We have scheduled this SLO to be reevaluated in May 2012.
Established in Cycle: 2010-2011

The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0.
O 2: Describe how buildings are presently constructed
Students will be able to describe how buildings are presently constructed.

Related Measure:

M 2: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.
1 = not demonstrated 2 = marginally demonstrated 3 = well demonstrated 4 = very well demonstrated

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

Findings (2010-2011) - Achievement Target: Met
31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus.
The project evaluation teams rated the projects presented 3.01 for SLO #2 on a scale from 1-4.
(3) represents well demonstrated and
(4) represents very well demonstrated

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

We have scheduled this SLO to be reevaluated in May 2012.
Established in Cycle: 2010-2011
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 This SLO...

O 3: Students will be able to draw upon historical precedents when designing a building.
Students will be able to draw upon historical precedents when designing a building.

Related Measure:

M 3: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.
1 = not demonstrated 2 = marginally demonstrated 3 = well demonstrated 4 = very well demonstrated

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0.
**Findings (2010-2011) - Achievement Target: Not Met**

31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus. The project evaluation teams rated the projects presented 2.62 for SLO #3 on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**We have scheduled this SLO to be reevaluated in May 2012.**  
*Established in Cycle: 2010-2011*  
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0. This sco...

---

**O 4: Analyze and describe how buildings are structurally supported**

Students will be able to analyze and describe how buildings are structurally supported.

**Related Measure:**

**M 4: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.**

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.  
1=not demonstrated 2=marginally demonstrated 3=well demonstrated 4= very well demonstrated

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

---

**Findings (2010-2011) - Achievement Target: Met**

31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus. The project evaluation teams rated the projects presented 3.10 for SLO #4 on a scale from 1-4.

(3) represents well demonstrated and (4) represents very well demonstrated.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**We have scheduled this SLO to be reevaluated in May 2012.**  
*Established in Cycle: 2010-2011*  
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0. This SLO...
O 5: Students will be able to analyze and describe a building's HVAC and electrical distribution system

Students will be able to analyze and describe a building's HVAC and electrical distribution system

**Related Measure:**

M 5: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.

1 = not demonstrated 2 = marginally demonstrated 3 = well demonstrated 4 = very well demonstrated

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

A score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

**Findings (2010-2011) - Achievement Target: Partially Met**

31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus.

The project evaluation teams rated the projects presented 2.60 for SLO #5 on a scale from 1-4.

(3) represents well demonstrated and

(2) represents marginally demonstrated

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

We have scheduled this SLO to be reevaluated in May 2012.

Established in Cycle: 2010-2011

The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 While th...

O 6: Describe how site characteristics influence the design and construction of buildings

Students will be able to describe how site characteristics influence the design and construction of buildings.

**Related Measure:**

M 6: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.

1 = not demonstrated 2 = marginally demonstrated 3 = well demonstrated 4 = very well demonstrated
Source of Evidence: Project, either individual or group

**Achievement Target:**
that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

**Findings (2010-2011) - Achievement Target: Partially Met**

31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus.

The project evaluation teams rated the projects presented 2.87 for SLO #6 on a scale from 1-4.

(3) represents well demonstrated and
(2) represents marginally demonstrated

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**We have scheduled this SLO to be reevaluated in May 2012.**

*Established in Cycle: 2010-2011*

The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 While th...

**O 7: Communicate graphically using computer applications**
Students will be able to communicate graphically using computer applications.

**Related Measure:**

**M 7: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.**

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.

1=not demonstrated 2=marginally demonstrated 3=well demonstrated 4= very well demonstrated

Source of Evidence: Project, either individual or group

**Achievement Target:**

a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

**Findings (2010-2011) - Achievement Target: Met**

31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus.

The project evaluation teams rated the projects presented 3.47 for SLO #7 on a scale from 1-4.

(3) represents well demonstrated and
(4) represents very well demonstrated
M 11: The number of Architecture graduates who possess an undergraduate degree in an unrelated discipline entering a Master of Architecture
Determine the number of AAS Architecture graduates who possess an undergraduate degree in an unrelated discipline entering a Master of Architecture Program
Consulted with Jaan Holt at Virginia Tech
Source of Evidence: Project, either individual or group

Achievement Target:
monitoring for continuous improvement.

O 8: Methodically design a building
Students will be able to methodically design a building.

Related Measure:

M 8: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.

Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. Projects were evaluated for each SLO on a scale from 1-4.
1=not demonstrated 2=marginally demonstrated 3=well demonstrated 4= very well demonstrated

Source of Evidence: Project, either individual or group

Achievement Target:
a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0

Findings (2010-2011) - Achievement Target: Met
31 projects were evaluated for all 8 SLOs in May 2011 by two teams, one for each campus.
The project evaluation teams rated the projects presented 3.17 for SLO #8 on a scale from 1-4.
(3) represents well demonstrated and (4) represents very well demonstrated

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

We have scheduled this SLO to be reevaluated in May 2012.
Established in Cycle: 2010-2011
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 This SLO...
O 10: Goal 3: To prepare students, who possess an undergraduate degree in an unrelated discipline, to enter a Master of Architecture.

To prepare students, who possess an undergraduate degree in an unrelated discipline, to enter a Master of Architecture program.

**Related Measure:**

**M 11:** The number of Architecture graduates who possess an undergraduate degree in an unrelated discipline entering a Master of Architecture Program

Determine the number of AAS Architecture graduates who possess an undergraduate degree in an unrelated discipline entering a Master of Architecture Program

Consulted with Jaan Holt at Virginia Tech

Source of Evidence: Project, either individual or group

**Achievement Target:**

Determine the number of AAS Architecture graduates who possess an undergraduate degree in an unrelated discipline entering a Master of Architecture Program.

**Findings (2010-2011) - Achievement Target: Not Met**

There were no NOVA Architecture graduates entering a Master of Architecture program this year.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

We have scheduled to assess this goal again in May 2012.

*Established in Cycle: 2010-2011*

We continue to maintain a partnership with Virginia Tech’s Master of Architecture Program Survey of our Arc-231 Capstone course...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9: Goal 1: To prepare students for employment in the field of Architectural Technology.

To prepare students for employment in the field of Architectural Technology.

**Related Measure:**

**M 9:** An exit survey was administered to Arc-232 students in May 2011 to determine their perceptions of how well prepared they...

An exit survey was administered to Arc-232 students in May 2011 to determine their perceptions of how well prepared they are in our program's 8 SLOs. There were 28 participating students.

Number of students served

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Project, either individual or group
Achievement Target:

Increased number of students served

Fact Book 2006-2007 Through 2010-2011

Findings (2010-2011) - Achievement Target: Partially Met

The student survey revealed that students rate their skills and knowledge in our eight learning objectives on average 3.37 on a scale from 1-4. (3) represents "good". (4) represents "excellent"

Site Planning was the lowest score 3.21 and architectural history was the highest score 3.57.

Number of students program placed- 274

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We have scheduled to assess this goal again in May 2012.

Established in Cycle: 2010-2011

The program reported 313 program placed students last year. This decline is consistent with the decline experienced during the...

O 10:Goal 2: To prepare students to continue their undergraduate education in Architecture.

To prepare students to continue their undergraduate education in Architecture.

Related Measure:

M 10:Determine the number of AAS Architecture graduates continuing their undergraduate education.

Determine the number of AAS Architecture graduates continuing their undergraduate education.

Number of Graduates by Program and Specialization

Consulted with Luis Boza at CUA

Source of Evidence: Project, either individual or group

Achievement Target:

Increased total number of graduates

Increased number of graduates continuing undergrad studies

Findings (2010-2011) - Achievement Target: Partially Met

Total number of graduates- 15 Fact Book

Number of graduates continuing undergrad studies - 10 at Catholic University in Architecture

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

We have scheduled to assess this goal again in May 2012.
Established in Cycle: 2010-2011
Last year we had 18 graduates. More than half of graduates continuing their education satisfies goal #2. We have scheduled to as...

O 11: Goal 4: ARC program placed students should successfully complete their courses at or above the College average.
ARC program placed students should successfully complete their courses at or above the College average.

Related Measure:

M 12: Determine the course completion rate for ARC courses; Success Rates by Discipline.
Determine the course completion rate for ARC courses.
Success Rates by Discipline
Source of Evidence: Project, either individual or group

Achievement Target:
The completion rate for ARC courses was 77.5%
Our target for course completion rates should be at or exceed the college completion rate.

Findings (2010-2011) - Achievement Target: Not Met
The completion rate for ARC courses was 77.5%
Our target for course completion rates should be at or exceed the college completion rate.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

We have scheduled to assess this goal again in May 2012.
Established in Cycle: 2010-2011
The college completion rate for all courses was 73%. ARC completion rate surpasses the overall college rate. We have scheduled ...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

We have scheduled this SLO to be reevaluated in May 2012.
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 While a score of 2.71 is similar to last year’s score of 2.72 we will place more emphasis on manual drawing in Arc-231 in 2011-2012. We have scheduled this SLO to be reevaluated in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. | Outcome/Objective: Communicate graphically using manual drawing

**We have scheduled this SLO to be reevaluated in May 2012.**
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 This SLO score of 3.01 meets our goal and is considerably higher than last year’s 2.51. We have scheduled this SLO to be reevaluated in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. | Outcome/Objective: Describe how buildings are presently constructed

**We have scheduled this SLO to be reevaluated in May 2012.**
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 This SLO score of 3.10 meets our goal and is considerably higher than last year’s score of 2.60. We have scheduled this SLO to be reevaluated in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. | Outcome/Objective: Analyze and describe how buildings are structurally supported

**We have scheduled this SLO to be reevaluated in May 2012.**
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0 This SLO score of 3.17 meets our goal and is consistent with last year’s score of 3.16. We have scheduled this SLO to be reevaluated in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. | Outcome/Objective: Methodically design a building
We have scheduled this SLO to be reevaluated in May 2012.
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0. This SLO score of 3.47 meets our goal and is consistent with last year’s score of 3.43. We have scheduled this SLO to be reevaluated in May 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.  
- **Outcome/Objective:** Communicate graphically using computer applications

---
We have scheduled this SLO to be reevaluated in May 2012.
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0. While this score of 2.60 is much higher than last year’s score of 2.32 we will place more emphasis on HVAC and electrical distribution systems in Arc-232 in 2011-2012. We have scheduled this SLO to be reevaluated in May 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.  
- **Outcome/Objective:** Students will be able to analyze and describe a building’s HVAC and electrical distribution system

---
We have scheduled this SLO to be reevaluated in May 2012.
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0. While this score of 2.87 is much higher than last year’s score of 2.57 we will place more emphasis on site characteristics in Arc-231 in 2011-2012. We have scheduled this SLO to be reevaluated in May 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232.  
- **Outcome/Objective:** Describe how site characteristics influence the design and construction of buildings

---
We have scheduled this SLO to be reevaluated in May 2012.
The Architecture cluster has agreed that a score of 2.5 is acceptable for each of the SLOs with an ultimate goal of 3.0. This score of 2.62 is lower than last year’s score of 2.75 we will therefore place more emphasis on historical precedents in Arc-231 in 2011-2012. We have scheduled this SLO to be reevaluated in May 2012.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student Learning Outcomes were measured by evaluating the projects produced in our capstone course Arc-231 and Arc-232. | Outcome/Objective: Students will be able to draw upon historical precedents when designing a building.

We have scheduled to assess this goal again in May 2012.
The college completion rate for all courses was 73%. ARC completion rate surpasses the overall college rate. We have scheduled to assess this goal again in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Determine the course completion rate for ARC courses; Success Rates by Discipline. | Outcome/Objective: Goal 4: ARC program placed students should successfully complete their courses at or above the College average.

We have scheduled to assess this goal again in May 2012.
The program reported 313 program placed students last year. This decline is consistent with the decline experienced during the 2000-2002 recession. We have scheduled to assess this goal again in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: An exit survey was administered to Arc-232 students in May 2011 to determine their perceptions of how well prepared they ... | Outcome/Objective: Goal 1: To prepare students for employment in the field of Architectural Technology.

We have scheduled to assess this goal again in May 2012.
Last year we had 18 graduates. More than half of graduates continuing their education satisfies goal #2. We have scheduled to assess this goal again in May 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Determine the number of AAS Architecture graduates continuing their undergraduate education. | Outcome/Objective: Goal 2: To prepare students to continue their undergraduate education in Architecture.
We have scheduled to assess this goal again in May 2012.

We continue to maintain a partnership with Virginia Tech's Master of Architecture Program. Survey of our Arc-231 Capstone course indicates that there will be 5 students entering the M Arch program at VT in 2012. The number of students who enter our Architecture AAS with an undergraduate degree varies dramatically from year to year. We have scheduled to assess this goal again in May 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** The number of Architecture graduates who possess an undergraduate degree in an unrelated discipline entering a Master of Architecture | **Outcome/Objective:** Goal 3: To prepare students, who possess an undergraduate degree in an unrelated discipline, to enter a Master of Architecture.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Properly care for and use common technician hand tools, power equipment, and standard automotive shop equipment according to NOV

Properly care for and use common technician hand tools, power equipment, and standard automotive shop equipment according to NOVA's shop safety procedures.

Related Measure:

M 8: Assess student competencies using NATEF-approved task sheets
Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 242, AUT 111, AUT 141, AUT 142, AUT 265, AUT 266, AUT 112, AUT 241.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:

Courses assessed: AUT 111
The achievement target for this SLO is a minimum 80% average pass rate.

Findings (2010-2011) - Achievement Target: Met
Data was collected at the end of the Fall 2010 semester. A total of 70 students were assessed in 5 class sections by 5 instructors. 64 students passed the assessment with an average pass rate of 91%.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This SLO has been scheduled to be re-assessed in turn as part of the ongoing SLO assessment cycle.
Established in Cycle: 2010-2011
This SLO has been scheduled to be re-assessed in turn as part of the ongoing SLO assessment cycle.

O 2: Explain the operation of and perform service on automatic and manual transmissions, transaxles, and differentials.

Explain the operation of and perform service on automatic and manual transmissions, transaxles, and differentials.

Related Measure:

M 8: Assess student competencies using NATEF-approved task sheets
Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 242, AUT 111, AUT 141, AUT 142, AUT 265, AUT 266, AUT 112, AUT 241.
Achievement Target: Courses assessed: AUT 141

AUT 142

The achievement target for this SLO is a minimum 80% average pass rate.

Findings (2010-2011) - Achievement Target: Met
Data was collected at the end of the Fall 2010 semester. A total of 28 students were assessed in 2 class sections by 1 instructor. 28 students passed the assessment with an average pass rate of 100%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This SLO is part of the ongoing SLO assessment cycle.
Established in Cycle: 2010-2011
This SLO is part of the ongoing SLO assessment cycle.

O 3: Discuss the theory of alignment, braking, suspension and steering systems, problem diagnosis and correction of braking, suspension, steering and alignment problems.

Related Measure:

M 8: Assess student competencies using NATEF-approved task sheets
Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 242, AUT 111, AUT 141, AUT 142, AUT 265, AUT 266, AUT 112, AUT 241.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target: Courses assessed: AUT 265, AUT 266

The achievement target for this SLO is a minimum 80% average pass rate.

Findings (2010-2011) - Achievement Target: Met
Data was collected at the end of the Fall 2010 semester. A total of 77 students were assessed in 5 class sections by 4 instructors. 70 students passed the assessment with an average pass rate of 91%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This SLO is part of the ongoing SLO assessment cycle.
Established in Cycle: 2010-2011
This SLO is part of the ongoing SLO assessment cycle.
O 4: Use measuring tools to skillfully and accurately diagnose the internal combustion engine.

Use measuring tools to skillfully and accurately diagnose the internal combustion engine.

**Related Measure:**

**M 8: Assess student competencies using NATEF-approved task sheets**

Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 242, AUT 111, AUT 141, AUT 142, AUT 265, AUT 266, AUT 112, AUT 241..

Source of Evidence: Performance (recital, exhibit, science project)

**Achievement Target:**

Courses assessed: AUT 112

The achievement target for this SLO is a minimum 80% average pass rate.

**Findings (2010-2011) - Achievement Target: Not Met**

Data was collected at the end of the Spring 2011 semester. A total of 27 students were assessed in 2 class sections by 2 instructors. 21 students passed the assessment with an average pass rate of 78%.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

While the average pass rate was within 2% of the minimum target rate, automotive faculty are to review and analyze the assessments established in Cycle: 2010-2011

O 5: Diagnose and repair vehicles in all 8 areas of ASE certification.

Diagnose and repair vehicles in all 8 areas of ASE certification.

**Related Measure:**

**M 8: Assess student competencies using NATEF-approved task sheets**

Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 242, AUT 111, AUT 141, AUT 142, AUT 265, AUT 266, AUT 112, AUT 241..

Source of Evidence: Performance (recital, exhibit, science project)

**Achievement Target:**

Courses assessed: AUT 111, AUT 121, AUT 241, AUT 242, AUT 265 and AUT 266

The achievement target for this SLO is a minimum 80% average pass rate.

**Findings (2010-2011) - Achievement Target: Met**

Data was collected at the end of the Spring 2011 semester. A total of 199 students were assessed in 12 class sections by 9 instructors. 170 students passed the assessment with an average pass rate of 85%.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This SLO is part of the ongoing SLO assessment cycle.
Established in Cycle: 2010-2011
This SLO is part of the ongoing SLO assessment cycle.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 6: To encourage graduation and career advancement through successful completion of an Automotive Technology degree or certificate.
To encourage graduation and career advancement through successful completion of an Automotive Technology degree or certificate.

Related Measure:

M 9: The number of program graduates, as provided by the NOVA OIR.
The number of program graduates, as provided by the NOVA OIR.
Please see "Number of Graduates by Program and Specialization" at http://www.nvcc.edu/depts/planning/data
Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
NA

Findings (2010-2011) - Achievement Target: Not Reported This Cycle
The 2010-2011 program graduation numbers are as follows:

- 23 Automotive Technology, A.A.S. degrees
- 6 Automotive Technology/Emissions Specialization, A.A.S. degrees
- 12 Automotive Electrical Technician certificates
- 6 Automotive Emissions Technician certificates
- 1 Automotive Machinist career studies certificate
- 10 Automotive Maintenance & Light Repair career studies certificates.

A total of 58 degrees and certificates were awarded during the 2010-2011 academic year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.
The Automotive Technology Program faculty plan to review and analyze this data as part of the program's continuous-improvement process. 

Established in Cycle: 2010-2011

The Automotive Technology Program faculty plan to review and analyze this data as part of the program's continuous-improvement process.

O 7: To promote course completion and progression through the program.
To promote course completion and progression through the program.

Related Measure:

M 10: Course completion rates as documented in “Fall 2010 Success Rates by Discipline” at http://www.nvcc.edu/depts/planning/data

Course completion rates as documented in "Fall 2010 Success Rates by Discipline" at http://www.nvcc.edu/depts/planning/data

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
NA

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

The AUT/Automotive Technology course completion rate for the Fall 2010 semester was 78.5%.
The Fall 2009 AUT course completion rate was 77.1% and the Fall 2008 AUT completion rate was 76.1%.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The Automotive Technology Program faculty plan to review and analyze this data as part of the program’s continuous-improvement process.

Established in Cycle: 2010-2011
The Automotive Technology Program faculty plan to review and analyze this data as part of the program’s continuous-improvement process.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

The Automotive Technology Program faculty plan to review and analyze this data as part of the program’s continuous-improvement process.

The Automotive Technology Program faculty plan to review and analyze this data as part of the program’s continuous-improvement process. Assessed annually.
The Automotive Technology Program faculty plan to review and analyze this data as part of the program’s continuous-improvement process.

The Automotive Technology Program faculty plan to review and analyze this data as part of the program’s continuous-improvement process. Data from previous years will be reviewed to identify trends and set an acceptable target completion rate. Assessed annually.

This SLO has been scheduled to be re-assessed in turn as part of the ongoing SLO assessment cycle.

This SLO has been scheduled to be re-assessed in turn as part of the ongoing SLO assessment cycle.
This SLO is part of the ongoing SLO assessment cycle.
This SLO is part of the ongoing SLO assessment cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Assess student competencies using NATEF-approved task sheets |
Outcome/Objective: Diagnose and repair vehicles in all 8 areas of ASE certification.

This SLO is part of the ongoing SLO assessment cycle.
This SLO is part of the ongoing SLO assessment cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Assess student competencies using NATEF-approved task sheets |
Outcome/Objective: Explain the operation of and perform service on automatic and manual transmissions, transaxles, ax differentials.

While the average pass rate was within 2% of the minimum target rate, automotive faculty are to review and analyze the assessments.
While the average pass rate was within 2% of the minimum target rate, automotive faculty are to review and analyze the assessment results as a function of the program's continuous-improvement process. This review is to be conducted at the next program cross-campus meeting in Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Assess student competencies using NATEF-approved task sheets |
Outcome/Objective: Use measuring tools to skillfully and accurately diagnose the internal combustion engine.
Mission / Purpose

This program is designed to prepare graduates for employment in entry-level positions at biotechnology and pharmaceutical companies, as laboratory, research, or manufacturing technicians. Coursework will develop an understanding of basic scientific principles in biology and chemistry, and will emphasize laboratory techniques and procedures such as solution and media preparation, DNA purification and analysis, electrophoresis, chromatography, maintenance of cells in culture, and quality control techniques.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Demonstrate proficiency in standard lab procedures and in the use of basic lab equipment.

Demonstrate proficiency in standard lab procedures and in the use of basic lab equipment.

Related Measure:

M 1: BIO250 Written Lab Final & Lab Practical

BIO250

Written Lab Final (testing core competencies on lab procedures and lab equipment)

Lab Practical (testing core competencies on lab procedures and lab equipment)

Source of Evidence: Administrative measure - other

Achievement Target:

have an average score of 80% for each competency.

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010

The average student score (n=11) for each category was calculated and is shown below.

SAFETY: MSDS (99%)

DOCUMENTATION: Laboratory notebook (91%)

CALCULATIONS, DATA ANALYSIS

Math calculations (89%)

Standard Curve (91%)

BASIC LAB EQUIPMENT
Light microscope (91%)

Pipettors (99%)

Microcentrifuge (100%)

pH meter, strips (96%)

Spectrophotometer (94%)

**BASIC LAB TECHNIQUES**

Solution chemistry (67%)

Colormetric Assays (96%)

Polyacrylamide Gel Electrophoresis (88%)

Chromatography (92%)

ELISA (94%)

Media preparation (75%)

DNA extraction (74%)

Gel Electrophoresis (75%)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

*More time has been allocated in BIO250 for teaching and score will be reassessed in Spring 2012.*

*Established in Cycle: 2010-2011*

Core competencies were defined ahead of time and assessed using a written final and/or a lab practical. The goal is to have an a...

**O 2: Explain the fundamental scientific concepts in biotechnology.**

Explain the fundamental scientific concepts in biotechnology.

**Related Measure:**

*M 2: Students were evaluated for their general scientific understanding across all categories*

*BIO253*

On the final exam in BIO253, students were given a set a multiple choice questions that covered the most important scientific topics/themes in biotechnology. Students were evaluated for their general scientific understanding across all categories and then assessed in each of the following areas: DNA/RNA structure and function, protein structure, gene expression, DNA replication, human
Achievement Target:
The SLO team has determined greater than 80% student pass rates are acceptable.

Findings (2010-2011) - Achievement Target: Partially Met

Spring 2011

n=8 students. Students were assessed by their overall understanding of the material, reflected on their total score on all 61 multiple choice questions. 5 students scored between 90-100%, 1 student between 80-90%, and 2 students between 70-79%. The average score was 87%. 6 students received an overall competency of 80% or higher.

The class was also assessed for each of the given topics. In this analysis, the success rate for each question (correct answers/total number of students) was calculated and then averaged over that category.

- DNA/RNA structure and function: 87.5% (11 questions)
- Protein structure: 100% (5 questions)
- Gene expression: 91% (10 questions)
- DNA replication: 88% (6 questions)
- Cancer: 94% (4 questions)
- Human genetics: 86% (8 questions)
- Immunology: 94% (4 questions)
  Cell biology: 82% (12 questions)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

“C” or better in BIO101.
Established in Cycle: 2010-2011

The SLO team has determined greater than 80% student pass rates are acceptable. In our overall class data, only 6/8 students m...
BIO254
Students were given a closed-book final exam which included short answer/essay questions that addresses each of the aspects listed to the left. Because their term paper was a business plan developed as group project (proposed as the original item to assess), this final was a more appropriate way to assess what each student learned in the class. Each question was worth 15 points; scores were normalized to a 0-5 scale and confirmed with an evaluation rubric (see attached). Students were expected to receive an 80% (4 or better) or higher to demonstrate competency in each area.

Source of Evidence: Administrative measure - other

Achievement Target:
Students were expected to achieve an 80% (score of 4 or above) for their descriptions of the course topics. Students mastered well the following topics: business, financial, regulatory, and ethical issues.

Findings (2010-2011) - Achievement Target: Partially Met

Spring 2011

Eleven students were enrolled in BIO254.

Business of biotechnology (4 questions)
  · Average score of 4.4 on questions
  · 82% of students scored a 4 or better

Financial aspects of biotechnology (1 question)
  · Average score of 4.8 on question
  · 100% of students received a score of 4 or better

Marketing aspects of biotechnology (2 questions)
  · Average score of 4.2 on questions
  · 64% of students received a score of 4 or better
  · One of the two questions received a very low score, drawing the average down

Regulatory aspects of biotechnology (1 question)
  · Average score of 4.6 on question
  · 91% of students received a score of 4 or better

Legal aspects of biotechnology (1 question)
Average score of 4 on the question
55% of students scored 4 or better

Ethical aspects of biotechnology (1 question)
Average score of 4.9 on question
100% of students scored a 4 or better

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Students given more formal instruction on the legal and business planning aspects in biotechnology.
Established in Cycle: 2010-2011

BIO254 was taught for the first time in Spring 2011. Students were expected to achieve an 80% (score of 4 or above) for their...

O 4: Demonstrating Professional Interpersonal Skills
Demonstrating Professional Interpersonal Skills

Related Measure:
M 4: An evaluation rubric

BIO250
In Spring 2011 semester, an evaluation rubric called: Collaborative Work Skills: Demonstrating Professional Interpersonal Skills was created to evaluate the ability of students work effectively in groups, support and collaborate with their peers, and show professionalism in the lab. The course evaluated was BIO 250: Biotechnology Research Methods and Skills.

The students were evaluated on their ability to work as a team on several bioinformatics projects, broken into 3 tasks over the course of the semester.

Source of Evidence: Administrative measure - other

Achievement Target:
Turning in a great product, focusing and problem solving.

Average score>=3.0

Findings (2010-2011) - Achievement Target: Partially Met
Spring 2011

· Eight students were enrolled in BIO 250.
· The averages for each category (N=8) are below. Scale used in the rubric
analysis of this SLO was 1-4 with 4 being the best.

· Working with Others: 3.0
· Quality of Work: 4.0
· Time-management: 2.0
· Problem-solving: 4.0
· Focus on the task: 3.0
· Monitors Group Effectiveness: 2.0

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The areas that need improvement need to be learned through more opportunities to be involved in group projects and teamwork. Established in Cycle: 2010-2011

Demonstrating the ability to work collaboratively in the science laboratory is a skill not limited in need by academic setting...

O 5: Effectively Communicating Scientific Concepts in Written Formats.
Effectively Communicating Scientific Concepts in Written Formats

Related Measure:

M 5: An evaluation rubric.

BIO251

In the Fall of 2010, an evaluation rubric was developed in order to assess students enrolled in BIO 251: Protein Applications in Biotechnology. Students were ranked from 1 (Novice), 2 (Apprentice), 3 (Proficient) to 4 (Exemplary) in the following categories:

Question/Purpose
Components of the report
Analysis
Conclusion
Preparedness
Comprehension
Content
Speaks Clearly
In order to perform this evaluation, students had to write a lab report based on the experimental data that they generated in lab, turn in the hard copy and present their lab report and data to the class.

Source of Evidence: Administrative measure - other

**Achievement Target:**
The program has set a goal of having each student receive a minimum of 3 in each category.

**Findings (2010-2011) - Achievement Target: Partially Met**

**Spring 2011**

8 students were enrolled in BIO252.

The averages for each category are below:

- Components of the report: 3.5
- Purpose: 3.9
- Hypothesis: 3.8
- Materials: 3.8
- Experimental design: 3.9
- Data: 3.6
- Appearance/organization: 3.8
- Replicability: 3.1
- Error analysis: 3.9
- Calculations: 3.9
- Conclusion: 2.9

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Additional information and materials provided on how to write effective conclusions and we will emphasize this from ...**

*Established in Cycle: 2010-2011*

The program has set a goal of having each student receive a minimum of 3 in each category. Overall the results indicate that w...

**O 6: Communicating Scientific Concepts in Oral Formats**

Communicating Scientific Concepts in Oral Formats
Related Measure:

M 6: An evaluation rubric

BIO252

In Spring 2011 students from BIO252, Nucleic Acids Research Methods were requested to prepare an oral presentation about one technique used in Biotechnology and current applications of the technique from Scientific papers, using PUBMED as a resource. An evaluation rubric was developed to assess students. Students were ranked from 1 to 4. 1 (Novice), 2 (Apprentice), 3 (Proficient) to 4 (Exemplary), in the following categories:

- Enthusiasm
- Posture and eye contact
- Speaks clearly
- Volume and pitch
- Use of complete sentences
- Comprehension
- Content
- Attire Preparedness

Source of Evidence: Administrative measure - other

Achievement Target:
The SLO team has determined that ranking 3 or greater is successful.

Findings (2010-2011) - Achievement Target: Partially Met

Spring 2011

The sample size was very small, n=8.

- Enthusiasm: 63% of students ranked 4 (rest 2 or 3)
- Posture and eye contact: 75% ranked 4 (rest 2 or 3)
- Speaks clearly: 50% ranked 4, 50% ranked 3
- Volume and pitch: 88% ranked 4, rest ranked 3.
- Use of complete sentences: 88% ranked 4, rest ranked 3.
- Comprehension: 88% ranked 4, rest ranked 2.
- Content: 75% ranked 4, rest ranked 3.
Attire: 63% ranked 4.
Preparedness: 63% ranked 4, rest ranked 3.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

Additional information and materials provided on how to write effective conclusions and we will emphasize this from ...

*Established in Cycle: 2010-2011*

The program has set a goal of having each student receive a minimum of 3 in each category. Overall the results indicate th...

**O 7: Communicating Scientific Concepts in Oral Formats**

Communicating Scientific Concepts in Oral Formats

**Related Measure:**

**M 7: An evaluation rubric**

**BIO252**

In Spring 2011 students from BIO252, Nucleic Acids Research Methods were requested to prepare an oral presentation about one technique used in Biotechnology and current applications of the technique from Scientific papers, using PUBMED as a resource. An evaluation rubric was developed to assess students. Students were ranked from 1 to 4. 1 (Novice), 2(Apprentice), 3 (Proficient) to 4 (Exemplary), in the following categories:

- Enthusiasm
- Posture and eye contact
- Speaks clearly
- Volume and pitch
- Use of complete sentences
- Comprehension
- Content
- Attire Preparedness

Source of Evidence: Administrative measure - other

**Achievement Target:**
The SLO team has determined that ranking 3 or greater is successful.

**Findings (2010-2011) - Achievement Target: Partially Met**
Spring 2011

The sample size was very small, n=8.

· Enthusiasm: 63% of students ranked 4 (rest 2 or 3)
· Posture and eye contact: 75% ranked 4 (rest 2 or 3)
· Speaks clearly: 50% ranked 4, 50% ranked 3
· Volume and pitch: 88% ranked 4, rest ranked 3.
· Use of complete sentences: 88% ranked 4, rest ranked 3.
· Comprehension: 88% ranked 4, rest ranked 2.
· Content: 75% ranked 4, rest ranked 3.
· Attire: 63% ranked 4. Preparedness: 63% ranked 4, rest ranked 3.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Additional information and materials provided on how to write effective conclusions and we will emphasize this from ...

Established in Cycle: 2010-2011

The program has set a goal of having each student receive a minimum of 3 in each category. Overall the results indicate that whi...

---

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

O 8: Goal 1: Recruit new students into NOVA Biotech Program.

Recruit new students into NOVA Biotech Program.

**Related Measure:**

M 8: Marketing efforts including visits of program Web site, distribution of marketing materials

* Marketing efforts including visits of program Web site, distribution of marketing materials
* Number of students enrolled in intro biotech courses in the AAS program and biotech classes (queries run in PeopleSoft for class roster and roster of program-placed students)

Source of Evidence: Administrative measure - other

**Achievement Target:**

The number of marketing efforts including visits of program Web site, distribution of marketing materials
Increased number of students enrolled in intro biotech courses in the AAS program and biotech classes (queries run in PeopleSoft for class roster and roster of program-placed students)

Findings (2010-2011) - Achievement Target: Partially Met

· Distribution of 240 flyers and/or brochures to local high schools, NOVA students, general community

· 9,333 visits (6,533 unique visitors) to the homepage of the Biotech Program Website

· Press releases: DNA day press release, biotech open house news in New & Messenger

· Visits to 2 local high schools with 190 students attending presentation on NOVA Biotech Program.

· On-site workshops (open house, CLEAR) = 51 students (from 9 different high schools)

Enrollment in A.A.S. program

· Fall 2009 = 69

· Fall 2010 = 91

Enrollment in Career Studies Certificate

· Fall 2010: 7 students

Enrollment in core biotech classes

BIO170 (became BIO250)

· BIO170 (Fall 2009 @ MA): 6 students

· BIO250 (Fall 2010 @ MA): 12 students

· BIO253 (Fall 2009 @ ELI): 19 students

· BIO253 (Fall 2010 @ ELI): 15 students

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

In AY 2011-2012, we have planned a survey of current students to measure the demand for different time slots.

Established in Cycle: 2010-2011

Enrollments in the A.A.S. in Biotechnology increased from 69 to 91 students (Fall 2009-Fall 2010). Due to our increases in enr...

O 9: Goal 2: Retain Biotech Program students.
Retain Biotech Program students.

**Related Measure:**

**M 9: % of students who are retained from semester to semester.**

- % of students who are retained from semester to semester (analysis of program-placed course lists generated by queries in PeopleSoft)

- % of students who are program-placed and active in the program (defined as being enrolled in one of the courses specific to the biotech program) - data collected from PeopleSoft in terms of lists of program-placed students - comparison made between class rosters and students program-placed.

- % of students who are successful in biotech core courses (data: grade reports for each course, available through SIS)

Source of Evidence: Administrative measure - other

**Achievement Target:**

Increased % of students who are retained from semester to semester (analysis of program-placed course lists generated by queries in PeopleSoft)

Increased % of students who are program-placed and active in the program (defined as being enrolled in one of the courses specific to the biotech program) - data collected from PeopleSoft in terms of lists of program-placed students - comparison made between class rosters and students program-placed.

Increased % of students who are successful in biotech core courses (data: grade reports for each course, available through SIS)

**Findings (2010-2011) - Achievement Target: Partially Met**

**RETENTION**

- Retention rates were calculated between Fall 2010 and Spring 2011
- AAS
- Fall 2010-Spring 2011: 64% students who were enrolled in Fall 2010 enrolled in Spring 2011.
- Certificate: because of only having one year of data, it is difficult to calculate retention rates.

**ACTIVE IN THE PROGRAM**

AAS:

- Fall 2009: 7% of program-placed students in biotech classes.
- Fall 2010: 22% of program-placed students in biotech classes

**STUDENT SUCCESS**

- Fall 2010-Spring 2011: Success rate in biotech classes (defined as a grade of C or better)
- BIO253 (Fall 2010@ LO): 15 students enrolled, 14 (93% of students complete with C or better)
- BIO250 (Fall 2010 @ MA): 12 students enrolled, 12 students completed with C or better (100%)
- BIO253 (Spring 2011 @ MA): 7 of 8 students (88%) completed with a C
or better
• BIO250 (Spring 2011 @ LO): 8 of 8 students (100%) completed this course with a grade of C or better.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**We are going to institute (effective Fall 2012) a non-competitive application process for admittance, with required prior ...**

*Established in Cycle: 2010-2011*

The emphasis in AY 2010-2011 largely shifted to retention and graduation.

The SLO team is not satisfied with the retentio...

**O 10: Goal 3: Collaborate with industry partners to plan for placement of students into internships and/or jobs.**

Collaborate with industry partners to plan for placement of students into internships and/or jobs.

**Related Measure:**

**M 10: Meeting of biotech advisory board; Number of students employed as an intern or employee; Activities, tours with industry partner**

Meeting of biotech advisory board

Number of students employed as an intern or employee
Activities, tours with industry partners

Source of Evidence: Administrative measure - other

**Achievement Target:**

Increased meeting of biotech advisory board

Increased number of students employed as an intern or employee

Increased activities, tours with industry partners

**Findings (2010-2011) - Achievement Target: Met**

• Spring 2011 meeting with advisory board to discuss internship and job placement

**Placement of students in internships/jobs**

• Spring 2011: Bode - 2; HHMI - 1; NOVA - 1

• Summer 2011: ATTC - 2; GMU - 1; HHMI - 2; Bode - 1;

• Jobs: 7 of the 10 students (1 students is already employed at a biotech
company) completing internships were offered paying positions after finishing of the internship.

**Involvement of industry**

- Students took tours at Bode Technology and attended NIH Community College Day. Students in the capstone seminar heard several guest speakers from industry and were coached by them in the production of a business plan.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

Work has begun in Spring 2010 and continued to Fall 2010 to identify the top students and secure internships for them. *Established in Cycle: 2010-2011*

Results to date have been satisfactory in light of the recent start date for our program (AAS in Fall 2008; certificate in Fal...

**O 11:Goal 4: Graduate Biotech Program Students**

**Graduate Biotech Program Students**

**Related Measure:**

**M 11:**Number of students graduating with a degree or certificate in Biotechnology *(OIR report, PeopleSoft query)*
Number of students graduating with a degree or certificate in Biotechnology *(OIR report, PeopleSoft query)*

Source of Evidence: Administrative measure - other

**Achievement Target:**
Increased number of students graduating with a degree or certificate in Biotechnology *(OIR report, PeopleSoft query)*

**Findings (2010-2011) - Achievement Target: Not Met**

Fall 2010
AAS: 1

Spring 2011
Certificate: 1

(first year of graduates)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The program was initiated recently and expected more students to graduate
The program was initiated recently (AAS in fall 2008, certificate in Fall 2010). The program has its first graduates in AY 201...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

Additional information and materials provided on how to write effective conclusions and we will emphasize this from...

The program has set a goal of having each student receive a minimum of 3 in each category. Overall the results indicate that while the students performed fairly well in most categories, more work needs to be done in the area of relating the conclusion to the predicted hypothesis, instead of just relating it to the result of the experiment, and also more attention needs to be paid to the reproducibility of the experiments. Perhaps reinforce this by giving students tasks requesting them to use previous results more often. This is to be reinforced next time the course is offered in Spring 2012. Additional information and materials will be provided on how to write effective conclusions and we will emphasize this from the beginning of the semester. To be reassessed in Fall 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** An evaluation rubric. | **Outcome/Objective:** Effectively Communicating Scientific Concepts in Written Formats.

Additional information and materials provided on how to write effective conclusions and we will emphasize this from...

The program has set a goal of having each student receive a minimum of 3 in each category. Overall the results indicate that while the students performed fairly well in most categories, more work needs to be done in the area of relating the conclusion to the predicted hypothesis, instead of just relating it to the result of the experiment, and also more attention needs to be paid to the reproducibility of the experiments. Perhaps reinforce this by giving students tasks requesting them to use previous results more often. This is to be reinforced next time the course is offered in Spring 2012. Additional information and materials will be provided on how to write effective conclusions and we will emphasize this from the beginning of the semester. To be reassessed in Fall 2012.

The SLO team has determined that ranking 3 or greater is successful. Out of the 8 students, one ranked considerably lower than the rest of the class due to the student having public presentation phobia. This student clearly understood her topic, although did not have high ranking due to her issues with public speaking. To be reassessed again in Spring 2013.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
Additional information and materials provided on how to write effective conclusions and we will emphasize this from...

The program has set a goal of having each student receive a minimum of 3 in each category. Overall the results indicate that while the students performed fairly well in most categories, more work needs to be done in the area of relating the conclusion to the predicted hypothesis, instead of just relating it to the result of the experiment, and also more attention needs to be paid to the reproducibility of the experiments. Perhaps reinforce this by giving students tasks requesting them to use previous results more often. This is to be reinforced next time the course is offered in Spring 2012. Additional information and materials will be provided on how to write effective conclusions and we will emphasize this from the beginning of the semester. To be reassessed in Fall 2012.

The SLO team has determined that ranking 3 or greater is successful. Out of the 8 students, one ranked considerably lower than the rest of the class due to the student having public presentation phobia. This student clearly understood her topic, although did not have high ranking due to her issues with public speaking. To be reassessed again in Spring 2013.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: An evaluation rubric | Outcome/Objective: Communicating Scientific Concepts in Oral Formats

In AY 2011-2012, we have planned a survey of current students to measure the demand for different time slots.

Enrollments in the A.A.S. in Biotechnology increased from 69 to 91 students (Fall 2009-Fall 2010). Due to our increases in enrolled students and previous outreach work, we focused less on outreach and recruitment efforts in AY 2010-2011. We did continue to distribute marketing materials, maintain the web-site, and hold larger outreach events.

The Career Studies Certificate was initiated in Fall 2010 - enrollment started with 7 students.

Enrollment in biotech courses remains low, though we continue to be able to support a section of each of the core classes each semester. A larger percentage of the students enrolled in these courses are program-placed in one of the biotech curricula. We are also planning to run the biotech courses in daytime and evening slots where a broad population of students can have access. This is to be possible with the opening of a new biotech lab on each campus in 2012. In AY 2011-2012, we have planned a survey of current students to measure the demand for different time slots.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Marketing efforts including visits of program Web site, distribution of marketing materials | Outcome/Objective: Goal 1: Recruit new students into NOVA Biotech Program.
More time has been allocated in BIO250 for teaching and score will be reassessed in Spring 2012.

Core competencies were defined ahead of time and assessed using a written final and/or a lab practical. The goal is to have an average score of 80% for each competency. This was achieved for most of the competencies (see left). The exceptions are solution chemistry, media preparation, DNA extraction, and Gel electrophoresis. Math skills (needed for solution chemistry and for being able to prepare media) are a weak area for many of the students. More time has been allocated in BIO250 for teaching these concepts - this course was increased in credit number from 2 credits to 3 credits (addition of one credit lecture) to allow for this. In terms of DNA extraction, students commonly use commercially-produced kits to extract DNA and thus may not understand the methodology behind it. More lecture time will also be spent on this as well as gel electrophoresis, starting in Fall 2011 when a 1-credit lecture will be added to this course. Students seem to be more proficient at doing techniques but not always understanding the concepts behind them. The increased contact hours should result in higher success rates. To be reassessed in Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: BIO250 Written Lab Final & Lab Practical | Outcome/Objective:
Demonstrate proficiency in standard lab procedures and in the use of basic lab equipment.

Students given more formal instruction on the legal and business planning aspects in biotechnology.
BIO254 was taught for the first time in Spring 2011. Students were expected to achieve an 80% (score of 4 or above) for their descriptions of the course topics. Students mastered well the following topics: business, financial, regulatory, and ethical issues. The percentage of students receiving a 4 or better (80%) was over 80% for the class (n=11). Students struggled with marketing aspects, especially writing a business plan and understanding the legal issues.

Students were given several handouts on the topics and asked to read them to prepare for their group project which was developing a pitch presentation and business plan for a potential biotech product. There were no assessments for understanding before the final exam. In Spring 2012 when this course runs again, students will be required to buy textbooks, and read the assigned chapters. A short quiz will take place on each of the topics periodically during the semester - this will be a better gauge of student knowledge than simply having a final exam. It will also provide time for feedback to the students throughout the semester.

Students will be given more formal instruction on the legal and business planning aspects in biotechnology, including a guest speaker on each of these topics. To be assessed again in Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students were given a closed-book final exam. | Outcome/Objective:
Describe the ethical, regulatory, business, and legal aspects of the biotechnology
industry.

“C” or better in BIO101.
The SLO team has determined greater than 80% student pass rates are acceptable. In our overall class data, only 6/8 students met this benchmark (75%). In one of these cases, the student has received a "D" in BIO101 and should not have been allowed to enroll in the course. The other student received a 79% which was very close to passing. In order to ensure students are more successful, it has been decided that students will be more closely screened to make sure that they have obtained a "C" or better in BIO101.

The pass rates for each of the topics were acceptable, with each topic having greater than an 80% success rate. The knowledge of cell biology increased from 72% in Spring 2010 to Spring 2011; immunology knowledge increased from 75% to 94%. To be reassessed in Fall 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Students were evaluated for their general scientific understanding across all categories | Outcome/Objective: Explain the fundamental scientific concepts in biotechnology.

The areas that need improvement need to be learned through more opportunities to be involved in group projects and teamwork.
Demonstrating the ability to work collaboratively in the science laboratory is a skill not limited in need by academic settings. Students need to learn teamwork, how the monitor the group dynamics and effectiveness, use time wisely, and turn in a finished product.

This assessment shows that the students in the Biotechnology Methods course were skilled to working together, turning in a great product, focusing and problem solving. The areas that need improvement are time management (much chatting was going on) and monitoring the effectiveness of the group. This is a skill that needs to be learned through more opportunities to be involved in group projects and teamwork, which is routinely provided in the lab and lecture courses of the biotechnology program. To be reassessed in Fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: An evaluation rubric | Outcome/Objective: Demonstrating Professional Interpersonal Skills

The program was initiated recently and expected more students to graduate
The program was initiated recently (AAS in fall 2008, certificate in Fall 2010). The program has its first graduates in AY 2010-2011 with 1 students graduating with the AAS degree and one student with the certificate. We expected more students to graduate but students either did not file for graduation or did not check to make sure that PeopleSoft showed that they fulfilled all the degree requirements. Several students needed substitution forms to be completed. They also required reminders to actually file for graduation. For example, one student eligible for graduation with the certificate and one student eligible for the AAS degree did not file for graduation in time for Summer 2011 graduations. These students will graduate
in Fall 2011.

We also had one student who was not able to obtain an internship due to poor lab skills; this has delayed his graduation. Checkpoints are going to be put into the curriculum so that students who do not have adequate lab skills will not be allowed to continue in the Biotech Program. These checkpoints are to be developed in AY 2011-2012 and initiated in Fall 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of students graduating with a degree or certificate in Biotechnology (OIR report, PeopleSoft query) | Outcome/Objective: Goal 4: Graduate Biotech Program Students

We are going to institute (effective Fall 2012) a non-competitive application process for admittance, with required prior ...

The emphasis in AY 2010-2011 largely shifted to retention and graduation. The SLO team is not satisfied with the retention rate of A.A.S. students. In order to better examine this statistic, we considered how many of the AAS students were actually enrolled in a course specifically associated with the biotech program. Examples include BIO250, BIO253, or SDV101. We have termed these to be "active" students. We found that only 22% of program-placed students were active in the program in Fall 2010. This was an increase over Fall 2009. However, by examining retention of our "active students", it appears that once students are enrolled in biotech courses, they are largely successful. This is supported by the strong retention rate of this sub-group and the high success rate in the biotech courses (defined as C or better).

To increase the percentage of students who are active in the program, we are going to institute (effective Fall 2012) a non-competitive application process for admittance, with required prior completion of BIO101. Though this may drop enrollments initially, this will lead to mandatory advising and better ability to track students. We are also developing a program handbook/advising guide for new students.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: % of students who are retained from semester to semester. | Outcome/Objective: Goal 2: Retain Biotech Program students.

Work has begun in Spring 2010 and continued to Fall 2010 to identify the top students and secure internships for them.

Results to date have been satisfactory in light of the recent start date for our program (AAS in Fall 2008; certificate in Fall 2010). Work has begun in Spring 2010 and continued to Fall 2010 to identify the top students and secure internships for them. This is a critical priority for the next academic year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** Meeting of biotech advisory board; Number of students employed as an intern or employee; Activities, tours with industry partner | **Outcome/Objective:** Goal 3: Collaborate with industry partners to plan for placement of students into internships and/or jobs.
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program goal: To encourage student to complete the degree
Program goal: To encourage student to complete the degree

Related Measure:

M 1: Number of students graduating from program
Number of students graduating for the program overall (for past five years) and for the program's specializations per OIR report: Number of Graduates by Program and Specialization.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
increase number of graduates

Findings (2010-2011) - Achievement Target: Met

2010-2011: 897
2009-2010: 824
8% growth over the previous year

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The program goal is to be assessed again next year.
Established in Cycle: 2010-2011
Number of graduates reflects growth experienced across the college. The program goal will be assessed again next year.

O 2: Program goal: Increase the number of students who are program placed and taught in the Business Administration program
Program goal: Increase the number of students who are program placed and taught in the Business Administration program

Related Measure:

M 2: Program Placement in Business Administration
Number of students program placed according to FACT BOOK

Source of Evidence: Job placement data, esp. for career/tech areas

Achievement Target:
Increase number of students program placed
Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2006</td>
<td>3,004</td>
</tr>
<tr>
<td>FALL 2007</td>
<td>3,306</td>
</tr>
<tr>
<td>FALL 2008</td>
<td>3,779</td>
</tr>
<tr>
<td>FALL 2009</td>
<td>4,181</td>
</tr>
<tr>
<td>FALL 2010</td>
<td>4,586</td>
</tr>
</tbody>
</table>

8% growth over the previous year

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal is to be assessed again next year.
Established in Cycle: 2010-2011
The number of program placed students continued to increase, meeting the program's achievement target. This program goal will be...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

The program goal is to be assessed again next year.
Number of graduates reflects growth experienced across the college. The program goal will be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of students graduating from program | Outcome/Objective: Program goal: To encourage student to complete the degree

This program goal is to be assessed again next year.
The number of program placed students continued to increase, meeting the program's achievement target. This program goal will be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Program Placement in Business Administration | Outcome/Objective: Program goal: Increase the number of students who are program placed and taught in the Business Administration program
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program Goals: graduation rate
Program Goals: Increase graduation rate

Related Measure:

M 1: Number of graduates
Number of graduates based on OIR report on graduates by program
Source of Evidence: Academic indirect indicator of learning - other

Achievement Target: Increase graduation rate

Findings (2010-2011) - Achievement Target: Not Met
2010-2011: 27
2009-2010: 34
2008-2009: 42
20% decline from the previous year

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Options to increase numbers of students completing the AAS.
Established in Cycle: 2010-2011
Number of graduates reflects decline in the AAS. The cluster is scheduled to meet to discuss options to increase numbers of students comple...

O 2: Program Goals: Program placement
Program Goals: Increase number of students who are program placed

Related Measure:

M 2: Program Placement
Number of students program placed based on OIR Fact book
Source of Evidence: Job placement data, esp. for career/tech areas

Achievement Target:
Increase number of students who are program placed

Findings (2010-2011) - Achievement Target: Not Met
9% decline from the previous year

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Options to increase numbers of students program placed.**

*Established in Cycle: 2010-2011*

The number of program placed students continued to decrease. The cluster is scheduled to meet to discuss options to increase numbers of students program placed.

This program goal will be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Number of graduates  
- **Outcome/Objective:** Program Goals: graduation rate

**Options to increase numbers of students completing the AAS.**

Number of graduates reflects decline in the AAS. The cluster is scheduled to meet to discuss options to increase numbers of students completing the AAS. The program goal will be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Number of graduates  
- **Outcome/Objective:** Program Goals: graduation rate
Mission / Purpose

The curriculum is designed for persons who seek entry-level employment as clinical data coding specialists in healthcare organizations by providing them with knowledge in anatomy and medical coding classification systems, database management, and clinical data abstracting processes, prospective payments systems and reimbursement strategies.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Communicate effectively with HIM professionals, the public, and the healthcare delivery team.

Communicate effectively with HIM professionals, the public, and the healthcare delivery team.

Related Measure:

M 1: Professional Practice Experience HIM 196: Clinical Preceptor Evaluations on Professional Performance (Professional Attitude and Enthusiasm) rated on 5 pt. scale

Source of Evidence: Academic direct measure of learning - other

Achievement Target: 90% of all students will receive a score of excellent on their Professional Evaluation.

Findings (2010-2011) - Achievement Target: Met

Spring 2011

10 students

Professional Attitude: 12/12 earned a score of 5 (Excellent) on this component

Enthusiasm: 12/12 earned a score of 5 (Excellent) on this component

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Achievement target met.

Established in Cycle: 2010-2011
Achievement target met. We continue to work with the local HIM community to ensure our students in clinical rotations are...

O 2: Perform quality improvement studies and practice professional ethics in the HIM field.

Perform quality improvement studies and practice professional ethics in the HIM field.

**Related Measure:**

M 2: Professional Practice Experience HIM 196: Clinical Preceptor Evaluations on Professional Performance (Professional Competence)

Professional Practice Experience HIM 196: Clinical Preceptor Evaluations on Professional Performance (Professional Competence) rated on 5 pt. scale

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

90% of all students will receive a score of Excellence on this professional component.

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011 12 students

Professional Competence: 12/12 earned a score of 5 (Excellent) on this component.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Achievement target met.

*Established in Cycle: 2010-2011*

Achievement target met. We continue to work with the local HIM community to ensure our students in clinical rotations are prac...

O 3: Demonstrate ethical and professional conduct.

Demonstrate ethical and professional conduct.

**Related Measure:**


Source of Evidence: Academic direct measure of learning - other

**Achievement Target:** 90% of all students will receive a score of Excellence on this professional component.
Findings (2010-2011) - Achievement Target: Met

Spring 2011

12 students

Professional Attitude: 12/12 earned a score of 5 (Excellent) on this component

Work Habits: 12/12 earned a score of 5 (Excellent) on this component

Attendance/timeliness: 11/12 earned a score of 5 (Excellent) on this component, 1/12 earned a 4 (Good) on this component.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Achievement target met.
Established in Cycle: 2010-2011
Achievement target met. We continue to work with the local HIM community to ensure our students in clinical rotations are demons...

O 4: Successfully complete HIM 196 the final major clinical component.
Successfully complete HIM 196 the final major clinical component.

Related Measure:

M 4: This is the only HIM course required for the CDC program students. Data from the OIR document could not be used because grades
This is the only HIM course required for the CDC program students. Data from the OIR document could not be used because grades were not submitted prior to the time of the OIR publication. Data was retrieved via the Student Information System (SIS).

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
90% of all students will receive a grade of a B or better in this course.

Findings (2010-2011) - Achievement Target: Met
Of 24 students received a grade of A

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Achievement target met. We assess this on an annual basis.
Established in Cycle: 2010-2011
Achievement target met. We assess this on an annual basis.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 5: Faculty will complete the AHIMA Academy for ICD-10-CM/PCS

Faculty will complete the AHIMA Academy for ICD-10-CM/PCS

**Related Measure:**

**M 5:** Successful completion of education by program faculty and integration of material into all coding coursework.

Successful completion of education by program faculty and integration of material into all coding coursework.

Source of Evidence: Administrative measure - other

**Achievement Target:**

Successful completion of education by program faculty and integration of material into all coding coursework.

**Findings (2010-2011) - Achievement Target: Met**

Faculty have completed ICD-10 training and received specialized certification to begin educating students.

All coding courses will incorporate ICD-10 into the course documents Fall 2010/2011.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Achievement target met. ICD-10 trained faculty continually revises and updates syllabi for existing coding courses for Fall 2011 Established in Cycle: 2010-2011**

Achievement target met. ICD-10 trained faculty continually revises and updates syllabi for existing coding courses for Fall 2011...

O 6: Revise the current Clinical Data Coding Career Studies Certificate program to meet the requirements of American Health Information Management Association’s (AHIMA) Coding Guidelines

**Related Measure:**

**M 6:** AHIMA, Domains, Tasks and Subtask into the coding curriculum and new coding courses.

AHIMA, Domains, Tasks and Subtask into the coding curriculum and new coding courses.

Source of Evidence: Administrative measure - other

**Achievement Target:** Will apply for, an AHIMA approved Coding Certification Program.

**Findings (2010-2011) - Achievement Target: Partially Met**
Incorporated the AHIMA Coding Model Curriculum into the new certificate program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**In process until AHIMA final program approval.**

*Established in Cycle: 2010-2011*

In process until AHIMA final program approval.

Adequately prepare student to write the national coding exam for, Certifie...

**O 7: GOAL 2: Increase the number of graduates entering the workforce.**

*GOAL 2: Increase the number of graduates entering the workforce.*

**Related Measure:**

**M 7: Graduation totals**

Graduation totals

Distribution of Program Placed Students by Curriculum And Award Type *(Fact Book 2006-2007 Through 2010-2011 TABLE 1.14 and Research Report 70-11)*

Source of Evidence: Activity volume

**Achievement Target:**

Increase the number of CDC Graduates by 10% each year.

**Findings (2010-2011) - Achievement Target: Met**

Spring 2010, 8 CDC Graduates

Spring 2011, 12 CDC Graduates

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Achievement target was met.**

*Established in Cycle: 2010-2011*

Achievement target was met. We continue to implement academic advising to assist students in planning for graduation. We stron...

**O 8: Have student's successfully complete the Final Major Clinical component HIM 196**

*Have student's successfully complete the Final Major Clinical component HIM 196*

**Related Measure:**

**M 8: This is the only course required by CDC program.**
This is the only course required by CDC program.

Data from the OIR document could not be used because grades were not submitted at the time the document was published.
Data obtained from the Student Information System.

Source of Evidence: Administrative measure - other

**Achievement Target:**
90% success rate

**Findings (2010-2011) - Achievement Target: Met**

24 students

Student success rate was 100%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Achievement target was met. Assessed annually.**
*Established in Cycle:* 2010-2011
Achievement target was met. Assessed annually.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Achievement target met. ICD-10 trained faculty continually revises and updates syllabi for existing coding courses for Fall 2011**

Achievement target met. ICD-10 trained faculty continually revises and updates syllabi for existing coding courses for Fall 2011 / Spring 2012. ICD-10 trained faculty is currently assisting in the development of ICD-10 training programs for the local healthcare community. Ongoing assessments.

*Established in Cycle:* 2010-2011
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
*Measure:* Successful completion of education by program faculty and integration of material into all coding coursework. | *Outcome/Objective:* Faculty will complete the AHIMA Academy for ICD-10-CM/PCS

**Achievement target met. We assess this on an annual basis.**

Achievement target met. We assess this on an annual basis.

*Established in Cycle:* 2010-2011
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
*Measure:* This is the only HIM course required for the CDC program students. Data from the OIR document could not be used because grades |
**Outcome/Objective:** Successfully complete HIM 196 the final major clinical component.

**Achievement target met.**
Achievement target met. We continue to work with the local HIM community to ensure our students in clinical rotations are practice professional ethics in the field.

The CDC program is to incorporate more quality reviews into the program for student feedback regarding professional competency in Fall of 2012. We assess this on an annual basis.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Professional Practice Experience HIM 196: Clinical Preceptor Evaluations on Professional Performance (Professional Competence)
- **Outcome/Objective:** Perform quality improvement studies and practice professional ethics in the HIM field.

**Achievement target met.**
Achievement target met. We continue to work with the local HIM community to ensure our students in clinical rotations are demonstrating ethical and professional conduct. We assess this on an annual basis.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Professional Practice Experience HIM 196: Clinical Preceptor Evaluations on Professional Performance (Professional Attitude)
- **Outcome/Objective:** Demonstrate ethical and professional conduct.

**Achievement target met.**
Achievement target met. We will continue to work with the local HIM community to ensure our students in clinical rotations are communicating effectively with relevant stakeholders. We will assess this on an annual basis.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Professional Practice Experience HIM 196: Clinical Preceptor Evaluations on Professional Performance (Professional Attitude and Communication)
- **Outcome/Objective:** Communicate effectively with HIM professionals, the public, and the healthcare delivery team.

**Achievement target was met. Assessed annually.**
Achievement target was met. Assessed annually.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: This is the only course required by CDC program. |
  Outcome/Objective: Have student’s successfully complete the Final Major Clinical component HIM 196

Achievement target was met.
Achievement target was met. We continue to implement academic advising to assist students in planning for graduation. We strongly suggested that students entering the Fall 2011 cohort take designated prerequisites prior to entering the program, also ensuring that they take all courses in the appropriate sequence. Assessed annually.

  Established in Cycle: 2010-2011
  Implementation Status: Planned
  Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Graduation totals | Outcome/Objective: GOAL 2: Increase the number of graduates entering the workforce.

In process until AHIMA final program approval.
In process until AHIMA final program approval. Adequately prepare student to write the national coding exam for Certified Coding Associate and future employment. Fall 2013.

  Established in Cycle: 2010-2011
  Implementation Status: Planned
  Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: AHIMA, Domains, Tasks and Subtask into the coding curriculum and new coding courses. |
  Outcome/Objective: Revise the current Clinical Data Coding Career Studies Certificate program to meet the requirements of American Health Informati…
Mission / Purpose

Communication Design –

Purpose: The curriculum is designed for persons who seek full-time employment in the communication design field. The occupational objectives include graphic designer in the communication design marketplace.

Communication Design - Interactive Design:

Purpose: The curriculum is designed for persons who seek full time employment in the Communication Design profession. Upon completion, an individual would be prepared to work in the field of web based interactive design including multimedia techniques specific to the web.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 16:SLO: To research, formulate visual concepts and solve visual ideas.
SLO: To research, formulate visual concepts and solve visual ideas.

Related Measure:

M 9: Documentation of the design of a comprehensive portfolio website; Critique comprehensive portfolio website

a. Documentation of the design of a comprehensive portfolio website that includes site

ART 264 Interactive Design 2

Research, writing and documentation that includes: reading, competitive analysis, proposal writing, develop written content, flow charts, wire frames, and a style guide.

Concept and design layouts.

The Concept category was used in the rubric for this SLO.

b. Critique comprehensive portfolio website

ART 264 Interactive Design 2

The complete rubric was used to assess this SLO.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:
Monitoring for continuous improvement
Findings (2010-2011) - Achievement Target: Met

Spring 2011

a. Data Collection

Data was collected from both campuses

Sample Size = 24 students

Excellent = 11

Good = 6

Average = 4

Poor = 3

1 withdraw

1 audit

The target was to have more students above the average level. We had an increase of 4 students.

b. Data Collection

Data was collected from both campuses

Sample Size = 24 students

Excellent = 11

Good = 5

Average = 5

Poor = 1

1 withdraw

1 audit

The target was to have more students above the average level. We had an increase of 3 students.

Related Action Plans (by Established cycle, then alpha):

Assessed again in Spring 2014.

Established in Cycle: 2010-2011

The results were satisfactory. Students were evaluated three times in individual meetings over the duration of the project to ...

O 17:SLO:To produce visual concepts into completed projects
SLO: To produce visual concepts into completed projects

**Related Measure:**

**M 10: Design of a comprehensive portfolio website**

Design of a comprehensive portfolio website

ART 264 Interactive Design 2

Design and technical execution of a portfolio website that includes:

- Image optimization, site development, coding, and posting to an FTP.
- The complete rubric was used to assess this SLO.

Source of Evidence: Administrative measure - other

**Achievement Target:**

Design and technical execution of a portfolio website that includes:

- Image optimization, site development, coding, and posting to an FTP.

**Findings (2010-2011) - Achievement Target: Met**

**Spring 2011**

a. Data Collection

Data was collected from both campuses

Sample Size = 15 students

Excellent = 11

Good = 5

Average = 4

Poor = 2

1 withdraw

1 audit

The target was to have more students above the average level. We had a decrease by 1

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.
Assessed again in Spring 2014.
Established in Cycle: 2010-2011

The results were satisfactory. Students were evaluated three times in individual meetings over the duration of the comprehensi...

O 18:SLO:To organize a group to produce solutions to design problems.
SLO:To organize a group to produce solutions to design problems.

Related Measure:

M 11:Design a 32-page magazine that is focused and relates conceptually and visually on a specific topic and/or audience.

Design a 32-page magazine that is focused and relates conceptually and visually on a specific topic and/or audience.

The complete rubric was used to assess this SLO.

Course: ART 218 - Electronic Graphic Design I

The "Presentation and Critique section of the rubric was used to assess this SLO.

Source of Evidence: Administrative measure - other

Achievement Target:
The "Presentation and Critique section of the rubric was used to assess this SLO.

Findings (2010-2011) - Achievement Target: Met

Fall 2010

a. Data Collection

Data was collected from only AL, not offered at LO

Sample Size = 10 students

Excellent = 5

Good = 4

Average = 1

Poor = 0

The target was to get all students to achieve average or better. We met our goal.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
More class time on class demonstrations of software skills.

*Established in Cycle: 2010-2011*

The results were satisfactory. Students were evaluated on their working in a group dynamic that gave a clear statement of ind...

**O 19:SLO:** To design visual concepts based on set criteria.

SLO: To design visual concepts based on set criteria.

**Related Measure:**

**M 12:** Design a 32-page magazine that is focused and relates conceptually and visually on a specific topic and/or audience

Design a 32-page magazine that is focused and relates conceptually and visually on a specific topic and/or audience.

The complete rubric was used to assess this SLO.

Course: ART 218 - Electronic Graphic Design I

The sections used in the rubric for this SLO were:

- Concept and Design
- Technical Execution

Source of Evidence: Evaluations

**Achievement Target:**

get all students to achieve average or better

**Findings (2010-2011) - Achievement Target: Met**

**Fall 2010**

a. Data Collection

Data was collected from only AL, not offered at LO

Sample Size = 10 students

Excellent = 5

Good = 4

Average = 1

Poor = 0

The target was to get all students to achieve average or better. We met our goal.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.
Essence boards in the preliminary stages of a project  
*Established in Cycle: 2010-2011*

Students benefited from developing essence boards and researching printed publications in the early stages of the project. The...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 11: Program Goals: To bring in outside professionals to lecture on the communication design field.**

Program Goals: To bring in outside professionals to lecture on the communication design field.

**Related Measure:**

**M 4: Lectures by visiting professionals to a select number of Communication Design courses.**

Lectures by visiting professionals to a select number of Communication Design courses.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:** Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

**FALL 2010**

Speaker 1 = 26 students (ART 115 & some ART 263 students)

Speaker 2 = 52 students (ART 140)

**SPRING 2011**

Speaker 1 = 15 students (ART 264)

Speaker 2 = 27 students (ART 140 & ART 218)

Speaker 3 = 13 students (ART 142)

Background for Fall and Spring 2011

Guest lecture about copyright compliance with regards to print, web and interactive design.

1. Guest lecture about informational graphics for print and interactive design.

2. Guest lecture about the development and interaction between client and designer and the legal aspects concerning contracts, FDA regulations.
3. Guest lecture about print and web design. Correct file preparation and troubleshooting were the main topics.

The level of interest and involvement was very similar in both classes even though they were at opposite ends of the A.A.S.’s spectrum. All students were fascinated and actively engaged. Many had excellent questions.

**Related Action Plans (by Established cycle, then alpha):**

**More diverse speakers.**
*Established in Cycle: 2010-2011*

Students were tested on some material from the copyright lecture in a final exam (ART 115 in the Fall 2010 and Spring 2011 sem...**

**O 12:Program Goals: To encourage number of and attendance at program-sponsored events.**
Program Goals: To encourage number of and attendance at program-sponsored events.

**Related Measure:**

**M 5:Participation in programs sponsored by the Communication Design Advisory Committee, developed to teach students about the field**
Participation in programs sponsored by the Communication Design Advisory Committee, developed to teach students about the field from the viewpoint of practicing professionals.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:** Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

**FALL 2010**

Event 1 = 96 students  
Event 2 = 39 students  
Event 3 = 17 students  
Event 4 = 25 students

**SPRING 2011**

Event 2 = 16 students  
Event 3 = 15 students  
Event 4 = 60 students

**Related Action Plans (by Established cycle, then alpha):**

**More program-sponsored events.**
*Established in Cycle: 2010-2011*

The Fall Topic Show about Typography was curated, organized and presented by the Advisory Committee working with faculty and s...
Program Goals: To encourage students to continue through all courses and complete the degree.

Related Measure:

M 6: Enrollment rates of higher-level classes.
Enrollment rates of higher-level classes.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Increase enrollment in higher-level classes

Findings (2010-2011) - Achievement Target: Met

Fall 2010
4 sections
ART 217 = 33
ART 218 = 11
ART 265 = 26
ART 263 = 14

Spring 2011
4 sections
ART 217 = 23
ART 218 = 17 (offered at only AL)
ART 265 = 24
ART 264 = 24

Related Action Plans (by Established cycle, then alpha):

Growth in upper level classes and make suggestions for continued growth
Established in Cycle: 2010-2011

Classes have either grown or remained about the same. Classes only offered at one campus do not offer a good projection for g...

Program Goals: To prepare students for employment in the communication design field.
Program Goals: To prepare students for employment in the communication design field.

**Related Measure:**

M 7: Requesting, and participating in, a “practice” interview and portfolio presentation with a member of the design community, an opportunity made available by the Advisory Committee, the program and other professional organizations.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:** Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Not Met**

FALL 2010
Total Students = 7

Spring 2011
Total Students = 28

**Related Action Plans (by Established cycle, then alpha):**

Scheduled for discussion: First Fall meeting the enrollment rates, our capstone course, ART 287, in comparison to last year

Established in Cycle: 2010-2011

There is a slight decline from spring 2010 to spring 2011. The campuses will address the decline. We will discuss again at th...

O 15: Program Goals: To encourage students to complete a AAS degree in Communication Design

Program Goals: To encourage students to complete a AAS degree in Communication Design

**Related Measure:**

M 8: Graduation data

Graduation data

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

Increased number of graduate receiving an AAS degree in Communication Design

**Findings (2010-2011) - Achievement Target: Met**

2010-2011
Total Students = 32

2009-2010
Total Students = 27
Related Action Plans (by Established cycle, then alpha):

Examined and discussed as a cluster how to address barriers
Established in Cycle: 2010-2011
There was a growth of 5 students between 2009-2010 & 2010-2011
The faculty would like to see more growth, but are happy with...

O 20: Program Goals: To increase the completion rate in Communication Design courses.
Program Goals: To increase the completion rate in Communication Design courses.

Related Measure:

M 13: Course completion rate.
Course completion rate.
Data from Fall 2010 Student Grade Distribution by Course Report on the OIR website.

Source of Evidence: Activity volume

Achievement Target:
To increase the completion rate

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

From the Fall 2010 Report the data indicates that 693 students completed in 40 sections of Communication Design.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty continued to work with students in courses to get them to obtain a passing grade.
Established in Cycle: 2010-2011

This will be the benchmark used in future years to indicate our course completion rates.

Action to be taken: Faculty will ...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Assessed again in Spring 2014.
The results were satisfactory. Students were evaluated three times in individual meetings over the duration of the project to make sure they were meeting all milestones including research and conceptual development. Deadlines for project components were set as well. Student had benchmark submissions which helped with progression of skills and knowledge. No further action will be taken at this point.

The results are good. Students continue to critique 2 other student's work for all major projects. No further action will be taken at this point.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Documentation of the design of a comprehensive portfolio website; Critique comprehensive portfolio website  
  **Outcome/Objective:** SLO: To research, formulate visual concepts and solve visual ideas.

**Essence boards in the preliminary stages of a project**
Students benefited from developing essence boards and researching printed publications in the early stages of the project. The essence board assignment made a consistent reminder based on criteria set in early stages.  
**Action to be Taken:** Essence boards in the preliminary stages of a project.

The course and SLO is to be assessed again in 2015.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Design a 32-page magazine that is focused and relates conceptually and visually on a specific topic and/or audience  
  **Outcome/Objective:** SLO: To design visual concepts based on set criteria.

**More diverse speakers.**
Students were tested on some material from the copyright lecture in a final exam (ART 115 in the Fall 2010 and Spring 2011 semesters.  
The guest lecturer had individual critiques with students regarding informational graphic concepts for projects in development.  
**Action to be taken:** More diverse speakers.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Lectures by visiting professionals to a select number of Communication Design courses.  
  **Outcome/Objective:** Program Goals: To bring in outside professionals to lecture on the communication design field.

**More program-sponsored events**
The Fall Topic Show about Typography was curated, organized and presented by the Advisory Committee working with faculty and students. There was very good attendance and participation. Students from ART 141 & ART 142 (Typography I & II) and ART 290 (NOVA Studio) created artwork for the show and were given grades for their work. Not every student was curated into the show - a real-world outcome.

An event titles: *What Employers Really Want* was held with four professional designers in
various areas. Students were able to interact with the professionals and get their questions answered.

Action to be taken:
More program-sponsored events. Promote to whole campus in the hopes of gaining more students.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Participation in programs sponsored by the Communication Design Advisory Committee, developed to teach students about the field  
Outcome/Objective: Program Goals: To encourage number of and attendance at program-sponsored events.

More class time on class demonstrations of software skills. Action to be taken in the Fall 2011 semester.
The results were satisfactory. Students were evaluated on their working in a group dynamic that gave a clear statement of individual expectations and responsibilities within the group. It provided atmosphere of a support system were the creation of the project is divided by task, skill sets, and budget. By creating an atmosphere where students relied heavily on each other's feedback the dynamics of the evaluation shifted from instructor to student.

Action to be Taken: Set more thorough statement on individual responsibilities, so that work is distributed more evenly. Dedicate more class time on class demonstrations of software skills. Action to be taken in the Fall 2011 semester.

The SLO to be assessed again in 2015.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Design a 32-page magazine that is focused and relates conceptually and visually on a specific topic and/or audience. | Outcome/Objective: SLO:To organize a group to produce solutions to design problems.

Discussed as a cluster how to address barriers
There was a growth of 5 students between 2009-2010 & 2010-2011
The faculty would like to see more growth, but are happy with the increase.
Action to be taken: Faculty encouraged students to complete their degrees. Faculty worked on identifying stumbling blocks in student completion. Faculty promoted the option/alternative that student's can now take a natural lab science instead of college math to complete the degree. This is a new option to the program.

Faculty is scheduled to assess the barriers to completing a degree and discuss as a cluster how to address these barriers. Plans have been made for faculty to provide
surveys in targeted classes to help identify completion barriers. Faculty is planned to try to complete surveys in the spring 2012 semester.

Faculty planned to address all classes in the fall 2011 semester to get students program placed.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Graduation data  | **Outcome/Objective:** Program Goals: To encourage students to complete a AAS degree in Communication Design

**Faculty worked with students in courses to get them to obtain a passing grade.**  
This is the benchmark used in future years to indicate our course completion rates.  
**Action to be taken:** Faculty has planned to continually work with students in courses to get them to obtain a passing grade.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Course completion rate.  | **Outcome/Objective:** Program Goals: To increase the completion rate in Communication Design courses.

**Growth in upper level classes and make suggestions for …**  
Classes have either grown or remained about the same. Classes only offered at one campus do not offer a good projection for growth overall. Data will be kept for future comparisons by program and campus.

Faculty decided to go into lower level courses and provide information to classes about advanced level courses each fall semester. Faculty encouraged appointments for advising to all mid-level classes by midterms each semester. Faculty has planned to continue these practices from year to year to until there is a repeated growth increase of 5%.

**Action to be taken:** Faculty has plans to discuss at each semester cluster meeting the growth in upper level classes and make suggestions for continued growth.

Suggestions made at Fall 2011 cluster meeting:  
Visit local high school art classes  
Make contact with counselors to discuss the Communication Design program  
Make contact with campus public relations person to discuss external promotions of the Communication Design program

Each campus decided to work on getting their program name on the signs in front of the campuses

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** Enrollment rates of higher-level classes. | **Outcome/Objective:**
Program Goals: To encourage students to continue through all courses and complete the degree.

**Scheduled for discussion: first Fall meeting the enrollment rates, our capstone course, ART 287, in comparison to last year.**

There is a slight decline from spring 2010 to spring 2011. The campuses will address the decline. We will discuss again at the fall 2012 cluster meeting to see if the decline continued.

**Action to be taken:** Faculty encouraged students to make changes suggested by the Advisory Committee members. This is scheduled to happen at the last portfolio meeting of the semester.

Faculty have plans to follow up with all 287 students the next semester to see if they need any assistance in updating their portfolios.

Faculty reviewed the possibility of establishing a night where students that have completed the practice interview may come in for more assistance. This is scheduled to happen at the last portfolio meeting of the semester and a schedule is set for the summer as needed.

Faculty have plans to discuss at the first Fall meeting the enrollment rates our capstone course, ART 287, in comparison to last year.

The faculty discussed ways to get students to complete the portfolio class. Some suggestions:
· Offer more meeting time options.
· Restructure the course, which will happen in the fall 2011 semester.

Offer individualized instruction to target student's strengths and help on their weaknesses. This will happen in the fall 2011 semester.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Requesting, and participating in, a “practice” interview and portfolio presentation with a member of the design community, an o |
Outcome/Objective: Program Goals: To prepare students for employment in the communication design field.

**Assessed again in Spring 2014**

The results were satisfactory. Students were evaluated three times in *individual meetings* over the duration of the comprehensive portfolio website project to make sure they were meeting the milestones. This worked well and will become standard practice.

No further action will be taken at this point.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Design of a comprehensive portfolio website | Outcome/Objective: SLO: To produce visual concepts into completed projects
### Mission / Purpose

The curriculum is designed primarily for students who wish to transfer to a four-year college or university to complete the baccalaureate degree in Computer Science. The curriculum emphasizes the study of the science of computing and the use of computing in a scientific setting.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

**O 11:** Write computer programs using fundamental software development skills.

Write computer programs using fundamental software development skills.

**Related Measure:**

**M 3:** CSC 130 Rubric: Students were assessed based on homework.

CSC 130 Rubric: Students were assessed based on homework.

Source of Evidence: Administrative measure - other

<table>
<thead>
<tr>
<th>#</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Import required package(s)</td>
</tr>
<tr>
<td>2</td>
<td>Appropriate class identifier(s) used</td>
</tr>
<tr>
<td>3</td>
<td>Variables are properly declared and initialized</td>
</tr>
<tr>
<td>4</td>
<td>Appropriate use of arithmetic and logic</td>
</tr>
<tr>
<td>5</td>
<td>Appropriate use of data types</td>
</tr>
<tr>
<td>6</td>
<td>Appropriate use of control structures</td>
</tr>
<tr>
<td>7</td>
<td>Program source code is compiled and executed using command line instructions</td>
</tr>
<tr>
<td>8</td>
<td>The program executes according to</td>
</tr>
</tbody>
</table>
Conforms to industry standard program design and style

Program logic is well documented

**Achievement Target:**
The expectation for which students scored on the average the lowest (~ 60%) was "program documentation."

The achievement target (>= 70%)

**Findings (2010-2011) - Achievement Target: Partially Met**

Fall 2010: two Sections of CSC 130 with 26 total students. Each criterion was worth two marks. When averaged together, the totality of 26 students averaged over 95%, well above any reasonable expectation. Further, all students showed satisfactory scores (> 70%) for all expectations but one.

In one section of CSC 130 (14 students), the average score was 19.32 out of 20. This result is excellent. On all but two expectations, the students scored two out of two points. In only two expectations were the students, in aggregate, deficient, but not by much.

In a second section of CSC 130 (twelve students), the students scored an average of 18.76 out of a possible 20 points. This result is excellent. In only two expectations did the average fall below 1.9 points. The instructor is aware of the deficiencies and will focus on them in future classes.

The achievement target (>= 70%) was met in nine of ten criteria.

**Related Action Plans (by Established cycle, then alpha):**

*For full information, see the Action Plan Detail section of this report.*

**This SLO is to be assessed again in Fall 2012.**

*Established in Cycle: 2010-2011*

The expectation for which students scored on the average the lowest (~60%) was "program documentation." This identifies the a...

**O 12:** Demonstrate critical thinking by applying appropriate data structures and Abstract Data Types (ADTs).

Demonstrate critical thinking by applying appropriate data structures and Abstract Data Types (ADTs).

**Related Measure:**

**M 4:** CSC 202 Rubric: Students were assessed based on homework.
CSC 202 Rubric: Students were assessed based on homework.

Source of Evidence: Administrative measure - other

<table>
<thead>
<tr>
<th>#</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Given a problem to be solved by the use of a computer, where clearly the implementation of one of the following is most appropriate, the student not only selects the correct ADT to apply as part of the solution, but also supports his/her choice with a correct argument and/or actually implements the solution as a computer program.</td>
</tr>
</tbody>
</table>

1. Dynamic array  
2. Linked list  
3. Queue  
4. Stack  
5. Tree  
6. Hash table

**Achievement Target:**
The achievement target >= 70%.

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011: one section of CSC 202 with a total of 20 students. (Although four sections of CSC 202 were taught during the spring 2011 semester, only one instructor responded.)  
Each of six criteria was worth two marks for a total score of twelve.

The average score of the class of 20 students was 11.8. This result is excellent. The lowest average score on any of the six criteria was 1.85 on the "Tree expectation where three students scored only one point out of a possible two. The other low average score occurred on the "Hash table" expectation, but here only one student out of 20 scored less than a maximum of two points.
All students scored ten or more out of a possible 12 points on the six item list of expectations.

The achievement target (>= 70%) were met.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Assessed again in Spring 2013.**
*Established in Cycle: 2010-2011*

The achievement target was met. The results of only one section are questionable. Before we can consider our results as a reason...

---

**O 13:Design fundamental logic circuits.**

Design fundamental logic circuits.

**Related Measure:**

**M 5:CSC 205: Students were assessed based on homework.**

CSC 205: Students were assessed based on homework.

Source of Evidence: Administrative measure - other

<table>
<thead>
<tr>
<th>#</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Distinguish between the terms Boolean algebra and computer logic</td>
</tr>
<tr>
<td>2</td>
<td>Identify general logic conditions that apply to the inputs of fundamental logic circuits</td>
</tr>
<tr>
<td>3</td>
<td>Name the fundamental logic circuit gates</td>
</tr>
<tr>
<td>4</td>
<td>Create individual truth table(s) for fundamental logic circuits</td>
</tr>
<tr>
<td>5</td>
<td>Identify variations of the fundamental logic gates</td>
</tr>
<tr>
<td>6</td>
<td>Determine the correct construction of logic circuits from truth tables</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Determine the output expressions of logic gates in combination</td>
</tr>
<tr>
<td>8</td>
<td>Correctly distinguish between AND, OR, NOT, NAND, NOR and XOR logic gates</td>
</tr>
<tr>
<td>9</td>
<td>Describe the characteristic of a Boolean function using a truth table</td>
</tr>
<tr>
<td>10</td>
<td>Simplify Boolean expressions using Boolean identities</td>
</tr>
<tr>
<td>11</td>
<td>Convert a Boolean expression into canonical form</td>
</tr>
<tr>
<td>12</td>
<td>Design a combinatorial circuit for a multivariable (3) Boolean function</td>
</tr>
<tr>
<td>13</td>
<td>Describe the behavior of a combinatorial circuit using a truth table</td>
</tr>
<tr>
<td>14</td>
<td>Implement a multivariable (3) Boolean function using programmable logic devices (such as PAL/PLA/FPGA)</td>
</tr>
</tbody>
</table>

**Achievement Target:**
The achievement target is $\geq 70\%$

**Findings (2010-2011) - Achievement Target: Met**
Fall 2010: one Section of CSC 205 for a total of twelve students. Although three sections of CSC 205 were taught during the fall semester, two instructors did not return their data. Each criterion was worth two points. See Attachment A4.

At two points per expectation with 14 expectations, the highest score is 28 points. In this section, the average score, 21.6, is only a little above 75% (score of 21). However, if you examine the scores of students #1, 10 and 11, we see that they scored 9, 11, and 11, respectively. But the other nine students scored much higher, 19 or above, with half of the students scoring 25 or above. A "bell-shaped curve" of scores is not present. If the scores of these 3 students are removed, the average score for the remaining 9 students becomes 25.4. The average for the 3 students who scored very low is 10. The averages of the students show that as a group the students fall into two categories: a student either understands the material to a great
degree, or the student comprehends relatively little. The results indicate that some students are "performing" while others are "non-performing".

On the average, students scored low (< 70%) on the following specific expectations: 7, 10, 11, and 14. However, if you remove the students who scored abysmally on the assessment, the average scores for the nine other students all weigh in above 70%.

The achievement target (>= 70%) was met in ten of 14

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Assessed again in Fall 2013**

*Established in Cycle: 2010-2011*

1. The results were used to identify areas which needed revisiting during the course in order to enhance learning, specifically ...

O 14: Identify the functions of basic and advanced computer hardware architecture.

Identify the functions of basic and advanced computer hardware architecture.

**Related Measure:**

M 6: CSC 205: Students were assessed based on homework and quizzes.

**Source of Evidence:** Administrative measure - other

**Achievement Target:**

The achievement target is >= 70%.

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011: one Section of CSC 205 for a total of 23 students. Although two sections of CSC 205 were taught during the spring semester, one instructor did not return his data. See Attachments A5.

Each criterion was worth two points. For a given student, the points for the ten criteria added to 20 points total. Of the 23 students, three did not score above seven out of 20. (It appears that these students were not "trying"). Six more students scored between ten and 13 inclusive. Consequently, only 14 out of 23 scored 14 or more, that is, 70% or better.

The average criterion score for the 23 students was 13.8. However, if you remove the three students who were not "trying" from the calculation, the remaining 20 students had an average criterion score of 15.0.

Of the ten expectations, average scores for the class were less than 70% on four: 2, 6, 9, and 10. If you removed the three students who were not "trying" from the averages, then the average for expectation #9 was at least 70%.

The achievement target (>= 70%) was met in seven of ten criteria.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Assessed again in Fall 2013.
Established in Cycle: 2010-2011
The results of only one section are questionable. Before we can consider our results as a reasonable representation of the pract...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9: Goal 1: Graduation Totals
Graduation Totals

Related Measure:

M 1: Numbers of students program placed in Computer Science AS and the number of CSC Graduates
Numbers of students program placed in Computer Science AS and the number of CSC Graduates (OIR Fact Book: oirfactbook0611.pdf, online)

Source of Evidence: Administrative measure - other

Achievement Target:
Increased numbers of students program placed in Computer Science AS and increased number of CSC Graduates

Findings (2010-2011) – Not Reported This Cycle

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The graduation rate is scheduled to be reviewed annually to see if the curriculum revision beginning in AY 2010-11 was successful.
Established in Cycle: 2010-2011
The graduation rate is scheduled to be reviewed annually to see if the curriculum revision beginning in AY 2010-11 was successful. Although...

O 10: Goal 2: Course Completion Rates
Course Completion Rates

Related Measure:

M 2: OIR reports: “Grade Distribution by course (Sections collapsed)” for the fall semester 2010
OIR reports: "Grade Distribution by course (Sections collapsed)" for the fall semester 2010

Source of Evidence: Administrative measure - other

Achievement Target:
Course completion rates
Findings (2010-2011) - Achievement Target: Partially Met

The following table shows the total number of students enrolled in Computer Science (CSC) courses during the fall 2010 semester. Except for two anomalies, the rates are between 57% and 74%. The one-credit-hour, "hands-on" course CSC 185 has a success rate of 85% and the three-credit-hour CSC 205 has a success rate of 92%.

Fall 2010 Student Success Rate by Course

<table>
<thead>
<tr>
<th>CSC</th>
<th>Total</th>
<th>Pct (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>724</td>
<td>72</td>
</tr>
<tr>
<td>130</td>
<td>152</td>
<td>57</td>
</tr>
<tr>
<td>185</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>201</td>
<td>111</td>
<td>74</td>
</tr>
<tr>
<td>202</td>
<td>70</td>
<td>64</td>
</tr>
<tr>
<td>205</td>
<td>62</td>
<td>92</td>
</tr>
<tr>
<td>206</td>
<td>24</td>
<td>67</td>
</tr>
</tbody>
</table>

Except for the anomalies, the success rates between 57 and 74 percent are not uncommon for introductory science courses. For instance, the Biology courses BIO 101/102 have a success rate of 70 % and 75% respectively, and the Chemistry courses CHM 111/112 were 66% and 70% for the same semester.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

**The Computer Science cluster has plans to address the anomalies at its next cluster meeting.**

*Established in Cycle: 2010-2011*

The Computer Science cluster has plans to address the anomalies at its next cluster meeting.

Course completion rates...
Action Plan Detail for This Cycle (by Established cycle, then alpha)

The Computer Science cluster has plans to address the anomalies at its next cluster meeting. The Computer Science cluster has plans to address the anomalies at its next cluster meeting. Course completion rates is to be reviewed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: OIR reports: “Grade Distribution by course (Sections collapsed)” for the fall semester 2010 | Outcome/Objective: Goal 2: Course Completion Rates

The graduation rate is scheduled to be reviewed annually to see if the curriculum revision beginning in AY 2010-11 was successful.

The graduation rate is scheduled to be reviewed annually to see if the curriculum revision beginning in AY 2010-11 was successful. Although these numbers look promising, it is too soon to tell.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Numbers of students program placed in Computer Science AS and the number of CSC Graduates | Outcome/Objective: Goal 1: Graduation Totals

Assessed again in Fall 2012.

The expectation for which students scored on the average the lowest (~ 60%) was "program documentation." This identifies the area(s) which needed revisiting during the course in order to enhance learning.

The results of only two sections are questionable. Before we can consider our results as a reasonable representation of the practices of our program, we need a minimum of three sections, and we need representation from all campuses at which the course is taught.

Instead, the program has plans to address the issue of more instructor participation in the data collection efforts. To this end, we have placed on the agenda of our next cluster meeting the question of how to increase faculty participation in the data collection process. At the August 2011 cluster meeting, all members of the cluster were informed of these results in order to address this issue.

This SLO will is to be assessed again in Fall 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: CSC 130 Rubric: Students were assessed based on homework. | Outcome/Objective: Write computer programs using fundamental software
development skills.

Assessed again in Fall 2013

1. The results were used to identify areas which needed revisiting during the course in order to enhance learning, specifically expectations 7, 10, 11, and 14. At the August 2011 cluster meeting, all members of the cluster were informed of these results in order to address this issue.

2. Encouraged instructors to identify those students in a course who are “non-performing” and advise them drop the course. At the August 2011 cluster meeting, all members of the cluster were informed of these results in order to address this issue.

3. Encouraged instructors of the course to interview “non-performing” students in order to understand and prevent student “non-performance”. At the August 2011 cluster meeting, all members of the cluster were informed of these results in order to address this issue.

The results of only one section are questionable. Before we can consider our results as a reasonable representation of the practices of our program, we need a minimum of three sections, and we need representation from all campuses at which the course is taught.

Instead, we have plans to address the issue of more instructor participation in the data collection efforts. To this end, we have placed on the agenda of our next cluster meeting the question of how to increase faculty participation in the data collection process.

This SLO is to be assessed again in Fall 2013

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CSC 205: Students were assessed based on homework. |
Outcome/Objective: Design fundamental logic circuits.

Assessed again in Fall 2013.
The results of only one section are questionable. Before we can consider our results as a reasonable representation of the practices of our program, we need a minimum of three sections, and we need representation from all campuses at which the course is taught.

Instead, we have plans to address the issue of more instructor participation in the data collection efforts. To this end, we have placed on the agenda of our next cluster meeting the question of how to increase faculty participation in the data collection process.
This SLO will be assessed again in Fall 2013.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CSC 205: Students were assessed based on homework and quizzes. 
Outcome/Objective: Identify the functions of basic and advanced computer hardware architecture.

Assessed again in Spring 2013.
The achievement target was met.

The results of only one section are questionable. Before we can consider our results as a reasonable representation of the practices of our program, we need a minimum of three sections, and we need representation from all campuses at which the course is taught.

Instead, we have plans to address the issue of more instructor participation in the data collection efforts. To this end, we have placed on the agenda of our next cluster meeting the question of how to increase faculty participation in the data collection process.

This SLO is to be assessed again in Spring 2013.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CSC 202 Rubric: Students were assessed based on homework. |
Outcome/Objective: Demonstrate critical thinking by applying appropriate data structures and Abstract Data Types (ADTs).
Mission / Purpose

The curriculum is designed to qualify personnel in both engineering technology and management for employment in all areas of a construction firm. Occupational objectives include engineering aide, construction project manager, construction supervisor, estimator, and facilities planning and supervision.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: Construction Cost Estimating
Students will accurately estimate construction costs.

Related Measure:

M 1: BLD 247 Construction Planning and Scheduling Final Project
BLD 247 Construction Planning and Scheduling Final Project

Source of Evidence: Project, either individual or group

Achievement Target:
BLD 247 Construction Planning and Scheduling Final Project

Findings (2010-2011) - Achievement Target: Met

Fall 2010 - Of the 26 students that prepared their scheduling final, 23 of the students earned a 71% or better. The three students who did not earn better than a 71% didn't do the assignment for different reasons.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Students take pride preparing their scheduling project in accordance with industry standards. Professor working to develop a ...

Established in Cycle: 2010-2011
Students take pride preparing their scheduling project in accordance with industry standards. Professor working to develop a mo...

O 8: Site Layout
Students will perform surveying calculations necessary for site layout.

Related Measure:

M 2: CIV 171 Surveying I Comprehensive Final Examination
CIV 171 Surveying I Comprehensive Final Examination

Source of Evidence: Academic direct measure of learning - other
Achievement Target:
CIV 171 Surveying I Comprehensive Final Examination

Findings (2010-2011) - Achievement Target: Met
Fall 2010 - Of the 28 students that took the final examination, 26 students earned a 71% or better. Of the 26 students, 16 earned a 90% or better. Overall the students performed very well.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Students struggle at the onset of this class due to weak math skills. 
The professor must spend time working on math skills
Established in Cycle: 2010-2011

Students struggle at the onset of this class due to weak math skills. The professor must spend time working on math skills be...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9:Program Placed Students
Program Placed Students

Related Measure:

M 3:Distribution Of Program Placed Students
Distribution Of Program Placed Students
By Curriculum And Award Type
(Fact Book 10-11 Table 1.14)
Source of Evidence: Existing data

Achievement Target: increased enrollments

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>101</td>
<td>109</td>
<td>118</td>
<td>123</td>
</tr>
</tbody>
</table>

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Action Plan Detail* section of this report.

Enrollment has steadily increases for the past five years, achieving the target. This program goal is assessed annually.

*Established in Cycle: 2010-2011*

Enrollment has steadily increases for the past five years, achieving the target. This program goal is assessed annually.

**O 10: Course Completion Rates**

Course Completion Rates

**Related Measure:**

**M 4: Grade Distribution by Course for required courses**

Grade Distribution by Course for required courses

Success Rate by Discipline

2009

2010

Source of Evidence: Administrative measure - other

**Achievement Target:**

Target: at or above College average

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLD</td>
<td>101</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>BLD</td>
<td>165</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>BLD</td>
<td>231</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>BLD</td>
<td>241</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

College Average for Course Success rate:
2010: 73% %  
2009: 73% 

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Course success rates for BLD courses have been at or above the college average, thus achieving the target. This program goal is Established in Cycle: 2010-2011**

Course success rates for BLD courses have been at or above the college average, thus achieving the target. This program goal is...

**O 11:Number of Graduates**

Number of Graduates

**Related Measure:**

**M 5:Number of Graduates**

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Existing data

**Achievement Target:**

Target: maintain or increase number of graduates

**Findings (2010-2011) - Achievement Target: Not Met**

2010-11: 7  
2009-10: 14  
2008-09: 7  
2007-08: 10  
2006-07: 7  
2005-06: 8  
2004-05: 4

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The number of graduates had not increased; which means that target was not achievement. The program has scheduled the topic of *Established in Cycle: 2010-2011*
The number of graduates had not increased; which means that target was not achievement. The program has scheduled the topic of ...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Course success rates for BLD courses have been at or above the college average, thus achieving the target. This program goal is**

Course success rates for BLD courses have been at or above the college average, thus achieving the target. This program goal is assessed annually.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Grade Distribution by Course for required courses  
**Outcome/Objective:** Course Completion Rates

**Enrollment has steadily increases for the past five years, achieving the target. This program goal is assessed annually.**

Enrollment has steadily increases for the past five years, achieving the target. This program goal is assessed annually.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Distribution Of Program Placed Students  
**Outcome/Objective:** Program Placed Students

**Students struggle at the onset of this class due to weak math skills. The professor must spend time working on math skills**

Students struggle at the onset of this class due to weak math skills. The professor must spend time working on math skills before they can be applied to the surveying tasks at hand. Better advising recommends that students meet their math requirement prior to taking surveying class. Students perform well once they have reviewed math skills. SLO to be reviewed again in two years.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** CIV 171 Surveying I Comprehensive Final Examination  
**Outcome/Objective:** Site Layout

**Students take pride preparing their scheduling project in accordance with industry standards. Professor working to develop a**

Students take pride preparing their scheduling project in accordance with industry standards. Professor working to develop a more comprehensive rubric for assignment. SLO to be reviewed again in two years.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: BLD 247 Construction Planning and Scheduling Final Project |
Outcome/Objective: Construction Cost Estimating

The number of graduates had not increased; which means that target was not achievement. The program has scheduled the topic of increasing graduate totals for the next cluster meeting.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates | Outcome/Objective: Number of Graduates
O 9: Program Goals: To encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization

Fact Book 2005-2006 Through 2009-2010

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Achievement Target: Met

2010-11: 4
2009-10: 3
2008-09: 6
2007-08: 3
2006-07: 2

Target: Maintain or increase number of graduates

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal is to be assessed again next year
Established in Cycle: 2010-2011

During the past five years, the number of graduates as decreased once; there was an increase from 09-10 to 10-11. The faculty...
O 10: Program Goals: To increase the success rate of students in their required courses

Program Goals: To increase the success rate of students in their required courses

Related Measure:

M 2: Grade Distribution by Course for required courses; success rate by discipline 2010, 2009, 2008

Grade Distribution by Course for required courses

Success Rate by Discipline
2010
2009
2008

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON</td>
<td>100</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>CON</td>
<td>110</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>CON</td>
<td>111</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>CON</td>
<td>112</td>
<td>100</td>
<td>82</td>
</tr>
<tr>
<td>CON</td>
<td>120</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>CON</td>
<td>214</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>CON</td>
<td>215</td>
<td>100</td>
<td>85</td>
</tr>
</tbody>
</table>
Success Rate by Discipline (Fall semesters)

2010: 92.1%
2009: 98.9%
2008: 91.3%

College Average for Course Success rate:

2010: 73%
2009: 73%
2008: 74%

Target: higher success rate than college average

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal is to be assessed again next year

Established in Cycle: 2010-2011

Students in CON courses continue to pass those courses at a higher rate than the college average, meeting the program’s achiev...

O 11: Program Goals: To increase the number of program placed students in the program.
Program Goals: To increase the number of program placed students in the program.

Related Measure:
Distribution Of Program Placed Students By Curriculum And Award Type

FINDINGS (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>34</td>
<td>34</td>
<td>47</td>
<td>60</td>
</tr>
</tbody>
</table>

Target: increase in program-placed students
Increase of 28% from the previous year

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal is to be assessed again next year
Established in Cycle: 2010-2011

The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

This program goal is to be assessed again next year

During the past five years, the number of graduates as decreased once; there was an increase from 09-10 to 10-11. The faculty make-up was in transition during 09-10, but the increased graduates indicate recovery from the transition.

This program goal is to be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** Number of Graduates by Program and Specialization | **Outcome/Objective:** Program Goals: To encourage students to complete their degree

**This program goal is to be assessed again next year**

Students in CON courses continue to pass those courses at a higher rate than the college average, meeting the program’s achievement target.

This program goal is to be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Grade Distribution by Course for required courses; success rate by discipline 2010, 2009, 2008 | **Outcome/Objective:** Program Goals: To increase the success rate of students in their required courses

**This program goal is to be assessed again next year**

The number of program-placed students continued to increase, meeting the program’s achievement target.

This program goal is to be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Distribution Of Program Placed Students By Curriculum And Award Type | **Outcome/Objective:** Program Goals: To increase the number of program placed students in the program.
O 15: Assess a patient's oral health status.
Assess a patient's oral health status.

Related Measure:

M 13: DNH 245 DENTAL HYGIENE V; Patient Assessment Clinical Skill Evaluations; Periodontal Assessment Skill Evaluation; Student Survey
DNH 245 DENTAL HYGIENE V

Patient Assessment Clinical Skill Evaluations
• 75% Competency Level on Patient Assessment

Periodontal Assessment Skill Evaluation
• 85% Competency Level

Student Surveys
• Student Learning Outcome was rated as follows:
  5 = Excellent
  4 = Very Good
  3 = Good
  2 = Fair
  1 = Poor
  N/A = Not Applicable

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
1) the 75% competency level
2) the 85% competency level

Findings (2010-2011) - Achievement Target: Met
DNH 245 DENTAL HYGIENE V - SPRING 2011
Section #1 = 31 Students 16 Faculty
Section #2 = 9 Students 6 Faculty

Section 1 Patient Assessment Clinical Skill Evaluations
Average Student Performance = 96%
Range of Scores = 94% to 98%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Section 2 Patient Assessment Clinical Skill Evaluations
Average Student Performance = 96%
Range of Scores = 94% to 98%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Overall Results for Patient Assessment Clinical Skill
Evaluations
Average Student Performance = 96%
Range of Scores = 94% to 98%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Section 1 Periodontal Assessment Skill Evaluation
Average Score = 95%
Range of Scores = 87% to 100%
Overall% for Student Performance Achieving the Competency Level of 85% is 100%.

Section 2 Periodontal Assessment Skill Evaluation
Average Score = 92%
Range of Scores = 90% to 100%
Overall% for Student Performance Achieving the Competency Level of 85% is 100%.

Overall Results for Periodontal Assessment Skill Evaluations
Average Student Performance = 94.5%
Range of Scores = 87% to 100%
Overall% for Student Performance Achieving the Competency Level of 85% is 100%.

Student Surveys (Second Year Spring 2011)
Section 1
78% rated this SLO Excellent 16% rated this SLO Very Good
6% rated SLO Good

Section 2
90% rated this SLO Excellent 10% rated this SLO Very Good

Overall Results
80% rated this SLO Excellent 15% rated this SLO Very Good
5% rated this SLO Good

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% compe...

O 16:Plan and document a patient’s treatment needs.
Plan and document a patient's treatment needs.

Related Measure:

M 14:DNH 245 DENTAL HYGIENE V; Patient Assessment Clinical Skill Evaluations; Treatment Planning Skill Evaluation; Student Surveys
DNH 245 DENTAL HYGIENE V
Patient Assessment Clinical Skill Evaluations
O 17: Provide dental hygiene care to a diverse patient population.
Provide dental hygiene care to a diverse patient population who present with slight, moderate, and severe periodontal disease and other oral conditions.

Related Measure:

M 15: DNH 245 DENTAL HYGIENE V ; Program Clinical Requirements Tracking Sheet ; Required ADA Case Types ; Student Surveys

DNH 245 DENTAL HYGIENE V
Patient Assessment Clinical Skill Evaluations
• 75% Competency Level on Patient Assessment

Program Clinical Requirements Tracking Sheet
Required Number of Patients = 49
• Pediatric Patients = 4
• Adolescent Patients = 3
• Adult Patients = 39
• Geriatric Patients = 3
• Medically Compromised Patients = 4

Required ADA Case Types
• ADA Periodontal Case Type I = 25
• ADA Periodontal Case Type II = 12
• ADA Periodontal Case Type III = 6
• ADA Periodontal Case Type IV = 6

Student Surveys
• Student Learning Outcome is rated as follows:
  5 = Excellent
  4 = Above Average
  3 = Average
  2 = Fair
  1 = Poor
  N/A = Not Applicable

Source of Evidence: Performance (recital, exhibit, science project)
Achievement Target:
the Competency Level of 75%

Findings (2010-2011) - Achievement Target: Met
DNH 245 DENTAL HYGIENE V - SPRING 2011
Section #1 = 31 Students 16 Faculty
Section #2 = 9 Students 6 Faculty

Section 1 - Patient Clinical Skill Evaluations
Average Student Performance = 96%
Range of Scores = 94% to 98%
Overall% for Student Performance Achieving the Competency Level of
75% is 100%.

Section 1 - Program Clinical Requirements
Average Number of Pediatric Patients Treated = 3.6
Average Number of Adolescent Patients Treated = 2.5
Average Number of Adult Patients Treated = 36.1
Average Number of Geriatric Patients Treated = 9.3
Average Number of Medically Compromised=8.6
Average Number of Patients Treated = 53.6

ADA Periodontal Case Type I Treated = 17
ADA Periodontal Case Type II Treated = 18.6
ADA Periodontal Case Type III Treated = 13.5
ADA Periodontal Case Type IV Treated = 3.5

Section 2 - Patient Clinical Skill Evaluations
Average Student Performance = 96%
Range of Scores = 94% to 98%
Overall% for Student Performance Achieving the Competency Level of
75% is 100%.

Section 2 - Program Clinical Requirements
Average Number of Pediatric Patients Treated = 7
Average Number of Adolescent Patients Treated = 3.5
Average Number of Adult Patients Treated = 28.8
Average Number of Geriatric Patients Treated = 8.3
Average Number of Medically Compromised=9.5
Average Number of Patients Treated = 50.4

ADA Periodontal Case Type I Treated = 20.5
ADA Periodontal Case Type II Treated = 13
ADA Periodontal Case Type III Treated = 9.7
ADA Periodontal Case Type IV Treated = 7.3

Overall Results for Patient Clinical Skill Evaluations
Average Student Performance = 96%
Range of Scores = 94% to 98%
Overall% for Student Performance Achieving the Competency Level of
75% is 100%.

Overall Results for Program Clinical Requirements
Average Number of Pediatric Patients Treated = 4.4
Average Number of Adolescent Patients Treated = 2.75
Average Number of Adult Patients Treated = 35
Average Number of Geriatric Patients Treated = 9.1
Average Number of Medically Compromised = 8.8
Average Number of Patients Treated = 52.9

ADA Periodontal Case Type I Treated = 17.8
ADA Periodontal Case Type II Treated = 17.3
ADA Periodontal Case Type III Treated = 12.7
ADA Periodontal Case Type IV Treated = 4.4

Student Surveys (Second Year Spring 2011)
Section 1
84% rated SLO Excellent 13% rated SLO Above Average
3% rated SLO Average

Section 2
90% rated SLO Excellent 10% rated SLO Above Average

Overall Results
85% rated SLO Excellent 12% rated SLO Above Average
3% rated SLO Average

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the Dental Hygiene students meet the required ...

O 18: Evaluate the outcomes of treatment for determining a patient's subsequent treatment needs.
Evaluate the outcomes of treatment for determining a patient's subsequent treatment needs.

Related Measure:

M 16: DNH 245 DENTAL HYGIENE V ; Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments;
DNH 245 DENTAL HYGIENE V
Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments
• Satisfactory Performance - Competency Level 75%
Needs Improvement
Unsatisfactory Performance

Outcomes of Treatment (Re-Evaluation)
Skill Evaluation
• 75% Competency Level

Student Surveys
• Student Learning Outcome is rated as follows:
5 = Excellent
4 = Above Average
3 = Average
2 = Fair
1 = Poor
N/A = Not Applicable

Source of Evidence: Administrative measure - other

**Achievement Target:** 75% Competency Level

**Findings (2010-2011) - Achievement Target: Met**
DNH 245 DENTAL HYGIENE V - SPRING 2011
Section #1 = 31 Students 16 Faculty
Section #2 = 9 Students 6 Faculty

Section 1 - Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments
Average Student Performance = Satisfactory Performance 75%
100% Student Performance Achieving 75% Competency Level

Section 2 - Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments
Average Student Performance = Satisfactory Performance 75%
100% Student Performance Achieving 75% Competency Level

Overall Results for Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments
Average Student Performance = Satisfactory Performance 75%
100% Student Performance Achieving 75% Competency Level

Outcomes of Treatment (Re-Evaluation) Skill Evaluation
No results are available for this reporting period as the evaluation instrument is being developed.

Student Surveys (Second Year Spring 2011)
Section 1
71% rated SLO Excellent 19% rated SLO Above Average
10% rated SLO Average

Section 2
78% rated SLO Excellent 22% rated SLO Above Average

Overall Results
72% rated SLO Excellent 20% rated SLO Above Average
8% rated SLO Average

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

A specific skill evaluation for the Outcomes of Treatment is planned to be utilized in Spring 2012.
Established in Cycle: 2010-2011
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% compet...
Student Surveys (Second Year Spring 2011)
Section 1
68% rated SLO Excellent 29% rated SLO Above Average
3% rated SLO Average

Section 2
57% rated SLO Excellent 33% rated SLO Above Average
10% rated SLO Average

Overall Results
65% rated SLO Excellent 30% rated SLO Above Average
5% rated SLO Average

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This SLO to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
The Dental Hygiene faculty is satisfied with the results. They feel since
100% of the dental hygiene students meet the 75% compe...

O 20: Evaluate and apply scientific literature and principles as a basis for
evidenced-based practice.
Evaluate and apply scientific literature and principles as a basis for evidenced-based
practice.

Related Measure:

M 18: DNH 227 PUBLIC HEALTH II; Project Site Evaluation; Dental Index Paper;
DNH 227 PUBLIC HEALTH II
Project Site Evaluation
• 75% Competency Level

Dental Index Paper
• 75% Competency Level

• Student Learning Outcome is rated as follows:
  5 = Excellent
  4 = Above Average
  3 = Average
  2 = Fair
  1 = Poor
  N/A = Not Applicable

Source of Evidence: Administrative measure - other

Achievement Target:
75% Competency Level

Findings (2010-2011) - Achievement Target: Met
DNH 227 PUBLIC HEALTH II - SPRING 2010
Section # 1 = 31 Students 1 Faculty
Section #2 = 9 Students 1 Faculty

Section 1 - Literature Review Project
Average Student Performance = 89% Range = 82% to 100%
100% Student Performance Achieving 75% Competency Level

Dental Index Paper
Average Student Performance = 95.3% Range = 90% to 1005
100% Student Performance Achieving 75% Competency Level

Section 2 - Literature Review Project
Average Student Performance = 92% Range = 85% to 100%
100% Student Performance Achieving 75% Competency Level

Dental Index Paper
Average Student Performance = 97.5% Range = 90% to-100%
100% Student Performance Achieving 75% Competency Level

Overall Results for Course Projects
Average Student Performance = 91.4% Range 82% to 1005
100% Student Performance Achieving 75% Competency Level

Student Surveys (Second Year Spring 2011)
Section 1
68% rated SLO Excellent 23% rated SLO Above Average
9% rated SLO Average

Section 2
55% rated SLO Excellent 45% rated SLO Above Average
0% rated SLO Average

Overall Results
65% rated SLO Excellent 28% rated SLO Above Average
7% rated SLO Average

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.**

*Established in Cycle:* 2010-2011

The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the Dental Hygiene students meet the 75% compe...

O 21: Expose and interpret radiographs.
Expose and interpret radiographs.

**Related Measure:**

M 19: DNH 245 DENTAL HYGIENE V; Radiographic Evaluations; Radiographic Analysis; Student Surveys
DNH 245 DENTAL HYGIENE V
Radiographic Evaluations
•Satisfactory Performance - Competency Level 75%
Radiographic Analysis
•75% Competency Level

Student Surveys
•Student Learning Outcome is rated as follows:
  5 = Excellent
  4 = Above Average
  3 = Average
  2 = Fair
  1 = Poor
  N/A = Not Applicable

Source of Evidence: Administrative measure - other

**Achievement Target:**
the Competency Level of 75%

**Findings (2010-2011) - Achievement Target: Met**
DNH 245 DENTAL HYGIENE V - SPRING 2011
Section #1 = 31 Students 16 Faculty
Section #2 = 9 Students 6 Faculty

Section 1 Radiographic Evaluations
Average Student Performance = 91%
Range of Scores = 86% to 96%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Section 2 Radiographic Evaluations
Average Student Performance = 89%
Range of Scores = 87% to 91%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Overall Results for Radiographic Evaluations
Average Student Performance = 90.7%
Range of Scores = 86% to 96%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Section 1 Radiographic Analysis
Average Student Performance = 93%
Range of Scores = 91% to 100%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Section 2 Radiographic Analysis
Average Student Performance = 94%
Range of Scores = 86% to 97%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Overall Results for Radiographic Analysis
Average Student Performance = 93%
Range of Scores = 86% to 100%
Overall% for Student Performance Achieving the Competency Level of 75% is 100%.

Student Surveys (Second Year Spring 2011)
Section 1
81% rated this SLO Excellent 13% rated this SLO Very Good
6% rated SLO Good

Section 2
68% rated this SLO Excellent 22% rated this SLO Very Good

Overall Results
77% rated this SLO Excellent 15% rated this SLO Very Good
8% rated this SLO Good

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the Dental Hygiene students meet the 75% compe...

Other Outcomes/Objectives, with Any Associations and Related Measures, Findings, and Action Plans

O 8: Goal 1 To prepare students to assess, plan, implement, and evaluate dental hygiene care for all types of patients.
Goal 1
To prepare students to assess, plan, implement, and evaluate dental hygiene care for all types of patients.

Document:
• DNH-Second Year Survey

Related Measure:

M 7: First Year Student Survey (Fall 2011); Second Year Student Survey (Spring 2011); Dental Hygiene Program Grad. Survey Class 2010

First Year Student Survey (Fall 2011)
Second Year Student Survey (Spring 2011)
Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target: Passing rates

Document:
• DNH-Second Year Survey
Findings (2010-2011) - Achievement Target: Met
First Year Student Survey (Fall 2011)
32 First Year students responded to the survey.
The response rate was 100%.
100% of the students rated their proficiency as average to excellent for
assessing, planning, and evaluating dental hygiene care for all types of
patients at the conclusion of their first year in the Dental Hygiene program.
47% rated their preparation as excellent, 43% rated their preparation as
above average and 10% rated their preparation as average.

Second Year Student Survey (Spring 2011)
40 Second Year students responded to the survey.
The response rate was 100%.
100% of the students rated their proficiency as average to excellent for
assessing, planning, and evaluating dental hygiene care for all types of
patients at the conclusion of their second year in the Dental Hygiene
program. 75% rated their preparation as excellent, 20% rated their
preparation as above average and 5% rated their preparation as average.

Graduate Survey Class 2010 (Spring 2011)
37 graduates responded to the survey out of 43 graduates.
The response rate was 86%.
The results demonstrated 100% of the graduates rated their proficiency as
average to excellent for assessing, planning, and evaluating dental hygiene
care for all types of patients. 76% of the graduates rated their preparation
as excellent, 16% rated their preparation as above average and 8% rated
their preparation as average.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
The results from the First Year and Second Year Student Surveys and
Graduate Survey for Class 2010 indicate the Dental Hygiene P...

O 9:Goal 2: To prepare students to successfully complete the National Dental
Hygiene Board Examination.
Goal 2: To prepare students to successfully complete the National Dental Hygiene
Board Examination.

Related Measure:

M 8:2011 National Dental Hygiene Board Exam; Dental Hygiene Program
Graduate Survey Class 2010 (Spring 2011)

2011 National Dental Hygiene Board Exam
Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)

Source of Evidence: Academic indirect indicator of learning - other
Achievement Target: Passing rates

Findings (2010-2011) - Achievement Target: Met

2011 National Dental Hygiene Board Exam

Pass rate on the National Dental Hygiene Board Exam for the 2011 Class = 98%. 40 students took the exam.

Graduate Survey Class 2010 (Spring 2011)

37 graduates responded to the survey out of 43 graduates.

The response rate was 86%.

The results demonstrated 100% of the graduates rated their preparation as above average to excellent. 68% of the graduates rated their preparation as excellent, 32% rated their preparation as above average.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
The results from the 2011 National Dental Hygiene Board Exam and the Graduate Survey for the Class 2010 indicate the Dental Hygi...

The students continued to pass regional professional licensure exams with high scores on both the clinical and written components
Established in Cycle: 2010-2011
The results from the 2011 professional licensure exams and Graduate Survey Class 2010 indicate the Dental Hygiene program meets ...

O 10: Goal 3: To prepare students to pass regional professional licensure examinations.
Goal 3: To prepare students to pass regional professional licensure examinations.

Related Measure:

M 9: 2011 Northeast Regional Board Exam; 2011 Southern Regional Testing Agency Exam (SRTA); Dental Hygiene Program Grad Survey (2011)

2011 Northeast Regional Board Exam (NERB)

2011 Southern Regional Testing Agency Exam (SRTA)
Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target: Pass rates
Findings (2010-2011) - Achievement Target: Met
2011 Northeast Regional Board Exam (NERB)
Pass rate on the NERB for the 2011 Class = 100%.
31 students took the exam.
Average Score on the Written Component = 92%.
Average Score on the Clinical Component = 98%.
No data is available from the testing agency on the comparison of other cohorts taking the exam during this testing series.

2011 Southern Regional Testing Agency Exam (SRTA)
Pass rate on the SRTA Exam for the 2010 Class = 89%.
9 students took the exam. 1 student failed the clinical exam/
Average Score on the Clinical Component = 89%.
Performance rate on the Written Component is 100% of the candidates receiving a "Pass".
No data is available from the testing agency on the comparison of other cohorts taking the exam during this exam series.

Graduate Survey Class 2010 (Spring 2011)
37 graduates responded to the survey out of 43 graduates.
The response rate was 86%.
The results demonstrated 100% of the graduates rated their preparation as above average to excellent. 73% of the graduates rated their preparation as excellent and 27% rated their preparation as above average.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The students continue to pass regional professional licensure exams with high scores on both the clinical and written components
Established in Cycle: 2010-2011
The results from the 2011 professional licensure exams and Graduate Survey Class 2010 indicate the Dental Hygiene program meets ...

O 11:Goal 4: To prepare students to obtain employment as dental hygienists.
Goal 4: To prepare students to obtain employment as dental hygienists.

Related Measure:

M 10:Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)
Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)
Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target: Employment rates.

Findings (2010-2011) - Achievement Target: Met
Graduate Survey Class 2010 (Spring 2011)
37 graduates responded to the survey out of 43 graduates.
The response rate was 86%.

The results demonstrated 100% are employed as dental hygienists. The
status for full-time employment is 62%. The status for part-time employment is 38%.

100% of the graduates who responded to the survey rated their preparation for clinical practice as average to excellent. 59% of the graduates rated their preparation as excellent, 33% rated their preparation as above average and 8% rated their preparation as average.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**This is scheduled to be assessed again for the Academic Year 2011 - 2012.**
*Established in Cycle: 2010-2011*
Overall the Dental Hygiene program meets this goal. The overall success rate for First Year Students is 89%. The overall success...

**This is scheduled to be assessed again for the Academic Year 2011 - 2012.**
*Established in Cycle: 2010-2011*
The results from the Graduate Surveys indicate 100% of the 2010 Dental Hygiene graduates are employed as dental hygienists. Thos...

**O 13:Goal 5:** To prepare students to successfully pass and complete courses in the Dental Hygiene program.

To prepare students to successfully pass and complete courses in the Dental Hygiene program.

**Related Measure:**

**M 11: Course Success Rates**

Course Success Rates

Source: Data for 2010 - 2011 Planning and Evaluation Reports
Success Rates by Discipline Fall 2010

Source of Evidence: Alumni survey or tracking of alumni achievements

**Achievement Target:**

Success rates

**Findings (2010-2011) - Achievement Target: Met**

Course Success Rate
Fall 2010 (First Year)
DNH 111 Oral Anatomy 89%
DNH 115 Hist/Head & Neck Anatomy 90%
DNH 130 Oral Radiography 90%
DNH 141 Dental Hygiene I 87%
Overall Success Rate = 89%

Fall 2010 (Second Year)
DNH 150 Nutrition 100%
DNH 226 Public Health I 100%
DNH 235 Mgt of Pain & Anxiety 100%
Overall Success Rate = 100%
Overall Success Rate = 94.1%

M 12: Graduation Rates
Graduation Rates
Source: Data for 2010 - 2011 Planning and Evaluation Reports
Number of Graduates by Program and Specialization
Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Monitoring for continuous improvement

O 14: Goal 6: To prepare students to successfully complete the Dental Hygiene program and graduate.
To prepare students to successfully complete the Dental Hygiene program and graduate.

Related Measure:

M 12: Graduation Rates
Graduation Rates
Source: Data for 2010 - 2011 Planning and Evaluation Reports
Number of Graduates by Program and Specialization
Source of Evidence: Academic direct measure of learning - other

Achievement Target: Graduation rates

Findings (2010-2011) - Achievement Target: Met
Class 2011
Initial Enrollment = 49
Final Enrollment = 40
Number of Graduates = 38
Graduation Rate for Class 2011 = 78%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This will be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
Overall the Dental Hygiene program meets this goal with a completion rate of 78%. Therefore, the results indicate the Dental Hyg...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

This is scheduled to be assessed again for the Academic Year 2011 - 2012.
The results from the 2011 National Dental Hygiene Board Exam and the Graduate Survey for the Class 2010 indicate the Dental Hygiene program meets this goal. The students continue to score better than the national average. No proposed course of action is indicated at this time.

This program goal is scheduled to be assessed on an annual basis. This is planned to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: 2011 National Dental Hygiene Board Exam; Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011) | Outcome/Objective: Goal 2: To prepare students to successfully complete the National Dental Hygiene Board Examination.

A specific skill evaluation for the Outcomes of Treatment is planned to be utilized in Spring 2012.
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% competency level and the competency level on clinical skill evaluations for evaluating the outcomes of treatment for determining a patient's subsequent treatment needs should remain the same. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.

In order to further assess this Student Learning Outcome a specific skill evaluation for the Outcomes of Treatment will be utilized in Spring 2012. The results will be available for the next reporting period.

40 Second Year Dental Hygiene students responded to the survey. 100% rated their experience to demonstrate competency for this Student Learning Outcome as average to excellent. The data from surveys indicate students are satisfied with their learning experience in achieving proficiency in this area. Since the Dental Hygiene program is achieving the required level of competency for this Student Learning Outcome, no further proposed course of action is indicated at this time.

This Student Learning Outcome is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: DNH 245 DENTAL HYGIENE V ; Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments; | Outcome/Objective: Evaluate the outcomes of treatment for determining a patient’s subsequent treatment needs.

The students continued to pass regional professional licensure exams with high scores on both the clinical and written components
The results from the 2011 professional licensure exams and Graduate Survey Class 2010 indicate the Dental Hygiene program meets this goal. The students continue to pass regional professional licensure exams with high scores on both the clinical and written components. No proposed course of action is indicated at this time.

This program goal is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle:  2010-2011  
Implementation Status:  Planned  
Priority:  Medium  

Relationships (Measure | Outcome/Objective):  
Measure:  2011 Northeast Regional Board Exam; 2011 Southern Regional Testing Agency Exam (SRTA); Dental Hygiene Program Grad Survey (2011)  |  
Outcome/Objective:  Goal 3: To prepare students to pass regional professional licensure examinations.  

The students continued to pass regional professional licensure exams with high scores on both the clinical and written components  
The results from the 2011 professional licensure exams and Graduate Survey Class 2010 indicate the Dental Hygiene program meets this goal. The students continue to pass regional professional licensure exams with high scores on both the clinical and written components. No proposed course of action is indicated at this time.  
This program goal is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.  

Established in Cycle:  2010-2011  
Implementation Status:  Planned  
Priority:  Medium  

Relationships (Measure | Outcome/Objective):  
Measure:  2011 National Dental Hygiene Board Exam; Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)  |  
Outcome/Objective:  Goal 2: To prepare students to successfully complete the National Dental Hygiene Board Examination.  

This SLO to be assessed again for the Academic Year 2011 - 2012.  
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% competency level and the competency level for community oral health projects evaluations for communicating the provision of oral health to diverse population groups should remain the same. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.  
40 Second Year Dental Hygiene students responded to the survey. 100% rated their experience to demonstrate competency for this Student Learning Outcome as average to excellent. The data from surveys indicate students are satisfied with their learning experience in achieving proficiency in this area. Since the Dental Hygiene program is achieving the required level of competency for this Student Learning Outcome, no further proposed course of action is indicated at this time.  
This Student Learning Outcome is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.  

Established in Cycle:  2010-2011  
Implementation Status:  Planned  
Priority:  Medium  

Relationships (Measure | Outcome/Objective):  
Measure:  DNH 227 PUBLIC HEALTH II ; Project Site Evaluation ; Community Oral Health Presentation ;  |  
Outcome/Objective:  Communicate the provision of
oral health care services to diverse population groups.

**This Student Learning Outcome is scheduled to be assessed again for the Academic Year 2011 - 2012.**
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the Dental Hygiene students meet the 75% competency level and that the passing rate on professional licensure exams is high the competency level for exposing and interpreting radiographs should remain at 75%. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.

The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% competency level and that the passing rate on professional licensure exams is high the competency level for radiographic analysis should remain at 75%. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.

40 Second Year Dental Hygiene students responded to the survey. 100% rated their experience to demonstrate competency for this Student Learning Outcome as average to excellent. The data from the student surveys indicate the students are satisfied with their learning experience in achieving proficiency in this area. Since the Dental Hygiene program is achieving the required level of competency for this Student Learning Outcome, no proposed course of action is indicated at this time.

This Student Learning Outcome is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** DNH 245 DENTAL HYGIENE V; Radiographic Evaluations; Radiographic Analysis; Student Surveys  
**Outcome/Objective:** Expose and interpret radiographs.

**This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.**

The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the Dental Hygiene students meet the 75% competency level and the competency level for evaluating and applying scientific literature and principles as a basis for evidenced-based practice should remain the same. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.

40 Second Year Dental Hygiene students responded to the survey. 100% rated their experience to demonstrate competency for this Student Learning Outcome as average to excellent. The data from surveys indicate students are satisfied with their learning experience in achieving proficiency in this area. Since the Dental Hygiene program is achieving the required level of competency for this Student Learning Outcome, no further proposed course of action is indicated at this time.

This Student Learning Outcome is assessed on an annual basis. This scheduled to be assessed again for the Academic Year 2011 - 2012.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: DNH 227 PUBLIC HEALTH II; Project Site Evaluation; Dental Index Paper; | Outcome/Objective: Evaluate and apply scientific literature and principles as a basis for evidenced-based practice.

This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% competency level and that the passing rate on professional licensure exams is high the competency level on clinical skill evaluations for patient assessment should remain at 75%. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.

The Dental Hygiene faculty determined that the competency level for the Periodontal Assessment Skill Evaluation should remain at 85% to prepare the dental hygiene students for taking professional licensure examinations. Since 100% of the dental hygiene students met this level of competency, the criterion for success was met. No proposed course of action is indicated at this time.

40 Second Year Dental Hygiene students responded to the survey. 100% rated their experience to demonstrate competency for this Student Learning Outcome as average to excellent. The data from surveys indicate students are satisfied with their learning experience in achieving proficiency in this area. Since the Dental Hygiene program is achieving the required level of competency for this Student Learning Outcome, no further proposed course of action is indicated at this time.

This Student Learning Outcome is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: DNH 245 DENTAL HYGIENE V; Patient Assessment Clinical Skill Evaluations; Periodontal Assessment Skill Evaluation; Student Survey | Outcome/Objective: Assess a patient’s oral health status.

This Student Learning Outcome to be assessed again for the Academic Year 2011 - 2012.
The Dental Hygiene faculty is satisfied with the results. They feel since 100% of the Dental Hygiene students meet the required 75% competency level and the passing rate on professional licensure exams is high and consistent; therefore, the competency level on clinical skill evaluations for providing dental hygiene care to a diverse patient population who present with slight, moderate, and severe periodontal disease and other oral conditions should remain at 75%. The criterion for student success is met. No proposed course of action is indicated at this time.

The Dental Hygiene faculty is satisfied with the program requirements in terms of the number and types of patients being treated. Since 100% of the Dental Hygiene
students meet the required competency level of 75% on clinical skill evaluations, the criterion for student success is met. No proposed course of action is indicated at this time.

40 Second Year Dental Hygiene students responded to the survey. 100% rated their experience to demonstrate competency for this Student Learning Outcome as average to excellent. The data from surveys indicate students are satisfied with their learning experience in achieving proficiency in this area. Since the Dental Hygiene program is achieving the required level of competency for this Student Learning Outcome, no proposed course of action is indicated at this time.

This Student Learning Outcome is assessed on an annual basis. This will be assessed again for the Academic Year 2011 - 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: DNH 245 DENTAL HYGIENE V ; Program Clinical Requirements Tracking Sheet ; Required ADA Case Types ; Student Surveys
Outcome/Objective: Provide dental hygiene care to a diverse patient population.

This is scheduled to be assessed again for the Academic Year 2011 - 2012.
Overall the Dental Hygiene program meets this goal with a completion rate of 78%. Therefore, the results indicate the Dental Hygiene program meets this goal. No proposed course of action is indicated at this time.

This program goal is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Graduation Rates
Outcome/Objective: Goal 6: To prepare students to successfully complete the Dental Hygiene program and graduate.

This is scheduled to be assessed again for the Academic Year 2011 - 2012.
Overall the Dental Hygiene program meets this goal. The overall success rate for First Year Students is 89%. The overall success rate for Second Year Students is 100%. The overall success rate for the Dental Hygiene program is 94.1%. The results indicate the Dental Hygiene program meets this goal. No proposed course of action is indicated at this time.

This program goal is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)  |
**Outcome/Objective:** Goal 4: To prepare students to obtain employment as dental hygienists.

**This is scheduled to be assessed again for the Academic Year 2011 - 2012.**

The results from the First Year and Second Year Student Surveys and Graduate Survey for Class 2010 indicate the Dental Hygiene Program meets this goal. No proposed course of action is indicated at this time.

This program goal is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** First Year Student Survey (Fall 2011); Second Year Student Survey (Spring 2011); Dental Hygiene Program Grad. Survey Class 2010  
**Outcome/Objective:** Goal 1 To prepare students to assess, plan, implement, and evaluate dental hygiene care for all types of patients.

**This is scheduled to be assessed again for the Academic Year 2011 - 2012.**

The results from the Graduate Surveys indicate 100% of the 2010 Dental Hygiene graduates are employed as dental hygienists. Those who responded to the survey feel the Dental Hygiene program prepared them for clinical practice. The results indicate the Dental Hygiene program meets this goal. No proposed course of action is indicated at this time.

This program goal is assessed on an annual basis. This is scheduled to be assessed again for the Academic Year 2011 - 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Dental Hygiene Program Graduate Survey Class 2010 (Spring 2011)  
**Outcome/Objective:** Goal 4: To prepare students to obtain employment as dental hygienists.
Mission / Purpose

The program is designed to train entry-level sonographers to perform ultrasound general sonography examinations. The student will acquire the skills necessary to function in a medical imaging setting and become part of the professional team. Upon successful completion of the program requirements, students are able to sit for the American Registry of Diagnostic Medical Sonographer (ARDMS) certifying examination.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply knowledge of scanning planes and methods and their usage in anatomical interpretations.

Apply knowledge of scanning planes and methods and their usage in anatomical interpretations.

Related Measure:

M 1: The data was collected from the clinical course DMS 196, On Campus Rotation Checklist Evaluation.

The data was collected from the clinical course DMS 196, On Campus Rotation Checklist Evaluation.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

The data was collected from the clinical course DMS 196, On Campus Rotation Checklist Evaluation.

Findings (2010-2011) - Achievement Target: Met

Data collected fall 2010

12 students

The data collected in this area was as follows:

2/12 rated as excellent - 17%
8/12 rated as average - 67%
2/12 rated as below average - 17%
0/12 rated as unacceptable

Total rating at or above average - 84%
**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Target Average – 84.5-89.49%**  
*Established in Cycle: 2010-2011*

Target Average – 84.5-89.49%  
Overall Class Average – 90.78%  
Results deemed satisfactory.

Continue to monitor annually ...

**O 2:** Evaluate images for diagnostic information, positioning and other pertinent technical details   
Evaluate images for diagnostic information, positioning and other pertinent technical details

**Related Measure:**

**M 2:** The data was collected from the lab course DMS 217, Scan Lab Assignment Evaluation.

The data was collected from the lab course DMS 217, Scan Lab Assignment Evaluation.

Students demonstrated acquired knowledge through multiple organ scanning assignments.

A 5-point analytic rubric template was used.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

The data was collected from the lab course DMS 217, Scan Lab Assignment Evaluation. Students demonstrated acquired knowledge through multiple organ scanning assignments. A 5-point analytic rubric template was used.

**Findings (2010-2011) - Achievement Target: Met**

Data acquired fall 2010.

12 students

The instructor assessed submitted students images acquired during the lab session. All images were evaluated for anatomical content, technical factors, overall image quality and proper annotation.

Focal Zone (10 Pts)
Field Of View (15 Pts)
Labeling (20 Pts)
Anatomical Content (25 Pts)
Image Quality (30 Pts)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Target Average – 74.5 -83.49
Established in Cycle: 2010-2011

Target Average – 74.5 -83.49
Overall Class Average – 88.72%
Results deemed satisfactory.

The expected overall class a...

O 3:Provide patient care essential to sonographic sciences.
Provide patient care essential to sonographic sciences.

Related Measure:

M 3:The data was collected from the clinical course DMS 290, End of Term Evaluation.
The data was collected from the clinical course DMS 290, End of Term Evaluation.
Sections A and B
Source of Evidence: Academic direct measure of learning - other

Achievement Target:
The data was collected from the clinical course DMS 290, End of Term Evaluation.
Sections A and B

Findings (2010-2011) - Achievement Target: Met
Data collected spring 2011
7 students (4 students with double rotations)
Total 11 End of Term Evaluations
The data collected in this area was as follows:
10/11 rated as excellent -91%
1/11 rated as above average - 9%
0/11 rated as average
0/11 rated as below average
0/11 rated as unacceptable
Total rating at or above average - 100%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Target Average – 84.5-89.49%**
*Established in Cycle: 2010-2011*

**Target Average – 84.5-89.49%**

**Overall Class Average – 98.6%**

Results deemed satisfactory.

Continue to monitor annually v...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 4:** Upon completion DMS graduates will meet industry standards for employment

Upon completion DMS graduates will meet industry standards for employment

**Related Measure:**

**M 4:** As reported in the Number of NOVA Graduates by Degree and Specialization: 2010-2011

As reported in the Number of NOVA Graduates by Degree and Specialization: 2010-2011

Research Report No. 70-11

September 2011 pg. 2

The ARDMS National Registry Exam

Joint Review Commission Diagnostic Medical Sonography Accreditation Document

(JRC-DMS) Part F Employer Surveys

Voluntary feedback from clinical sites and/or graduates

Source of Evidence: Administrative measure - other
**Achievement Target:**
As reported in the Number of NOVA Graduates by Degree and Specialization: 2010-2011

Research Report No. 70-11

September 2011 pg. 2

The ARDMS National Registry Exam

Joint Review Commission Diagnostic Medical Sonography Accreditation Document

(JRC-DMS) Part F Employer Surveys

Voluntary feedback from clinical sites and/or graduates

**Findings (2010-2011) - Achievement Target: Met**

7 graduates - spring semester May, 2011.

3 students have successfully passed the ARDMS National Registry exam to date.

6 students seeking employment have confirmed employment at area medical facilities.

86% employment rate.

7 graduates - spring semester May, 2010.

6 students have successfully passed the ARDMS National Registry exam to date.

5 students seeking employment have confirmed employment at area medical facilities.

71% employment rate.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**5 students passed in 2010 from the graduating class of 2010 and 1 additional student passed the registry in September, 2011.**

*Established in Cycle: 2010-2011*

5 students passed in 2010 from the graduating class of 2010 and 1 additional student passed the registry in September, 2011. T...

**O 5: Continue to build program resources**

Continue to build program resources

**Related Measure:**
Findings (2010-2011) - Achievement Target: Met

As derived from the JRC-DMS Program Resource Assessment Survey all faculty and students rated the program and library resources and recently acquired ultrasound lab equipment at or above academic and industry standards.

In the spring 2011 semester we were able to obtain an additional 12 scanning phantoms for student use. As noted on the survey, more pathology cases were requested. Most DMS programs rely on the hospital rotation for pathology to be identified. We actively pursued additional pathology modules associated with our newly acquired UltraSim training mannequin. The additional modules containing real pathology cases for the student to scan and properly identify.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Discussion of results with DMS Advisory Board for further action. Established in Cycle: 2010-2011

Discussion of results with DMS Advisory Board for further action.

The results of the Program Survey are discussed with the D...
Achievement Target:
Joint Review Commission Diagnostic Medical Sonography Accreditation Document
(JRCDMS) Part F Graduate Surveys
VCCS SIS: Student Information System
Student cohort rosters 2008-2010
Student cohort rosters 2009-2011
Student cohort rosters 2010-2012
Source of Evidence: Administrative measure - other

Findings (2010-2011) - Achievement Target: Met

Graduates cited multiple areas to be improved to help increase student retention semester to semester.

The need for a dedicated scan lab instructor was also cited in both the 2010 and 2011 surveys.

Student felt that additional open scan labs would have helped all students be more successful and increase confidence in their scanning abilities. Students leaving the program in previous semesters were unable to understand physics and specialty concepts presented in the standard amount of assigned scan lab hours.

Additionally, ultrasound scan phantom equipment in the lab would also be used to reinforce scanning concepts by allowing students to scan longer, understand anatomical variations and/or pathology states on non-human models. Thus increasing their knowledge base, confidence levels and ultimately the desire to continue on in the DMS program.

All seven 2011 graduate students rated their diagnostic medical sonography knowledge base at or above industry standards. All students (100%) took the ARDMS National SPI board exam and passed on their first attempt in 2010.
2010-2012-
11 of 13 students remain in the program to date.
1 was withdrawn due to academic issues
1 withdrew due to personal issues
84.5% completion rate to date

2009-2011 -
7 of 13 students completed the DMS program.
4 students withdrew due to academic issues
(2 students returned in the 2010-2012 cohort)
2 students withdrew due to personal issues
53.8% completion rate

2008-2010 -
7 of 9 students completed the DMS program.
1 student was withdrawn for academic dishonesty
1 student withdrew due to personal health issues
77.8% completion rate

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Discussion of results with DMS Advisory Board for further action.
The DMS Advisory Board found the pass rates for the SPI board
Established in Cycle: 2010-2011
Discussion of results with DMS Advisory Board for further action. The
DMS Advisory Board found the pass rates for the SPI boa...

O 7: To encourage successful completion of DMS courses
To encourage successful completion of DMS courses

Related Measure:

M 7: Success Rate by Discipline - OIR
Success Rate by Discipline - OIR
2010
2009
2008

Source of Evidence: Existing data

**Achievement Target:**
Success Rate by Discipline - OIR

2010
2009
2008

**Findings (2010-2011) - Achievement Target: Met**

Success Rate by Discipline (Fall semesters)

2010: 87%
2009: 90%
2008: 89%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The program determined that the results were satisfactory. This program goal is assessed annually.

*Established in Cycle: 2010-2011*

The program determined that the results were satisfactory. This program goal is assessed annually.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

5 students passed in 2010 from the graduating class of 2010 and 1 additional student passed the registry in September, 2011.

5 students passed in 2010 from the graduating class of 2010 and 1 additional student passed the registry in September, 2011. The student is actively pursuing employment at this time.

From 2010 to 2011 there has been a 15% rise in NOVA DMS graduate employment. Graduate employment rates were considered appropriate for the number of students pursuing employment.

Graduate employment rates reviewed annually.

*Established in Cycle: 2010-2011*
*Implementation Status: Planned*
*Priority: High*
Relationships (Measure | Outcome/Objective):
Measure: As reported in the Number of NOVA Graduates by Degree and Specialization: 2010-2011 | Outcome/Objective: Upon completion DMS graduates will meet industry standards for employment

Discussion of results with DMS Advisory Board for further action.
Discussion of results with DMS Advisory Board for further action.

The results of the Program Survey are discussed with the DMS Advisory Board annually. The next Advisory Board meeting has been scheduled for fall 2011. The Advisory Board to determine if any further action is needed at that time. However, at the Spring 2011 Advisory Board meeting, the Advisory Board agreed that the program should continue to build its resources and pursue additional funding through the college to purchase ultrasound phantoms and lab supplies. This request has been met with the additions of the new phantoms and UltraSim pathology training modules.

Program requests for additional resources for academic year 2010-2011 were fully met and/or surpassed the request for additional ultrasound scan lab equipment acquired in July and September, 2011.

Continue to monitor annually via student and faculty Program Resource Assessment survey.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Joint Review Commission Diagnostic Medical Sonography Accreditation Document | Outcome/Objective: Continue to build program resources

Discussion of results with DMS Advisory Board for further action. The DMS Advisory Board found the pass rates for the SPI board exam to be excellent and would like to see follow up the next year for validation.

A scan lab instructor was hired during the spring 2011 semester. More open scan hours were then made available for students to use the lab throughout the week.

Various additional scan phantoms were purchased by the DMS program for student use in the lab. Students passing the board exam at the completion of their first year in the program have completed part 1 of the 2-part ARDMS national registry exam allowing them to concentrate fully on the subspecialty exam after graduating from the NOVA program. Thus, increasing the probability of continued retention in the DMS program.

The NOVA DMS program is still in a building phase. Efforts to stabilize retention rates continue. Multiple changes have taken place since the initial cohort. Minimum grade requirements were standardized in 2010. Additional adjustments to the curriculum were approved in 2011.
Planned changes to the DMS program include the addition of a competitive admission and interview process for the 2012 cohort.

Continue to monitor progress annually via Graduate Surveys and the VCCS SIS: Student Information System

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Joint Review Commission Diagnostic Medical Sonography Accreditation Document | Outcome/Objective: Increase the program retention rates over the length of the entire program (21 months).

Target Average – 74.5 -83.49
Target Average - 74.5 -83.49
Overall Class Average - 88.72%
Results deemed satisfactory.

The expected overall class average was fully met. As students became more at ease with equipment and organ scanning protocols, improved scores were noted. Continue to monitor annually via Scan Lab Assignment Form. This SLO assessed annually each fall semester.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: The data was collected from the lab course DMS 217, Scan Lab Assignment Evaluation. | Outcome/Objective: Evaluate images for diagnostic information, positioning and other pertinent technical details

Target Average – 84.5-89.49%
Target Average - 84.5-89.49%
Overall Class Average - 90.78%
Results deemed satisfactory.

Monitor annually via On Campus Rotation Checklist Evaluation. This SLO assessed annually each fall semester.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: The data was collected from the clinical course DMS 196, On Campus Rotation Checklist Evaluation. | Outcome/Objective: Apply knowledge of
scanning planes and methods and their usage in anatomical interpretations.

**Target Average – 84.5-89.49%**

Target Average - 84.5-89.49%

Overall Class Average - 98.6%

Results deemed satisfactory.

End of Term Evaluation. This SLO assessed annually each spring semester.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** The data was collected from the clinical course DMS 290, End of Term Evaluation.  
**Outcome/Objective:** Provide patient care essential to sonographic sciences.

The program determined that the results were satisfactory. This program goal is assessed annually.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Success Rate by Discipline - OIR  
**Outcome/Objective:** To encourage successful completion of DMS courses
Mission / Purpose

This career studies certificate is designed for students who wish to become qualified teachers of driver's education or maintain qualifications in the state of Virginia.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9: Students will be able to define and describe the nature of driving tasks as they relate to the highway transportation system.

Students will be able to define and describe the nature of driving tasks as they relate to the highway transportation system.

Related Measure:

M 1: EDU 114: Students are expected to complete the VADETS on-line course and the accompanying workbook, and also become familiar with the latest driving regulations in the Virginia Driver's Manual.

EDU 114: Students are expected to complete the VADETS on-line course and the accompanying workbook, and also become familiar with the latest driving regulations in the Virginia Driver's Manual.

Students are expected to present articles in class on various aspects of driving (collisions, laws, technical developments, etc.). They are also expected to deliver a 15-minute lesson on a mutually-agreed upon driver education topic.

Constant monitoring by the instructor ensures that students are doing the VADETS program and submission of scores and the workbook at the end of the course helps the instructor evaluate students' progress.

The instructor evaluates presentations of articles for content and delivery, and offers suggestions for improvement. The 15-minute lessons are graded for content and presentation.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

EDU 114: Students are expected to complete the VADETS on-line course and the accompanying workbook, and also become familiar with the latest driving regulations in the Virginia Driver's Manual.

Students are expected to present articles in class on various aspects of driving (collisions, laws, technical developments, etc.). They are also expected to deliver a 15-minute lesson on a mutually-agreed upon driver education topic.

Constant monitoring by the instructor ensures that students are doing the VADETS program and submission of scores and the workbook at the end of the course helps the instructor evaluate students' progress.
The instructor evaluates presentations of articles for content and delivery, and offers suggestions for improvement. The 15-minute lessons are graded for content and presentation.

**Findings (2010-2011) - Achievement Target: Met**

The VADETS grades are used by the instructor to gauge commitment to the program.

Classroom presentations show students' ability to teach lessons. The grades of the overwhelming majority of presentations have been "A," but a few "B" grades were awarded. Classroom article presentations have two goals: Inform the class and improve presentation skills.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The program used the results to refine the teaching program to ensure that everyone in the class who is willing to do the***

Established in Cycle: 2010-2011

The program used the results to refine the teaching program to ensure that everyone in the class who is willing to do the requir...

---

**O 12: Students will use the instructional content of the Driver Education Curriculum to develop lesson plans**

Students will become familiar with the instructional content of the Driver Education Curriculum developed by the Virginia Department of Education and be able to use it to develop lesson plans by applying instructional content of the curriculum.

**Related Measure:**

**M 2: EDU 214: Students learn how to teach behind-the-wheel driver education.**

Students spend four hours driving with the instructor

EDU 214: Students learn how to teach behind-the-wheel driver education. Students spend four hours driving with the instructor and other students and 14 hours as observers watching student drivers who are being taught by driver educators. Students report on their observation experience.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

EDU 214: Students learn how to teach behind-the-wheel driver education. Students spend four hours driving with the instructor and other students and 14 hours as observers watching student drivers who are being taught by driver educators. Students report on their observation experience.

**Findings (2010-2011) - Achievement Target: Partially Met**

The instructor comments on the students' driving and teaching during the four hours he spends with them and shows them what they need to work on. He also evaluates their presentations on the last day of class.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.
The instructor used the results to improve the course. The program has scheduled to assess this SLO in the next assessment cycle.

Established in Cycle: 2010-2011

The instructor used the results to improve the course. The program has scheduled to assess this SLO in the next assessment cycle...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 13: Ensure that all students who do the required work succeed in passing EDU 114 and EDU 214 and acquire the skills needed to teach classroom and behind-the-wheel driver education.

Related Measure:

M 3: Use students’ presentations and submissions to evaluate their performance and suggest improvements. Observe their driving and teaching of other drivers.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
90% of students will successfully pass the Drivers Education courses.

Findings (2010-2011) - Achievement Target: Met

Over the program period (summer 2010-spring 2011) all students passed.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 114</td>
<td>114</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>EDU 214</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
Since the instructor has been teaching this course, there have been very few failures, all because the students stopped coming.  

Established in Cycle: 2010-2011  
Since the instructor has been teaching this course, there have been very few failures, all because the students stopped coming to class and/or didn't complete the work. A few students dropped the course after the first session, usually because they discovered during the first session that they really didn't want to be driving instructors.  
Assessed annually.

O 14: To encourage students to successfully complete the program and graduate  
To encourage students to successfully complete the program and graduate

Related Measure:

M 4: Number of Graduates by Program and Specialization  
Number of Graduates by Program and Specialization  
Fact Book 2006-2007 Through 2010-2011 - Table 2.6

Source of Evidence: Existing data

Achievement Target:  
Increase number of graduates  

Findings (2010-2011) - Achievement Target: Met  
2010-11: 3  
2009-10: 0  
2008-09: 0

Related Action Plans (by Established cycle, then alpha):  
For full information, see the Action Plan Detail section of this report.

The number of graduates has increased from 0 for the past several years to 3 in 2010-11. The program achieved its target.  
Established in Cycle: 2010-2011  
The number of graduates has increased from 0 for the past several years to 3 in 2010-11. The program achieved its target. Asse...
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Use students' presentations and submissions to evaluate their performance and suggest improvements. Observe their driving and  
Outcome/Objective: Ensure that all students who do the required work succeed in passing EDU 114 and EDU 214 and acquire the skills needed to teach

The instructor used the results to improve the course. The program has scheduled to assess this SLO in the next assessment cycle

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: EDU 214: Students learn how to teach behind-the-wheel driver education. Students spend four hours driving with the instructor  
Outcome/Objective: Students will use the instructional content of the Driver Education Curriculum to develop lesson plans

The number of graduates has increased from 0 for the past several years to 3 in 2010-11. The program achieved its target.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization  
Outcome/Objective: To encourage students to successfully complete the program and graduate
The program used the results to refine the teaching program to ensure that everyone in the class who is willing to do the required work succeeds.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** EDU 114: Students are expected to complete the VADETS on-line course and the accompanying workbook, and also become familiar with...  
**Outcome/Objective:** Students will be able to define and describe the nature of driving tasks as they relate to the highway transportation system.
Mission / Purpose

The curriculum is designed for persons who seek employment involving the care and education of young children, or for those persons presently employed in these situations who wish to update and enhance their competencies. Occupational opportunities include program leaders, supervisors, and/or directors in child development programs.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply developmental knowledge to the creation and implementation of activities and programs to promote the social/emotional, and linguistic development of young children

Related Measure:

M 1: CHD 205: Students create and articulate a philosophy of guidance, explaining how development affects behavior and classroom

CHD 205: Students create and articulate a philosophy of guidance, explaining how development affects behavior and classroom/teacher strategies for influencing behavior and supporting positive development.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

CHD 205: Students create and articulate a philosophy of guidance, explaining how development affects behavior and classroom/teacher strategies for influencing behavior and supporting positive development.

Findings (2010-2011) - Achievement Target: Met

Spring 2011:

Alexandria (T=41) In 2 sections, all students earned A or B on the measured SLO; Manassas (T=53) In one section, all students earned A or B on the measured SLO. The other section was not assessed. Loudoun (T=23) In one section, 14 A or B on the measured SLO. 3 received satisfactory grades. 5 withdrew or failed and did not complete the assessment, and 1 auditing student was not included in the assessment.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The achievement goal of all students completing this task at a satisfactory level was attained. The assignment and the scoring Established in Cycle: 2010-2011

The achievement goal of all students completing this task at a satisfactory level was attained. The assignment and the scoring ...
O 2: Prepare curriculum that supports young children in the development of learning strategies and skills

Prepare curriculum that supports young children in the development of learning strategies and skills

**Related Measure:**

M 2: CHD 265: Students will develop a culminating set of learning activities for children/classes they have observed during

**CHD 265:** Students will develop a culminating set of learning activities for children/classes they have observed during observation and participation hours.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

CHD 265: Students will develop a culminating set of learning activities for children/classes they have observed during observation and participation hours.

**Findings (2010-2011) - Achievement Target: Partially Met**

Spring 2011:
Alexandria. (T = 30). 27 students earned A or B on the measured SLO; 2 earned satisfactory grades. One student withdrew and was not assessed. (Manassas) (T=14). 14 students achieved earned A or B on the measured SLO. Loudoun. (T=12). 6 students earned above average. 4 students earned satisfactory grades. 2 students failed.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

The achievement goal of all students completed this task at a satisfactory level was not attained. The achievement goal to be r

**Established in Cycle: 2010-2011**

The achievement goal of all students completed this task at a satisfactory level was not attained. The achievement goal to be r...

O 3: Analyze the elements of a quality program

Analyze the elements of a quality program

**Related Measure:**

M 3: CHD 120: Students will review a professional article and connect it to current early childhood practices

**CHD 120:** Students will review a professional article and connect it to current early childhood practices

Source of Evidence: Academic direct measure of learning - other
Achievement Target:
CHD 120: Students will review a professional article and connect it to current early childhood practices

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010

Alexandria. (T=42 students in 2 sections). 28 students attained an A or B on the measured SLO. 2 students attained a C. 12 students did not complete the assignment due to withdrawal or taking a zero.

Loudoun. (T=43 students in 2 sections). 31 students earned A or B on the measured SLO; 2 students earned satisfactory grades; 4 students failed the SLO and 4 either withdrew or took a zero on the assignment.

Manassas. (T=35) One section was not assessed. (T=16). 12 students earned A or B on the measured SLO. 1 student earned a C. 2 students did not complete the assessment.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The achievement goal of all students completed this task at a satisfactory level was not attained. This achievement goal has to
Established in Cycle: 2010-2011

The achievement goal of all students completed this task at a satisfactory level was not attained. This achievement goal has to...

O 4: Integrate strategies for working with diverse groups
Integrate strategies for working with diverse groups

Related Measure:

M 4: CHD 216: Students created a Parent/Family Resource Collection with narrative describing its application to families.
CHD 216: Students created a Parent/Family Resource Collection with narrative describing its application to families.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
CHD 216: Students created a Parent/Family Resource Collection with narrative describing its application to families.

Findings (2010-2011) - Achievement Target: Met

Fall 2010

Alexandria (T=32 students in 2 sections). 28 students attained an A or B on the measured SLO assignment. 4 students did not complete the assignment.

Manassas (T=21) 19 students attained an A or B on the measured SLO assignment. 2 students did not complete the assignment.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The achievement goal of all students completing this task at a satisfactory level was attained. Scheduled for assessment in the Established in Cycle: 2010-2011

The achievement goal of all students completing this task at a satisfactory level was attained. Scheduled for assessment in the ...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 5: Increase degree graduation rates

Increase degree graduation rates

Related Measure:

M 5: Graduation totals by discipline is supplied by the college OIR in Number of Graduates by Program and Specialization and College Graduates by Curriculum and Award Type

Graduation totals by discipline is supplied by the college OIR in Number of Graduates by Program and Specialization and College Graduates by Curriculum and Award Type

Source of Evidence: Existing data

Achievement Target:
Graduation totals by discipline is supplied by the college OIR in Number of Graduates by Program and Specialization and College Graduates by Curriculum and Award Type

Findings (2010-2011) - Achievement Target: Met

Graduation totals for the degree have increased over the last two years: 15 graduates in 2009/2010, and 28 in 2010/2011. There was a significant jump from 19 graduates of the certificate in 9/10 to 35 in 2010/2011. The new 19-credit career studies certificates in Early Childhood (20 graduates) yielded as many graduates as it began in 10/11. The Infant/Toddler CSC (16 credits) had 8 and 9 graduates in 9/10 and 10/11 respectively. The paraprofessional AAS has had 1 graduate for each of the last two years. The paraprofessional CSC had 9 graduates last year.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The achievement target of increasing graduation totals from the previous year was met.
Established in Cycle: 2010-2011

The achievement target of increasing graduation totals from the previous year was met.
We continue to work on promoting CH...

**O 6: Increase course completion rates**
Increase course completion rates

**Related Measure:**

**M 6: Success rates by discipline are supplied by the college OIR in Number of Graduates by Program and Specialization and College**
Success rates by discipline are supplied by the college OIR in Number of Graduates by Program and Specialization and College Graduates by Curriculum and Award Type

Source of Evidence: Existing data

**Achievement Target:**
Success rates by discipline are supplied by the college OIR in Number of Graduates by Program and Specialization and College Graduates by Curriculum and Award Type

**Findings (2010-2011) - Achievement Target: Met**
CHD has an 81.8% pass rate for 2010/2011. The pass rate was 80.8% for the 2009/2010 school year, reflecting a slight increase from last year to this year. EDU has a much higher rate, and includes a frequently run course for the CHD program-EDU 235. However, there is no way to separate out Teacher Education and Driver Education courses from EDU 235.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

The achievement target of increasing course completion rates from the previous year was met.

Established in Cycle: 2010-2011

The achievement target of increasing course completion rates from the previous year was met. We continue to examine our cour...

**O 7: Actively engage with community stakeholders and respond to local needs**

Actively engage with community stakeholders and respond to local needs

**Associations:**
Goal #1: The program is responsive to community organizations, providing a variety of training and educational needs. (12/20/10)

**Related Measure:**

**M 7: Monitor enrollment numbers in online and hybrid courses.**
Monitor enrollment numbers in online and hybrid courses.

Source of Evidence: Activity volume
Achievement Target:
Monitor enrollment numbers in online and hybrid courses.

Findings (2010-2011) - Achievement Target: Met

CHD 166 and CHD 165 were offered online for the first time in Fall 2010. The increasing enrollment suggests that there is an increasing need for students to have access to courses with heavy reliance on technology and an asynchronous schedule. Increasing enrollment in hybrid courses off-campus suggested that we should diversify geographic availability.

Increased number of online offerings by 2.

The CHD cluster has agreed to work together to put all courses in the degree and certificate programs online.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Achievement target of diversifying our course offerings was met and the results were satisfactory. Target was met in that the Established in Cycle: 2010-2011

Achievement target of diversifying our course offerings was met and the results were satisfactory. Target was met in that the...

O 8: Implement program and curricular changes in response to local, regional, and national trends
Implement program and curricular changes in response to local, regional, and national trends

Related Measure:

M 8: Worked with the VA Head Start Collaboration Office within the DSS to develop two new career studies certificates
Worked with the VA Head Start Collaboration Office within the DSS to develop two new career studies certificates

Source of Evidence: Administrative measure - other

Achievement Target:
Worked with the VA Head Start Collaboration Office within the DSS to develop two new career studies certificates

Findings (2010-2011) - Achievement Target: Met
ECD career studies certificate was developed and was first offered in Fall 2010. The Infant/Toddler career studies certificate was first offered in Fall
2010. Students have begun to ask about the certificate and we have offered CHD 167-a course that is in the certificates-online. NOVA is the only state that had plans to offer this course online as of Fall 2011.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Achievement target was met and the results were satisfactory.**

*Established in Cycle: 2010-2011*

Achievement target was met and the results were satisfactory. We continue to work with local Head Start agencies to meet national requirements for training by achieving the Early Childhood and Infant Toddler career studies certificates. The courses in the CSC are also in the other certificates and degrees, except for CHD 167.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Achievement target of diversifying our course offerings was met and the results were satisfactory. Target was met in that the online courses will be offered again. Off-campus partnerships have been continued and new construction will be taken into account in determining course offerings.**

Alexandria, Loudoun and Manassas have continued to work with off-campus partnerships and have seen enrollment growth overall. Additional sections have not been added because Alexandria campus and Manassas campus await new classroom space upon completion of construction. Manassas has decided to begin offering CHD courses on campus in Spring 2012. Loudoun's Reston center CHD offerings continue to grow. All three campuses agreed that on-campus offering heighten student accessibility to needed technology.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

*Measure:* Monitor enrollment numbers in online and hybrid courses.  
*Outcome/Objective:* Actively engage with community stakeholders and respond to local needs

**Achievement target was met and the results were satisfactory.**

We continue to work with local Head Start agencies to meet national requirements for training by achieving the Early Childhood and Infant Toddler career studies certificates. The courses in the CSC are also in the other certificates and degrees, except for CHD 167.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Worked with the VA Head Start Collaboration Office within the DSS to develop two new career studies certificates | Outcome/Objective: Implement program and curricular changes in response to local, regional, and national trends

The achievement goal of all students completed this task at a satisfactory level was not attained. The achievement goal to be revisited as the SLO task requires participation in a cumulative project, scheduled for assessment in the next cycled.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CHD 265: Students will develop a culminating set of learning activities for children/classes they have observed during | Outcome/Objective: Prepare curriculum that supports young children in the development of learning strategies and skills

The achievement goal of all students completed this task at a satisfactory level was not attained. This achievement goal has to be reevaluated in the 2012/2013 school year as there was missing data for this collection.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CHD 120: Students will review a professional article and connect it to current early childhood practices | Outcome/Objective: Analyze the elements of a quality program

The achievement goal of all students completing this task at a satisfactory level was attained. Scheduled for assessment in the next cycled.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CHD 216: Students created a Parent/Family Resource Collection with narrative describing its application to families. | Outcome/Objective: Integrate strategies for working with diverse groups

The achievement goal of all students completing this task at a satisfactory level was attained. The assignment and the scoring criteria to be modified for clarity in Fall 2011 and scheduled for assessment in the next cycled.
The achievement target of increasing course completion rates from the previous year was met.
The achievement target of increasing course completion rates from the previous year was met.
We continue to examine our course formats and instructor evaluations. To be assessed again in Fall 2012

The achievement target of increasing graduation totals from the previous year was met.
The achievement target of increasing graduation totals from the previous year was met.
We continue to work on promoting CHD programs. Many students who had already been taking classes toward the 31 credit certificate or AAS attained the new CSC as they realized that they could apply for graduation. We expect to continue to see growth in the career studies certificate graduates in response to a new Head Start requirement in VA. The Paraprofessional AAS was renamed with curriculum committee approval in order to create a clearer path for school-age child care teachers, and to see growth in this degree. To be assessed again in Fall 2012

The achievement target of increasing degree graduation rates
Mission / Purpose

The curriculum is designed to develop the competencies needed to prepare the student to be certified as a Virginia Certified Emergency Medical Technician-Basic (EMT-B), Nationally Registered Emergency Medical Technician-Intermediate (EMT-I) and/or Paramedic (NREMT-P). The NREMT-P is the highest level of accomplishment for EMS professionals. Educational outcomes are sequential, in that to become an EMT-Intermediate, the student must have been able to show successful competencies at the EMT-Basic level. The same is true at the Paramedic level, in that the student must show successful competencies at the Intermediate level before they can continue towards Paramedic. Competencies at each level are demonstrated via State or National board examinations, containing both written and practical (skill performance) portions.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: EMT-Basic students will perform BLS skills during hands-on skills sessions.

EMT-Basic students will perform BLS skills during hands-on skills sessions.

Related Measure:

M 1: 9 different skill stations were evaluated within the above SLO. The assessment was done on a total of 140 students, from 10 different classes, so represents a very significant sample size.

Skills tested were:

- Trauma assessment
- Medical assessment
- Airway management
- Hemorrhage control
- Joint immobilization
- Long bone immobilization
- Traction splint
- Seated-spinal immobilization
- Supine-spinal immobilization

Students were demonstrated these skills within EMS 111 skills labs by their instructors, and then given multiple sessions during which to practice. They had to show competency on these skills in order to be able to pass the lab portion of the course. Assessment was then done, observing Virginia state EMT exam scores, and looking for failure trends on practical exam, and how program could improve student performance.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

Students were demonstrated these skills within EMS 111 skills labs by their instructors, and then given multiple sessions during which to practice. They had to show competency on these skills in order to be able to pass the lab portion of the course. Assessment was then done, observing Virginia state EMT exam scores, and looking for failure trends on practical exam, and how program could improve student performance.
Findings (2010-2011) - Achievement Target: Met

All 3 terms show consistency in overall student performance. With 140 total students assessed, there was an 88.6% success rate on practical skills (Summer’10 = 87.8% on 41 students, Fall ’10=90.9% on 55 students, Spring ’11=86.4% on 44 students).

We decided to investigate further and look at the individual skills failed. In all 3 terms, the Trauma station was the most failed station, representing 32%, 39% and 36% of the failures in subsequent semesters. The next closest failure station did not show a trend, as it was Supine-Spinal Immobilization at 20% in Summer’10, Airway at 17% in Fall ’10 and Medical assessment at 24% for Spring ’11. Additional failures were not statistically significant, or trending in any particular way, neither positive or negative.

While not included in this SLO, it is important to note that our EMT students continue to perform strongly on the Virginia state written exam. Analyses show 95.1% pass rate for Summer ’10, 100% for Fall ’10 and 100% for Spring ’11.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

It is important to note that these results were very good, but the program should always strive to do better.

Established in Cycle: 2010-2011

It is important to note that these results were very good, but the program should always strive to do better.

Continue t...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2:Goal #1: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-B

Goal #1: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Basic students to pass state certifying written exam.

Related Measure:

M 2:Closely monitor results of Virginia State written exam results.

Closely monitor results of Virginia State written exam results.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

Closely monitor results of Virginia State written exam results.

Findings (2010-2011) - Achievement Target: Met
For the Summer ’10 term, NOVA students demonstrated a 95.1% pass rate for the Virginia state written exam.

Both Fall ’10 and Spring ’11 classes showed a 100% pass rate on this same exam.

The average pass rate for this same exam is 77% for the rest of the EMT programs across the Commonwealth.

There were 140 total students in 10 classes in these 3 terms, combined.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

These results were obviously very satisfactory and we have been meeting our goals. The program should continue to write high-cal...
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

While compared to the State’s average, the program should be satisfied with these results, and generally we are. However, as the Established in Cycle: 2010-2011
While compared to the State’s average, the program should be satisfied with these results, and generally we are. However, as the...

O 4: Goal #3: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In
Goal #3: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Intermediate students to pass National Registry written exam.

Related Measure:

M 4: Closely monitor National Registry written test scores

Closely monitor National Registry written test scores

This is a computer-based exam, taken off-site, with 150 questions, lasting 2 ½ hours.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Closely monitor National Registry written test scores

This is a computer-based exam, taken off-site, with 150 questions, lasting 2 ½ hours.

Findings (2010-2011) - Achievement Target: Partially Met

For the Fall ’10 term, 86.2% EMT-Intermediate students passed the National Registry written exam. 10.3% are not yet successful, but have multiple retests still available. 1 student has not yet attempted the written exam.

For the Spring ’11 term, 68.4% EMT-Intermediate students passed the National Registry written exam. 10.5% are not yet successful, but have multiple retests still available. 3 students has not yet attempted the written exam.

There are no results for the Summer ’10 term.

The National average for this exam, first attempt, is 73%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

We continue to struggle with students attempting this exam. It is both a confidence and financial issue, as there is a $100 test
Established in Cycle: 2010-2011

We continue to struggle with students attempting this exam. It is both a confidence and financial issue, as there is a $100 te...

O 5:Goal #4: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In
Goal #4: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Intermediate students to pass National Registry practical exam (11 separate skill stations).

Related Measure:

M 5:Closely monitor National Registry practical test site including all skill stations.

Closely monitor National Registry practical test site including all skill stations.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Closely monitor National Registry practical test site including all skill stations.

Findings (2010-2011) - Achievement Target: Met
For the Fall '10 term, 80% of the EMT-I students passed the practical exam. Of the students that failed, they required only 1 or 2 stations of the 11 total to retest.

For the Spring '11 semester. 84.6% were successful. 1 student chose not to retest, 2 students failed a single station, 1 failed 2 out of 11 total stations.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The program was satisfied with these results. Our EMS 215, Registry Review course, continued to be a powerful pre-exam
Established in Cycle: 2010-2011
The program was satisfied with these results. Our EMS 215, Registry Review course, continued to be a powerful pre-exam remediat...
M 6: Closely monitor National Registry practical test site including all skill stations.

Closely monitor National Registry practical test site including all skill stations.

Course success rates

Fall 2010 success rates by discipline - all sections.

Number of graduates

Number of Graduates by Program and Specialization

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Closely monitor National Registry practical test site including all skill stations.

Course success rates

Fall 2010 success rates by discipline - all sections.

Number of graduates

Number of Graduates by Program and Specialization

Findings (2010-2011) - Achievement Target: Met

For the Fall '10 semester, 93% of the Paramedic candidates were fully successful on their practical exam.

For the Spring '11 term, 88% of the Paramedic students passed their practical exam.

The overall EMS program demonstrates a 95.7% course completion success rate.

There were 19 AAS graduates in 2011. The majority of students complete their AAS during the same term as their Paramedic certification exam.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The program was satisfied with these results. EMS 216, Paramedic Review, continued to be a significant tool in assisting

Established in Cycle: 2010-2011

The program was satisfied with these results. EMS 216, Paramedic Review, continued to be a significant tool in assisting student...
**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

It is important to note that these results were very good, but the program should always strive to do better.

It is important to note that these results were very good, but the program should always strive to do better.

Continue to begin the EMT coursework with Trauma didactic material, so that those scenarios can have the most practice time in the skills lab. Restructure the EMS 111 skills lab schedule to allow more time for ALL skills practice, but especially the Trauma scenarios. Encourage students to form study groups, to practice scenarios outside of class. Since many failures are due to exceeding time restrictions, have students pair up to test/time each other. Consider adding optional "Super-Saturday" practice days at the end of the term, shortly before Virginia state exam, for extra scenario practice. Continue to monitor results to watch for positive trending. Assessed annually.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** 9 different skill stations were evaluated within the above SLO. The assessment was done on a total of 140 students, from 10 |
- **Outcome/Objective:** EMS-Basic students will perform BLS skills during hands-on skills sessions.

The program was satisfied with these results. EMS 216, Paramedic Review, continued to be a significant tool in assisting students towards success in National Registry testing. We changed the format of EMS 216, from a 2nd 8-week course, to a 2-day course shortly before the NR exam, and that seems to have increased success rates slightly. Moreover, the new format has been more helpful for instructor recruitment and for equipment dispersion.

As for AAS statistics, while our program is very large, our AAS numbers are expected to continue to be small, based on multiple factors - decreased reimbursement by fire depts., low incentive within the EMS profession, students leaving program after Intermediate due to hiring. We have created Career Studies Certificates in EMT, Intermediate and Paramedic to better capture success data.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Closely monitor National Registry practical test site including all skill stations. |
- **Outcome/Objective:** Goal #6: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Pa

The program was satisfied with these results. Our EMS 215, Registry Review course, continued to be a powerful pre-exam
The program was satisfied with these results. Our EMS 215, Registry Review course, continued to be a powerful pre-exam remediation and refresher course for students, in preparation for this arduous and challenging practical exam. During EMS 215 there is no re-teaching, but only skills practice and testing stations. NOVA students continue to demonstrate proficiency at or above the national average.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Closely monitor National Registry practical test site including all skill stations.  | Outcome/Objective: Goal #4: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In

These results were obviously very satisfactory and we have been meeting our goals. The program should continue to write

These results were obviously very satisfactory and we have been meeting our goals. The program should continue to write high-caliber, college-level written exams, to encourage student success. Encourage critical thinking skills. Continue to work towards more computer literacy skills, as Virginia explores National Registry at the EMT level, which will mean computer-adaptive testing at the Basic level, at an off-site location. Have added NIMS 100/700 online activity for HazMat/WMD assignment for Fall’11. Will add to assessment in future years, but this activity is expected to no doubt encourage both computer literacy, but also more EMS/Fire awareness for the non-affiliated student.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Closely monitor results of Virginia State written exam results.  | Outcome/Objective: Goal #1: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-B

We continue to struggle with students attempting this exam. It is both a confidence and financial issue, as there is a $100 test

We continue to struggle with students attempting this exam. It is both a confidence and financial issue, as there is a $100 test fee. We have continually added required computer literacy components to aid in confidence-building. Furthermore, many students are hired in either EMS agency or ER Tech positions or promoted in their current jobs, once they gain EMT-I status. Regardless, this trend toward either not taking the written exam, or not retesting after initial failure continues. It is compounded by the fact that it is not a Virginia Office of EMS requirement to achieve EMT-I certification before going onto Paramedic coursework, so there is very little incentive.

We purchased the JB Learning online testing tool, and have implemented it into multiple courses. We will examine how to add it additionally, as a mandatory requirement, with increased student confidence as an ultimate goal.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Closely monitor National Registry written test scores |
  Outcome/Objective: Goal #3: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In

While compared to the State's average, the program should be satisfied with these results, and generally we are. However, as the extensive review above demonstrates, we have studied the EMT practical results in-depth, and are adjusting our teaching, schedule, and practice sessions to further enhance student success.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Closely monitor results of Virginia State written exam results. |
  Outcome/Objective: Goal #2: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-B
Mission / Purpose

The curriculum is designed to prepare the student to transfer into a baccalaureate degree program in engineering fields such as mechanical engineering, civil engineering, chemical engineering, aeronautical engineering, and naval architecture/marine engineering.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Student will understand engineers’ professional responsibility and ethics.

Related Measure:

M 1: Questions from selected EGR 245 & 246 class

Questions from selected EGR 245 & 246 class
The questionnaire required students to discuss briefly three examples where there were lapses in engineering ethics.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

Questions from selected EGR 245 & 246 class
The questionnaire required students to discuss briefly three examples where there were lapses in engineering ethics.

Findings (2010-2011) - Achievement Target: Met

Fall Semester 2010

The responses demonstrated that the students were able to identify management decisions where engineering integrity were compromised.

EGR 245 11 out of 12 Students responded correctly to the questions about engineering ethics awareness.

EGR 246 10 out of 11 Students responded correctly to the questions about engineering ethics awareness.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Based on the responses, the awareness and understanding of engineers' professional responsibility and ethics level was established in Cycle: 2010-2011
Based on the responses, the awareness and understanding of engineers' professional responsibility and ethics level was acceptable...

O 2: Student will demonstrate ability to work effectively as a team.
Student will demonstrate ability to work effectively as a team.

Related Measure:

M 2: Survey questionnaires on selected EGR 120 classes
Survey questionnaires on selected EGR 120 classes

Source of Evidence: Academic direct measure of learning - other

Achievement Target: Survey questionnaires on selected EGR 120 classes

Findings (2010-2011) - Achievement Target: Met

Fall Semester 2010

A survey was conducted for EGR 120 to measure the effectiveness of the teamwork activities.

Total number of respondents is 105.

86% of the respondents rated their team effectiveness as positive (Excellent, Very good and Good)

90% of the respondents gave favorable rating to their leaders.

89% of the respondents gave positive rating for their group members.

82% of the respondents indicated that every member contributed to the team project.

The survey showed that the students benefitted from their experiences in collaboration to successfully complete the course requirements, the students have demonstrated their ability to work effectively as a team.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The survey results showed acceptable attributes of the team efforts. Encourage instructors to continue and enhanced the team
Established in Cycle: 2010-2011
The survey results showed acceptable attributes of the team efforts. Encourage instructors to continue and enhanced the team bas...

O 3: Student will acquire basic understanding of the world of engineering.
Student will acquire basic understanding of the world of engineering.

Related Measure:
**M 3:EGR 246**

EGR 246  
Problem solving test  
Source of Evidence: Academic direct measure of learning - other

*Achievement Target:*  
EGR 246 Problem solving test

**Findings (2010-2011) - Achievement Target: Met**

Spring Semester 2011  
(Average of "C" or better 60%)  
EGR 246  
Faculty: 2  
Sections: 2  
No. of Students: 52

*Related Action Plans (by Established cycle, then alpha):*

For full information, see the *Action Plan Detail* section of this report.

Results showed that the students have basic understanding of engineering. They were able to relate their Math and Physics prepar...

**O 4: Student will be able to analyze the position of rigid bodies and their applied forces at rest and in motion.**  
Student will be able to analyze the position of rigid bodies and their applied forces at rest and in motion.

*Related Measure:*

**M 4:EGR 245**

EGR 245  
Problem solving test  
Source of Evidence: Academic direct measure of learning - other

*Achievement Target:* EGR 245, Problem solving test

**Findings (2010-2011) - Achievement Target: Met**

Spring Semester 2011
(Average of "C" or better 70%)

EGR 245

Faculty: 2

Sections: 3
No. of Students: 80

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Results showed that the students have acquired the ability to utilized their knowledge of Statics and apply it further in
Established in Cycle: 2010-2011

Results showed that the students have acquired the ability to utilized their knowledge of Statics and apply it further in solv...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 5:1.To teach students principles of statics/dynamics, and prepare them for future study in Aerospace, Mechanical or Civil Enginee
1. To teach students principles of statics/dynamics, and prepare them for future study in Aerospace, Mechanical or Civil Engineering

Related Measure:

M 5:The courses use problem solving tests to evaluate student’s performance in both statics and dynamics.

The courses use problem solving tests to evaluate student's performance in both statics and dynamics.

The use of problem solving tests measure the student s’ reading and comprehension skills in addition to their math and physics abilities coupled with engineering concepts learned in statics and dynamics.

Grade summary for EGR 240

Grade summary for EGR 245
(Grade summaries are obtained from the Grade Roster posted on the SIS system)

Source of Evidence: Administrative measure - other

Achievement Target:
The courses use problem solving tests to evaluate student's performance in both statics and dynamics.
The use of problem solving tests measure the student's reading and comprehension skills in addition to their math and physics abilities coupled with engineering concepts learned in statics and dynamics.

Grade summary for EGR 240

Grade summary for EGR 245

(Grade summaries are obtained from the Grade Roster posted on the SIS system)

**Findings (2010-2011) - Achievement Target: Partially Met**

Grade summary for EGR 240 (% Passing)

Summer Semester 2010: 69%

Fall Semester 2010: 50%

Spring Semester 2011: 54%

Grade summary for EGR 245 (% Passing)

Summer Semester 2010: 75%

Fall Semester 2010: 73%

Spring Semester 2011: 75%

(1 Grade of "C" or better)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

In the last year's report only one semester fell below expectations in the % of passing (60%-75%). This academic year, Fall and

In the last year's report only one semester fell below expectations in the % of passing (60%-75%). This academic year, Fall an...

O 6:2. To teach students the fundamental principles of stress and strain relationships in structures, and techniques for handling tr

2. To teach students the fundamental principles of stress and strain relationships in structures, and techniques for handling transformation of stresses and deflection of beams.

**Related Measure:**

M 6: The courses use problem solving tests to evaluate student's performance in mechanics of materials.

The courses use problem solving tests to evaluate student's performance in mechanics of materials.
The use of problem solving tests measure the student's reading and comprehension skills in addition to their math and physics abilities coupled with engineering concepts learned in mechanics of materials.

Grade summary for EGR 246
(Grade summaries are obtained from the Grade Roster posted on the SIS system)

Source of Evidence: Administrative measure - other

**Achievement Target:**
The courses use problem solving tests to evaluate student's performance in mechanics of materials. The use of problem solving tests measure the student's reading and comprehension skills in addition to their math and physics abilities coupled with engineering concepts learned in mechanics of materials.

Grade summary for EGR 246
(Grade summaries are obtained from the Grade Roster posted on the SIS system)

**Findings (2010-2011) - Achievement Target: Not Met**

Grade summary for EGR 246 (% Passing¹)

Summer Semester 2010: 74%
Fall Semester 2010: 56%
Spring Semester 2011: 69%

(¹ Grade of "C" or better)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Fall Semester 2010 % passing fell below acceptable range. Similar to the recommendation for EGR 240, EGR 246 instructors should**

Established in Cycle: 2010-2011
Fall Semester 2010 % passing fell below acceptable range. Similar to the recommendation for EGR 240, EGR 246 instructors should ...

**O 7:3. To prepare the students to perform as well as in-house students at four year colleges and achieve a GPA which is accepted by**

3. To prepare the students to perform as well as in-house students at four year colleges and achieve a GPA which is accepted by an accredited four college or university.

**Related Measure:**

**M 7: Comparison of grades of transient students during Summer Semester 2011 with the grades of NOVA students in Fall Semester 2010 an**

Comparison of grades of transient students during Summer Semester 2011 with
Findings (2010-2011) - Achievement Target: Met

EGR 240 (Grade of "C" or better)
Combined Fall and Spring Semester: 52%
Summer Semester 2010: 69%

EGR 245 (Grade of "C" or better)
Combined Fall and Spring Semester: 74%
Summer Semester 2010: 75%

EGR 246 (Grade C or better)
Combined Fall and Spring Semester: 68%
Summer Semester 2010: 74%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The results from the previous reports and this current reporting were similar.
Established in Cycle: 2010-2011

The results from the previous reports and this current reporting were similar.

Using the data of transferable grade of “C”...

O 8: To encourage students to complete their A. S. degree in Engineering
To encourage students to complete their A. S. degree in Engineering

Related Measure:

M 8: OIR Data for program placed students and graduates -
OIR Data for program placed students and graduates -
Achievement Target:
OIR Data for program placed students and graduates -

Fact Book 2006-2007 Through 2010-2011
Number of Graduates by Program and Specialization

Findings (2010-2011) - Achievement Target: Met

No. of Program Placed Students: 1247(2010)

No. of Program Placed Students: 1041(2009)


Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

There was a significant increase in the number of graduates from the previous year.
Established in Cycle: 2010-2011

There was a significant increase in the number of graduates from the previous year.

However, efforts should be made to ma...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Based on the responses, the awareness and understanding of engineers’ professional responsibility and ethics level was acceptable. Since, the sampling was performed for the last two engineering courses, EGR 245 & 246, the next will be conducted in the EGR 240 course, the course prior to EGR 245 & 246 and determine if the level of awareness and understanding is the same. This SLO to be assessed in the Fall Semester 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Questions from selected EGR 245 & 246 class | Outcome/Objective: Student will understand engineers' professional responsibility and ethics.

Fall Semester 2010 % passing fell below acceptable range. Similar to the recommendation for EGR 240, EGR 246 instructors should present the course requirements in more detail in the first two sessions of the course. They should ensure that the students are aware of the commitment in both time and effort needed for successful completion of the course, in addition to the prerequisites. This has been planned to be implemented in the Spring Semester 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: The courses use problem solving tests to evaluate student’s performance in mechanics of materials. | Outcome/Objective: 2. To teach students the fundamental principles of stress and strain relationships in structures, and techniques for handling ...

In the last year's report only one semester fell below expectations in the % of passing (60%-75%). This academic year, Fall and Spring Semesters were below the acceptable range.
EGR 240 instructors should present the course requirements in more detail in the first two sessions of the course. They should ensure that the students are aware of the commitment in both time and effort needed for successful completion of the course, in addition to the prerequisites. The program decided for this to be implemented in the Spring Semester 2012.
EGR 245 met the acceptable range.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: The courses use problem solving tests to evaluate student’s performance in both statics and dynamics. | Outcome/Objective: 1. To teach students principles of statics/dynamics, and prepare them for future study in Aerospace, Mechanical or Civil Engineer

Results showed that the students have acquired the ability to utilized their knowledge of Statics and apply it further in solving engineering problems involving motions. This SLO to be assessed in the Spring Semester 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: EGR 245 | Outcome/Objective: Student will be able to analyze the position of rigid bodies and their applied forces at rest and in motion.

Results showed that the students have basic understanding of engineering. They were able to relate their Math and Physics
Results showed that the students have basic understanding of engineering. They were able to relate their Math and Physics preparations in engineering applications. This SLO to be assessed in the Spring Semester 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: EGR 246 | Outcome/Objective: Student will acquire basic understanding of the world of engineering.

The results from the previous reports and this current reporting were similar.
The results from the previous reports and this current reporting were similar.
Using the data of transferable grade of "C" or better, the performance in the Fall and Spring semesters where most of the students were NOVA students was comparable to the Summer semester where majority of the students are from other universities including Virginia Tech, UVA and GMU.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comparison of grades of transient students during Summer Semester 2011 with the grades of NOVA students in Fall Semester 2010 and |
Outcome/Objective: 3.To prepare the students to perform as well as in-house students at four year colleges and achieve a GPA which is accepted by

The survey results showed acceptable attributes of the team efforts. Encourage instructors to continue and enhanced the team
The survey results showed acceptable attributes of the team efforts. Encourage instructors to continue and enhanced the team based activities, since there are no negative attributes on the team dynamics or challenges in completion of the project. This SLO to be assessed in the Fall Semester 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Survey questionnaires on selected EGR 120 classes |
Outcome/Objective: Student will demonstrate ability to work effectively as a team.

There was a significant increase in the number of graduates from the previous year.
There was a significant increase in the number of graduates from the previous year. However, efforts should be made to maintain the level of graduation.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: OIR Data for program placed students and graduates - |
  Outcome/Objective: To encourage students to complete their A. S. degree in Engineering
Detailed Assessment Report
2010-2011 Engineering Technology, A.A.S.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Students will be able to apply their knowledge and skills of Computer Aided Drafting to start and complete engineering drafting

Students will be able to apply their knowledge and skills of Computer Aided Drafting to start and complete engineering drafting projects.

Related Measure:

M 1: CAD 202 Project based (Examples of Projects Requirements) complete several sets of assigned projects

CAD 202 Project based (Examples of Projects Requirements)

Students are required to complete several sets of assigned projects that will allow them to apply the CAD concepts and acquire essential CAD skills.

Source of Evidence: Academic direct measure of learning - other

Achievement Target: CAD 202 (Average of "C" or better 90%)

Findings (2010-2011) - Achievement Target: Met

Spring Semester 2011

CAD 202 (Average of "C" or better 90%)

Sections: 4

No. of Students: 61

Related Action Plans (by Established cycle, then alpha):

Faculty teaching the course should continue to revise the coursework to incorporate the software updates.

Established in Cycle: 2010-2011

Faculty teaching the course should continue to revise the coursework to incorporate the software updates. Outcomes results wer...

O 2: Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Engineering Technology field

Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Engineering Technology field.

Related Measure:

M 2: CAD 202 Project based (Examples of Projects Requirements) EGR 130 Problem Solving Test

Source of Evidence: Academic direct measure of learning - other
**Achievement Target:**
Average of "C" or better

**Findings (2010-2011) - Achievement Target: Partially Met**

Spring Semester 2011

CAD 202 (Average of "C" or better 90%)

Faculty: 4  
Sections: 4  
No. of Students: 61

Fall Semester 2010

EGR 130 (Average of "C" or better 77%)

Faculty: 1  
Sections: 1  
No. of Students: 13

**Related Action Plans (by Established cycle, then alpha):**

Assistant Deans and Program Heads should continue to monitor the courses contents and ensures that the developments in engineering  
*Established in Cycle: 2010-2011*
Assistant Deans and Program Heads should continue to monitor the courses contents and ensures that the developments in engineering...

**O 10: Students will demonstrate skills in graphical communication**
Students will demonstrate skills in graphical communication

**Related Measure:**

**M 8:** Since graphical communication concepts are introduced, practiced and mastered in EGR 115, (Engineering Graphics), the success rate of students is used to determine whether the students have acquired the necessary skills required in graphical communication.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Average grade of students who completed the course

**Findings (2010-2011) - Achievement Target: Partially Met**

Achievement rate:
(On-campus)

Fall Semester 2010: 79%
Spring Semester 2011: 59%
(% of Grade of "C" or better)

(ELI)
Average grade of students who completed the course:
Fall Semester 2010: 83%
Spring Semester 2011: 94%

Faculty: 1
Total No. of Students: 13

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report. The result showed that the students were learning graphical communication which is essential in the successful completion of CAD Established in Cycle: 2010-2011
The result showed that the students were learning graphical communication which is essential in the successful completion of C...

O 12: Students will demonstrate interpersonal skills to function as part of a team.
Students will demonstrate interpersonal skills to function as part of a team.

Related Measure:

M 7: A survey was conducted in MEC 118 to measure the benefits of the interpersonal skills that the students experienced and acquired

A survey was conducted in MEC 118 to measure the benefits of the interpersonal skills that the students experienced and acquired in the class both informal and formal.
Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Students will indicate that they often or seldom interact (formal and informal)

Findings (2010-2011) - Achievement Target: Met

Spring Semester 2011
Total number of respondents is 13.

62% of the respondents stated that they have "Often" interactions (formal/informal)
38% of the respondents stated that they have "Seldom" interactions

0% of the respondents stated "None" interactions

100% of the respondents stated that these interactions are beneficial to their learning.

92% of the respondents stated that these interactions improved their interpersonal skills.
92% of the respondents also stated they will be able to use these skills outside of the classroom environment.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The survey results showed that the students believe interpersonal skills experiences acquired in class are beneficial both in cl
**Established in Cycle:** 2010-2011

The survey results showed that the students believe interpersonal skills experiences acquired in class are beneficial both in ...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 7:1.** Graduates will be able to perform satisfactorily as Engineering Technologists and gain advanced engineering skills and knowledge

1. Graduates will be able to perform satisfactorily as Engineering Technologists and gain advanced engineering skills and knowledge in the many and varied entry-level or higher positions

**Related Measure:**

**M 3:** Successful completion of two essential courses: CAD 202 and EGR 130

Successful completion of two essential courses: CAD 202 and EGR 130

CAD 202 provides essential skills to work in an engineering field and EGR 130 provides the necessary analytical skills.

(Grade summaries are obtained from the Grade Roster posted on the SIS system)

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

Successful completion of two essential courses: CAD 202 and EGR 130

**Findings (2010-2011) - Achievement Target: Met**

Completion rate of CAD 202
(2010-2011) (Grade of "C" or better 88%)
(2009 -2010) (Grade of "C" or better 85%)
Completion rate of EGR 130
2010 (Grade of "C" or better 72%)
2009 (Grade of "C" or better 67%)

**Related Action Plans (by Established cycle, then alpha):**

The completion rates for both courses were acceptable and almost the same as the previous academic year.
*Established in Cycle: 2010-2011*

The completion rates for both courses were acceptable and almost the same as the previous academic year.

Assistant Deans a...

O 8:2. Students taking courses for personal enrichment and interest will increase their appreciation and knowledge of Engineering Technology topics.

2. Students taking courses for personal enrichment and interest will increase their appreciation and knowledge of Engineering Technology topics.

**Related Measure:**

M 4: Data of non-curricular students enrolled in CAD courses.
Data of non-curricular students enrolled in CAD courses.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:** Successful completion of non-curricular

**Findings (2010-2011) - Achievement Target: Partially Met**

Fall Semester 2010

CAD 201 (101 students, 18% non-curricular)

CAD 202 (25 students, 12% non-curricular)

Advanced CAD courses (CAD 195, 238 & 298)

(70 students, 56% non-curricular)

(46 students, 33% non-curricular without dual enrollment)

CAD 201
Successful completion of non-curricular: 78%

**Spring Semester 2011**

CAD 201 (99 students, 12% non-curricular)

CAD 202 (62 students, 10% non-curricular)

Advanced CAD courses (CAD 238 & 239, CAD 260) (71 students, 54% non-curricular)

(47 students, 30% non-curricular without dual enrollment)

CAD 201

Successful completion of non-curricular: 50%

**Related Action Plans (by Established cycle, then alpha):**

The number proportion of non-curricular CAD students taking CAD 201 & 202 in both the Fall and Spring Semesters was consistent.

Established in Cycle: 2010-2011

The number proportion of non-curricular CAD students taking CAD 201 & 202 in both the Fall and Spring Semesters was consistent...

**O 9:3.** To provide graduates with fundamental academic knowledge necessary for continuing education in the Engineering Technologies or allied fields.

3. To provide graduates with fundamental academic knowledge necessary for continuing education in the Engineering Technologies or allied fields.

**Related Measure:**

M 5: Feedback from graduates who attended ODU Teletechnet program.

Feedback from graduates who attended ODU Teletechnet program.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Students are adequately prepared and ready for continuing their studies of Engineering Technology.

**Findings (2010-2011) - Achievement Target: Partially Met**

An email from a former student was used to assess this goal.

The student indicated that he was adequately prepared to continue his studies in the B.S. Engineering Technologies. Additionally, the student has completed his Bachelors degree.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.
Assistant Dean and Program Head communicate with ODU to determine how our students are performing. The program decided to invite...

Established in Cycle: 2010-2011
Assistant Dean and Program Head communicate with ODU to determine how our students are performing. The program decided to invite...

O 11: To encourage students to complete their A.A.S. degree in Engineering Technology
To encourage students to complete their A.A.S. degree in Engineering Technology

Related Measure:

M 6: Preliminary Data

Preliminary Data
OIR Data - Awards by Curriculum Code and Specialization

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Increase number of graduates and program placed students

Findings (2010-2011) - Achievement Target: Not Met

No. of Program Placed Students: 456 (2010)
No. of Program Placed Students: 443 (2009)

Graduation totals:

Career Studies Certificates:

CADD 23
(223R) Electronic Media 0
Total: 23

(2009) Graduates: 29

AAS Engineering Technology

(9681) Engineering Technology - Civil: 3
(9682) Engineering Technology - Drafting: 1
(9682) Engineering Technology - Mech: 2
Total: 6

(2009) Graduates: 11

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

There was a drop in the number of graduates from the previous year and the number of program placed students was almost the same. Established in Cycle: 2010-2011

There was a drop in the number of graduates from the previous year and the number of program placed students was almost the same.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Assistant Dean and Program Head communicate with ODU to determine how our students are performing. The program decided to invite ODU staff to selected Engineering Technology classes to address the students regarding the opportunity to complete their Bachelors degree in Engineering Technology. Implementation scheduled for the Spring Semester 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Feedback from graduates who attended ODU Teletechnet program. | Outcome/Objective: 3. To provide graduates with fundamental academic knowledge necessary for continuing education in the Engineering Technologies or

Assistant Deans and Program Heads should continue to monitor the courses contents and ensures that the developments in engineering.

Assistant Deans and Program Heads should continue to monitor the courses contents and ensures that the developments in engineering technologies are incorporated in the courses when appropriate. Outcomes results were acceptable. The program has scheduled to reassess in the next cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CAD 202 Project based (Examples of Projects Requirements) EGR 130 Problem Solving Test | Outcome/Objective: Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Enginee

Faculty teaching the course should continue to revise the coursework to incorporate the software updates.

Faculty teaching the course should continue to revise the coursework to incorporate the software updates. Outcomes results were acceptable. The program has scheduled to reassess in the next cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CAD 202 Project based (Examples of Projects Requirements) complete several sets of assigned projects | Outcome/Objective: Students will be able to apply their knowledge and skills of Computer Aided Drafting to start and complete engineering drafting

The completion rates for both courses were acceptable and almost the same as the previous academic year.
The completion rates for both courses were acceptable and almost the same as the previous academic year. Assistant Deans and Program Heads continue to monitor the course content, delivery mode and implement technical and technology advancements that are necessary to improve student learning experience.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Successful completion of two essential courses: CAD 202 and EGR 130 | Outcome/Objective: 1.Graduates will be able to perform satisfactorily as Engineering Technologists and gain advanced engineering skills and knowledge

The number proportion of non-curricular CAD students taking CAD 201 & 202 in both the Fall and Spring Semesters was consistent.
The number proportion of non-curricular CAD students taking CAD 201 & 202 in both the Fall and Spring Semesters was consistent. No significant change in the number of non-curricular students for Advanced CAD courses even when dual enrollment students were not included.

The trend of students completing CAD 201 and taking CAD 202 was consistent in both regular semesters. Factoring the percentage of non-curricular students, which was also consistent; the goal of personal enrichment and interest was met.

CAD 201 Fall Semester percent of successful completion of non-curricular students is acceptable, while the Spring Semester has fallen below expectation. CAD instructors should ensure that the non-curricular students are aware of the graphics background needed to complete the course. Implementation scheduled for the Spring Semester 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Data of non-curricular students enrolled in CAD courses. | Outcome/Objective: 2.Students taking courses for personal enrichment and interest will increase their appreciation and knowledge of Engineering Technologists and gain advanced engineering skills and knowledge

The result showed that the students were learning graphical communication which is essential in the successful completion of CAD
The result showed that the students were learning graphical communication which is essential in the successful completion of CAD courses.

The course required students to complete several graphics plates, in addition to the final examination, which is also graphical in nature. To be assessed in Fall Semester 2011 and Spring Semester 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Since graphical communication concepts are introduced, practiced and mastered in EGR 115, (Engineering Graphics), the success ra  
**Outcome/Objective:** Students will demonstrate skills in graphical communication

The survey results showed that the students believe interpersonal skills experiences acquired in class are beneficial both in …  
The survey results showed that the students believe interpersonal skills experiences acquired in class are beneficial both in class and outside the classroom environment.

Encourage instructor to continue the practice in MEC 118 and determine other courses where interpersonal skills can enhanced, i.e., CAD courses. Scheduled for assessment in Spring Semester 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** A survey was conducted in MEC 118 to measure the benefits of the interpersonal skills that the students experienced and acquired  
**Outcome/Objective:** Students will demonstrate interpersonal skills to function as part of a team.

There was a drop in the number of graduates from the previous year and the number of program placed students was almost the same

There was a drop in the number of graduates from the previous year and the number of program placed students was almost the same.

Assistant Dean and Program Head have determined it best to put in place proactive advising initiative informing and assisting students in the targeted second year classes, beginning in the Spring Semester 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Preliminary Data | **Outcome/Objective:** To encourage students to complete their A.A.S. degree in Engineering Technology
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: Will be able to critically evaluate personal studio art projects or those of other students.

Will be able to critically evaluate personal studio art projects or those of other students.

Related Measure:

M 1: One paragraph critique of one of the assignment projects from their semester portfolio

Students in all of the Art 121, Drawing 1, classes were asked at the end of the semester to write a one paragraph critique of one of the assignment projects from their semester portfolio.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Each student in studio classes will participate in these evaluations.

Findings (2010-2011) - Achievement Target: Met

For classes surveyed in Fall 2010

Number of student responses by campus:
AL - 2 classes - 38 response paragraphs
AN - 3 classes - 28 response paragraphs
LO - 4 classes - 53 response paragraphs
MA - 2 classes - 35 response paragraphs
WO - 4 classes - 46 response paragraphs

Faculty of assessed classes reviewed critique paragraphs with student and work at final portfolio review. Students were clear and concise in their appraisal of the visual images.

Students continue to use verbal and written critiques as a method to assess results of visual image making in art program studio classes. Students gain vocabulary and critical thinking skills when assessing the results of their own or other students' work. These critiques can be student to student or faculty/student reviews.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The program has set the follow-up assessment for the next cycle.
Established in Cycle: 2010-2011
The program has set the follow-up assessment for the next cycle.
Will be able to demonstrate an understanding of 2 and 3 dimensional art and how it relates to the culture in which it was created.

Related Measure:

M 2: Class Museum Visits, Power Point presentations, Tests

Methods of student introduction may include:

- Class Museum Visits - most popular across the five campuses.
- Museum Papers based on artifact seen on museum visit.
- Power Point presentations created by students in specific class for presentation to the class.
- Tests that contain Compare and Contrast essay questions for artifacts from similar periods.

The evaluation method used for these student activities is verbal feedback from the instructor and the grade received for the presentation or assignment.

Source of Evidence: Project, either individual or group

Achievement Target:
Both the A.A. and A.A.A. will continue to require the History & Appreciation of Art 1 & 2 is part of their degree programs.

Findings (2010-2011) - Achievement Target: Met

The survey was completed by all faculty teaching the Survey Art History courses in the Spring Semester of 2011 to determine when and how each faculty member teaching the survey course provides this learning experience.

The survey determined that art students receive the greatest exposure artifacts and the culture in which they were created in the Art History Survey courses of ART 101-102. The understanding of these cultural relationships was enhanced and exhibited, in many cases, by special presentations and student participation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The cluster has scheduled the follow-up for the next assessment cycle.
Established in Cycle: 2010-2011
The cluster has scheduled the follow-up for the next assessment cycle. Additionally, it will be discussed that Art History seque...
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 8: Increase enrollment in art courses.
Increase enrollment in art courses.

Related Measure:

M 3: Table of student enrollment by Program Placed Students from Fact Book 2006-2010
Table of student enrollment by Program Placed Students from Fact Book 2006-2010

Source of Evidence: Activity volume

Achievement Target:
There will be an increase enrollment in both degree programs.

Findings (2010-2011) - Achievement Target: Met
Enrollment:
Fall 2009 Fall 2010
A.A. - 594 A.A. - 612
A.A.A. - 265 A.A.A. - 282

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Determine additional courses to be offered to promote increased enrollment
Established in Cycle: 2010-2011
Art Programs on each campus determine in their course offerings by semester which additional courses might be offered to promote...

O 9: Increase number of graduates in Fine Arts programs
Increase number of graduates in Fine Arts programs

Related Measure:

M 4: Table of College Graduates by Curriculum and Award type.
Table of College Graduates by Curriculum and Award type.

Source of Evidence: Activity volume

Achievement Target:
The target was to increase the number of graduates.
Findings (2010-2011) - Achievement Target: Met
A.A. - After several years of little or flat graduation totals, there was an increase for the last year
2007-08 24
2008-09 30
2009-10 30
2010-11 50

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Faculty have decided that when faculty advisors meet with art majors they are to advise those students to program place and enco
Established in Cycle: 2010-2011
Faculty have decided that when faculty advisors meet with art majors they are to advise those students to program place and en...

O 10: Expand Art History specialization courses beyond Art 101-102
Expand Art History specialization courses beyond Art 101-102

Related Measure:

M 5: Semester schedule of classes
Semester schedule of classes

Source of Evidence: Curriculum/syllabus analysis of course to program

Achievement Target:
The target for Art History was to offer a variety of specialized Art History.

Findings (2010-2011) - Achievement Target: Met

Fall 2010
AL - Film & Animation
AN - Modern Art
American Art 1
Far Eastern 1
Film & Animation
LO - Far Eastern Art 2
Modern
MA - Modern Art
Topics in Museum Studies
WO - Modern Art
Spring 2011
Film & Animation
History of Design
Far Eastern Art 1
Modern Art
Film & Animation
Italian 1
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts de
Established in Cycle: 2010-2011
Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts ...

Continue to use Cluster meetings to discuss the Art History offerings, by semester, on each campus so that students can have a …
Established in Cycle: 2010-2011
Continue to use Cluster meetings to discuss the Art History offerings, by semester, on each campus so that students can have a...

O 12:Create a portfolio of visual works/projects that can be used to satisfy transfer or other professional requirements.
Create a portfolio of visual works/projects that can be used to satisfy transfer or other professional requirements.

Related Measure:

M 6:Individual instructor requirements per course.

Individual instructor requirements per course. The main courses for portfolio building for transfer are the Drawing 1&2 and Design 1&2 sequences. Other advanced sequences such as Painting 1&2 or Advanced Design or Advanced Drawing can also be used in a professional presentation for exhibit possibilities or employment.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:
the project content may vary by instructor or course but the resulting projects constitute a body of visual work that can be used by the student for academic or professional purposes.

Findings (2010-2011) - Achievement Target: Met

Compilation of works, by semester, that show student strength in gaining mastery of techniques and presentation of visual ideas.
Most of these works have been produced as projects that are directed towards skills building and the understanding of basic visual concepts.

The course completion rates for advanced art courses such as the: the advanced drawing and design, painting, printmaking, sculpture, ceramics and Supervised Study/Seminar & Project is 89.3%. This would indicate that students have been producing advanced projects that can be used for transfer portfolios or professional presentations. The percentage of completion rate was achieved by adding the completion rates of courses listed above and dividing by the number of sections.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Works produced in the Drawing 1 & 2 and the Design 1 & 2 have also been used in portfolios to gain credit at transfer institution.

Established in Cycle: 2010-2011
Works produced in the Drawing 1 & 2 and the Design 1 & 2 have also been used in portfolios to gain credit at transfer institution...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts degree.
Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts degree.
Also have Art History faculty promote the specialized art History courses - on-going.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Semester schedule of classes | Outcome/Objective: Expand Art History specialization courses beyond Art 101-102

Continue to use Cluster meetings to discuss the Art History offerings, by semester, on each campus so that students can have a variety of courses to choose from as Art History majors or as Humanities electives.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Semester schedule of classes | Outcome/Objective: Expand Art History specialization courses beyond Art 101-102

Determine additional courses to be offered to promote increased enrollment.
Art Programs on each campus determine in their course offerings by semester which additional courses might be offered to promote increased enrollment as part of the art degree or elective requirements in the degree programs. Each campus program, depending on facilities and time constraints, select the specific courses to add or eliminate each semester depending on graduation requirements of the specific degree.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** Table of student enrollment by Program Placed Students from Fact Book 2006-2010 | **Outcome/Objective:** Increase enrollment in art courses.

Faculty have decided that when faculty advisors meet with art majors they are to advise those students to program place and …
Faculty have decided that when faculty advisors meet with art majors they are to advise those students to program place and encourage them to complete the degree as a complete transfer package

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Table of College Graduates by Curriculum and Award type. | **Outcome/Objective:** Increase number of graduates in Fine Arts programs

The cluster has scheduled the follow-up for the next assessment cycle.  
The cluster has scheduled the follow-up for the next assessment cycle. Additionally, it will be discussed that Art History sequence may also be recommended as transfer credit courses.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Class Museum Visits, Power Point presentations, Tests | **Outcome/Objective:** Will be able to demonstrate an understanding of 2 and 3 dimensional art and how it relates to the culture in which it was create

The program has set the follow-up assessment for the next cycle.  
The program has set the follow-up assessment for the next cycle.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** One paragraph critique of one of the assignment projects from their semester portfolio | **Outcome/Objective:** Will be able to critically evaluate personal studio art projects or those of other students.

**Works produced in the Drawing 1 & 2 and the Design 1 & 2 have also been used in portfolios to gain credit at transfer instituti**

Works produced in the Drawing 1 & 2 and the Design 1 & 2 have also been used in portfolios to gain credit at transfer institutions if the student transfers before completing the A.A. or A.A.A. degree.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High
Relationships (Measure | Outcome/Objective):

**Measure:** Individual instructor requirements per course.  
**Outcome/Objective:** Create a portfolio of visual works/projects that can be used to satisfy transfer or other professional requirements.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: Will be able to critically evaluate personal studio art projects or those of other students.

Will be able to critically evaluate personal studio art projects or those of other students.

Related Measure:

M 7: One paragraph critique of one of the assignment projects from their semester portfolio.

Students in all of the Art 121, Drawing 1, classes were asked at the end of the semester to write a one paragraph critique of one of the assignment projects from their semester portfolio.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Each student in studio classes will participate in these evaluations.

Findings (2010-2011) - Achievement Target: Met

For classes surveyed in Fall 2010

Number of student responses by campus:
AL - 2 classes - 38 response paragraphs
AN - 3 classes - 28 response paragraphs
LO - 4 classes - 53 response paragraphs
MA - 2 classes - 35 response paragraphs
WO - 4 classes - 46 response paragraphs

Faculty of assessed classes reviewed critique paragraphs with student and work at final portfolio review. Students were clear and concise in their appraisal of the visual images.

Students continue to use verbal and written critiques as a method to assess results of visual image making in art program studio classes. Students gain vocabulary and critical thinking skills when assessing the results of their own or other students' work. These critiques can be student to student or faculty/student reviews.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The program has set the follow-up assessment for the next cycle. Established in Cycle: 2010-2011
The program has set the follow-up assessment for the next cycle.
O 11: Will be able to demonstrate an understanding of 2 and 3 dimensional art and how it relates to the culture in which it was create
Will be able to demonstrate an understanding of 2 and 3 dimensional art and how it relates to the culture in which it was created.

**Related Measure:**

**M 8: Class Museum Visits, Power Point presentations, Tests**

Methods of student introduction may include:

Class Museum Visits - most popular across the five campuses.

Museum Papers based on artifact seen on museum visit.

Power Point presentations created by students in specific class for presentation to the class.

Tests that contain Compare and Contrast essay questions for artifacts from similar periods.

The evaluation method used for these student activities is verbal feedback from the instructor and the grade received for the presentation or assignment.

Source of Evidence: Curriculum/syllabus analysis of course to program

**Achievement Target:**
Both the A.A. and A.A.A. will require the History & Appreciation of Art 1 & 2 is part of their degree programs.

**Findings (2010-2011) - Achievement Target: Met**

The survey was completed by all faculty teaching the Survey Art History courses in the Spring Semester of 2011 to determine when and how each faculty member teaching the survey course provides this learning experience.

The survey determined that art students receive the greatest exposure artifacts and the culture in which they were created in the Art History Survey courses of ART 101-102. The understanding of these cultural relationships was enhanced and exhibited, in many cases, by special presentations and student participation.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The cluster has scheduled the follow-up for the next assessment cycle.**

*Established in Cycle: 2010-2011*
The cluster has scheduled the follow-up for the next assessment cycle. Additionally, they will address that Art History sequence...
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 7: Will create a portfolio of visual works/projects that can be used to satisfy transfer or other professional requirements such as presentation to apply for a gallery exhibit.

Related Measure:

M 12: Individual instructor requirements per course.
Individual instructor requirements per course.
The main courses for portfolio building for transfer are the Drawing 1&2 and Design 1&2 sequences. Other advanced sequences such as Painting 1&2 or Advanced Design or Advanced Drawing can also be used in a professional presentation for exhibit possibilities or employment.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:
The project content may vary by instructor or course but the resulting projects constitute a body of visual work that can be used by the student for academic or professional purposes.

Findings (2010-2011) - Achievement Target: Met
Compilation of works, by semester, that show student strength in gaining mastery of techniques and presentation of visual ideas. Most of these works have been produced as projects that are directed towards skills building and the understanding of basic visual concepts.

The course completion rates for advanced art courses such as the: the advanced drawing and design, painting, printmaking, sculpture, ceramics and Supervised Study/Seminar & Project is 89.3%. This would indicate that students have been producing advanced projects that can be used for transfer portfolios or professional presentations. The percentage of completion rate was achieved by adding the completion rates of courses listed above and dividing by the number of sections.

Works produced in the Drawing 1 & 2 and the Design 1 & 2 have also been used in portfolios to gain credit at transfer institutions if the student transfers before completing the A.A. or A.A.A. degree.

O 8: Increase enrollment in art courses.
Increase enrollment in art courses.

Related Measure:

M 9: Table of student enrollment by Program Placed Students from Fact Book 2006-2010
Table of student enrollment by Program Placed Students from Fact Book 2006-2010

Source of Evidence: Activity volume
**Achievement Target:**
There will be an increase enrollment in both degree programs.

**Findings (2010-2011) - Achievement Target: Met**

Enrollment:
Fall 2009 Fall 2010
A.A. - 594 A.A. - 612
A.A.A. - 265 A.A.A. - 282

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Determine which additional courses might be offered to promote increased enrollment**

*Established in Cycle: 2010-2011*

Art Programs on each campus determine in their course offerings by semester which additional courses might be offered to promote...

**O 9:Increase number of graduates in Fine Arts programs**

Increase number of graduates in Fine Arts programs

**Related Measure:**

**M 10:Table of College Graduates by Curriculum and Award type.**

Table of College Graduates by Curriculum and Award type.

Source of Evidence: Activity volume

**Achievement Target:**
The target was to increase the number of graduates.

**Findings (2010-2011) - Achievement Target: Not Met**

A.A.A. - The graduation rates in the AAA Fine Arts continue to fluctuate with some years higher than others:

- 2007-08 16
- 2008-09 11
- 2009-10 17
- 2010-11 11

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Discuss ways to promote degree completion in the A.A.A.**

*Established in Cycle: 2010-2011*

Students seem to be more interested in completing the transfer degree; although some institutions will take many of the A.A.A....

**O 10:Expand Art History specialization courses beyond Art 101-102**

Expand Art History specialization courses beyond Art 101-102
Related Measure:

**M 11: Semester schedule of classes**  
Semester schedule of classes  
Source of Evidence: Curriculum/syllabus analysis of course to program

**Achievement Target:**  
The target for Art History was to offer a variety of specialized Art History.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010  
AL -  
Film & Animation

AN -  
Modern Art  
American Art 1  
Far Eastern 1  
Film & Animation

LO -  
Far Eastern Art 2  
Modern

MA -  
Modern Art  
Topics in Museum Studies

WO - Modern Art

Spring 2011  
Film & Animation  
History of Design  
Far Eastern Art 1  
Modern Art  
Film & Animation  
Italian 1

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts de**  
Established in Cycle: 2010-2011

Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts...

**Continue to use Cluster meetings to discuss the Art History offerings, by semester, on each campus so that students can have a...**  
Established in Cycle: 2010-2011
Continue to use Cluster meetings to discuss the Art History offerings, by semester, on each campus so that students can have a...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts degree**

Continue to promote, through art students on an on-going basis by semester, the option of an Art History major as a Fine Arts degree.

Also have Art History faculty promote the specialized art History courses - on-going.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

- Measure: Semester schedule of classes | Outcome/Objective: Expand Art History specialization courses beyond Art 101-102

**Continue to use Cluster meetings to discuss the Art History offerings, by semester, on each campus so that students can have a variety of courses to choose from as Art History majors or as Humanities electives.**

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

- Measure: Semester schedule of classes | Outcome/Objective: Expand Art History specialization courses beyond Art 101-102

**Determine which additional courses might be offered to promote increased enrollment**

Art Programs on each campus determine in their course offerings by semester which additional courses might be offered to promote increased enrollment as part of the art degree or elective requirements in the degree programs. Each campus program, depending on facilities and time constraints, select the specific courses to add or eliminate each semester depending on graduation requirements of the specific degree.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

- Measure: Table of student enrollment by Program Placed Students from Fact Book 2006-2010 | Outcome/Objective: Increase enrollment in art courses.
Discuss ways to promote degree completion in the A.A.A.
Students seem to be more interested in completing the transfer degree; although some institutions will take many of the A.A.A. degree courses as part of a transfer package. The program has scheduled that Spring 2012 Art Cluster to discuss ways to promote degree completion in the A.A.A.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Table of College Graduates by Curriculum and Award type. |
Outcome/Objective: Increase number of graduates in Fine Arts programs

The cluster has scheduled the follow-up for the next assessment cycle.
The cluster has scheduled the follow-up for the next assessment cycle. Additionally, they will address that Art History sequence may also be recommended as transfer credit courses.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Class Museum Visits, Power Point presentations, Tests |
Outcome/Objective: Will be able to demonstrate an understanding of 2 and 3 dimensional art and how it relates to the culture in which it was create

The program has set the follow-up assessment for the next cycle.
The program has set the follow-up assessment for the next cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: One paragraph critique of one of the assignment projects from their semester portfolio. |
Outcome/Objective: Will be able to critically evaluate personal studio art projects or those of other students.
Mission / Purpose

The program is designed for students for diverse career options within the field of photography and digital imaging. Course work will stress both technical and aesthetic elements, enabling students to solve a wide range of visual problems with imagination and originality.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Solve technical and aesthetic problems independently and creatively

Solve technical and aesthetic problems independently and creatively

Related Measure:

M 1: PHT 135: Multiple choice exam question (attached)

PHT 135: Multiple choice exam question (attached)

Source of Evidence: Administrative measure - other

Achievement Target:

the achievement level should be 80%

Findings (2010-2011) - Achievement Target: Partially Met

In Fall 2010 all PHT135 students were assessed. This involved 3 faculty members in 3 sections. The total sample was 41 students.

· Alexandria (26) 78% correct

· Woodbridge (8) 100% correct

All sections' correct answers 34 = 83%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

In Spring 2012, Alexandria campus should provide review materials in Blackboard and monitor the result in the next report. Established in Cycle: 2010-2011

Faculty decided that the achievement level should be 80%. The achievement level of 83% meets the criteria for success. However, ...

O 2: Discuss images in terms of the history and theory of the medium

Discuss images in terms of the history and theory of the medium

Related Measure:

M 2: PHT 110: Multiple choice exam question (attached)
PHT 110: Multiple choice exam question (attached)

Source of Evidence: Administrative measure - other

**Achievement Target:** The achievement level should be 80%.

**Findings (2010-2011) - Achievement Target: Met**

In Fall 2010 all PHT 110 students were assessed. This involved 2 faculty members in 3 sections. The total sample was 60 students.

- Alexandria (8wksHB) (34) 82% correct
- Woodbridge (16wksHB) (17) 89% correct

*All sections' correct answers 51 = 85%*

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**This SLO is assessed in Fall 2012 again.**

*Established in Cycle: 2010-2011*

Faculty decided that the achievement level should be 80%. The achievement level of 85% meets the criteria for success.

This...

**O 3: Identify career options in the field**

Identify career options in the field

**Related Measure:**

**M 3: PHT227: Short essay (attached)**

PHT227: Short essay (attached)

Source of Evidence: Administrative measure - other

**Achievement Target:**

the achievement level should be 80%.

**Findings (2010-2011) - Achievement Target: Met**

In Fall 2010 all PHT227 students were assessed. This involved 1 faculty member in 1 section in Alexandra campus. The total sample was 23 students.

- 17 students earned 10 points out of 10
- 2 students earned 9 points out of 10 (both were unrealistic about what they need to do next)
- 2 students earned 8 points out of 10 (1 failed to present accurate information about how close he is to his goals now and was unrealistic about to do next. 1 failed to present information about how close he is to
his goals with clarity and was unrealistic about to do next.)
2 students earned 7 points out of 10 (1 failed to address what he needs to
· she needs to do next with clarity, and was unrealistic about where she
stands now.)
91% earned 8 points and above

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This SLO is assessed in Fall 2012 again.
Established in Cycle: 2010-2011
Faculty decided that the achievement level should be 80%. The
achievement level of 91% meets the criteria for success. This SL...

O 4: Control the image capture process
Control the image capture process

M 4: PHT 100: Multiple choice exam question (attached)
PHT 100: Multiple choice exam question (attached)
Source of Evidence: Administrative measure - other

Achievement Target:
the achievement level should be 80%.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

To provide review materials especially for the DOF in Blackboard in
Spring 2012 and monitor the result in the next report.
Established in Cycle: 2010-2011
Faculty decided that the achievement level should be 80%. The
achievement level of 88.7% (shutter speed question) meets the cr...

O 5: Discuss work in the medium with correct and appropriate vocabulary
Discuss work in the medium with correct and appropriate vocabulary

Related Measure:

M 5: PHT 101: Multiple choice exam question (attached)
PHT 101: Multiple choice exam question (attached)
Source of Evidence: Administrative measure - other

Achievement Target:
the achievement level should be 80%.

Findings (2010-2011) - Achievement Target: Met
In Spring 2011 all PHT101 students were assessed. This involved 3 faculty
members in 3 sections. The total sample was 28 students.
· Alexandria (12) 92.3% correct

· Woodbridge (13) 86% correct

All sections’ correct answers 25 = 89.3%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This SLO is assessed in Spring 2012 again.
Established in Cycle: 2010-2011
Faculty decided that the achievement level should be 80%. The achievement level of 89.3% meets the criteria for success. This ...

O 6: To provide quality occupational training for diverse career options in the field of photography.
To provide quality occupational training for diverse career options in the field of photography.

Related Measure:

M 6: Graduate Survey Summary; 2-year graduate survey summary 2010 report from OIR

Graduate Survey Summary

2-year graduate survey summary 2010 report from OIR

Continue to consult with Photography Curriculum Advisory Board about current trends in the profession.

Continue to consult with Photography Curriculum Advisory Board about current technology needed for keeping instruction current.

Professional development.

FTES data
- Fact Book 2005-2006 through 2010-2011 from OIR

Graduation data
- Number of NOVA Graduates By Degree and Specialization: 2010-2011 from OIR

Number of program placed students
- Distribution of Program Placed Students By Curriculum and Award Type 2006-3010 from OIR

Success rates
- Success rates by Discipline -from OIR

Source of Evidence: Administrative measure - other

Achievement Target:
1) the achievement level should be 75%.
2) the achievement level should be the college average.
3) the achievement level should be a majority of recent graduates employed.
4) the achievement level should be to expose students to current trends and resources for the business of photography.
5) the achievement level should be adequate funding of technology.
6) the level of achievement this year should be support to attend professional conferences.

Findings (2010-2011) - Achievement Target: Partially Met

Primary Goal in Attending NOVA
Transfer to a university = 0%
Occupational training = 0%
Improve job skills = 20%
Personal enrichment = 80%
All respondents reported their goal was attained.

5 graduates responded to the Graduate Survey.

Overall Rating of College Instruction
Course Content = 3.00 (college 3.20)
Faculty Teaching Ability = 2.8 (college 3.21)

Occupational Status 6 months after graduating
FT employed = 80%
PT employed = 20%
Unemployed (looking) = 0%
Unemployed (not looking) = 0%
The advisory Board recommended having a photography business course.
The Advisory Board recommended upgrading technology and equipment to support the updated curriculum.

One professor attended the National Society for Photographic Education Conference.

One professor had an exhibition of her artwork at the American University Museum-Katzen Arts Center. A public art installation and many public events coincided with this exhibition.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty decided to survey students in selected advanced classes at midterm for feedback about instruction and course content. Established in Cycle: 2010-2011
Faculty decided that the achievement level should be 75%. The graduate survey indicated a 100% success rate. Therefore the achie...

O 7: To enroll, retain and graduate more students
To enroll, retain and graduate more students
Achievement Target:
FTES have increased.

Faculty decided that the achievement level should be an increase in FTES.

This year number of graduates increased by 4.

Faculty decided that the achievement level should be an increase.

Faculty decided that the achievement level should be 75%.

Findings (2010-2011) - Achievement Target: Partially Met
FTE Fall 2010 128.3
FTE Fall 2009 123.7
FTE Fall 2008 106.3
FTE Fall 2007 103.5

2010-2011 = 13
2009-10 = 9
2008-09 = 8
2007-08 = 11
Fall 2010 = 120
Fall 2009 = 135
Fall 2008=125
Fall 2007 = 119
Fall 2010
PHT Success Rate 73.3%
Fall 2009
PHT Success Rate 71.9%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

ELI, hybrid, 1st and 2nd 8 week classes as well as traditional 16-week sessions.
Established in Cycle: 2010-2011
FTES have increased. To promote further growth, continue to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes a...
Action Plan Detail for This Cycle (by Established cycle, then alpha)

ELI, hybrid, 1st and 2nd 8 week classes as well as traditional 16-week sessions.
FTES have increased. To promote further growth, continue to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes as well as traditional 16-week sessions. Continue to identify courses with potential to grow and add sections to meet demand. Continue to promote classes and degree programs aggressively.
Faculty decided that the achievement level should be an increase in FTES. The goal was met.
This year number of graduates increased by 4. The goal was met because faculty decided that the achievement level should be an increase.
Faculty decided that the achievement level should be an increase. The program goal was not met. Faculty continue to promote degree program aggressively by informing adjunct instructors about degree choice and course selections. Will use flyer to promote program placement.
Faculty decided that the achievement level should be 75%. The program goal was not met. In Spring 2012, Faculty will inform students about services that college provides (tutoring, writing center, etc…). In spring 2012, faculty at Alexandria campus, where the AAS degree is offered, will conduct a midterm informal evaluation in PHT100, 101, and 110 to improve communication.
Work with adjunct instructors to ensure that they assist students with course selection in Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: FTES data; Graduation data; Number of program placed students; Success rates | Outcome/Objective: To enroll, retain and graduate more students

Faculty decided to survey students in selected advanced classes at midterm for feedback about instruction and course content.
Faculty decided that the achievement level should be 75%. The graduate survey indicated a 100% success rate. Therefore the achievement level was met.

Faculty decided that the achievement level should be the college average. Students rated both Course Content and Faculty Teaching Ability under the college level. The achievement level was not met. In Spring 2012, faculty will survey students in selected advanced classes at midterm for feedback about instruction and course content. The survey results will be considered to determine what changes need to be made.
Faculty decided that the achievement level should be a majority of recent graduates employed. Achievement level was met.

Hosted a lecture by Judy Herrmann from ASMP in November 2010. Over 80 students attended to the event. The event was open to public to serve the community in addition to providing the lecture to our students. Judy Herrmann expressed her interest in giving lectures again in the future. Photography program recorded the lecture to make it available for students in classes.
Faculty decided that achievement level should be to expose students to current trends and resources for the business of photography. The achievement level was met.
Tech Plan and ETF funding are used annually to upgrade technology.
At Alexandria campus, 1 Print Viewing Stand, 3 sets of standard lighting control tools for video and still production, 1 flash, 3 sets of lights, 1 professional quality scanner,
and 6 professional quality video cameras were added. In addition, 32 new 27” iMacs were updated. At the Woodbridge campus the following items were updated: additional color calibration equipment, scanning software, ink jet printer, archival print washer, two mat cutters, two paper cutters, one flatbed scanner, 10 lav mics, 5 shotgun mics (and accessories), 1 lighting kit, and 1 gaffer kit (and accessories.) Faculty decided that the achievement level should be adequate funding of technology. This year that goal was met. During the next academic year, knowledge gained at the conference will be incorporated into classroom teaching.

This brings enhanced visibility, to the photography program. Students are inspired when they observe their arts faculty as active creative artists.

Faculty decided that level of achievement this year should be support to attend professional conferences and the goal was met.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Graduate Survey Summary ; 2-year graduate survey summary 2010 report from OIR | Outcome/Objective: To provide quality occupational training for diverse career options in the field of photography.

In Spring 2012, Alexandria campus should provide review materials in Blackboard and monitor the result in the next report. Faculty decided that the achievement level should be 80%. The achievement level of 83% meets the criteria for success. However, the success rate for Alexandria campus was 78%. In Spring 2012, all faculty at Alexandria campus should provide review materials in Blackboard and monitor the result in the next report.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: PHT 135: Multiple choice exam question (attached) | Outcome/Objective: Solve technical and aesthetic problems independently and creatively

This SLO is assessed in Fall 2012 again. Faculty decided that the achievement level should be 80%. The achievement level of 85% meets the criteria for success. This SLO is assessed in Fall 2012 again.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: PHT 110: Multiple choice exam question (attached) | Outcome/Objective: Discuss images in terms of the history and theory of the
This SLO is assessed in Fall 2012 again.
Faculty decided that the achievement level should be 80%. The achievement level of 91% meets the criteria for success.
This SLO is assessed in Fall 2012 again.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: PHT227: Short essay (attached) | Outcome/Objective: Identify career options in the field

This SLO is assessed in Fall 2012 again.
Faculty decided that the achievement level should be 80%. The achievement level of 89.3% meets the criteria for success.

This SLO is assessed in Fall 2012 again.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: PHT 101: Multiple choice exam question (attached) |
Outcome/Objective: Discuss work in the medium with correct and appropriate vocabulary

To provide review materials especially for the DOF in Blackboard in Spring 2012 and monitor the result in the next report.
Faculty decided that the achievement level should be 80%. The achievement level of 88.7% (shutter speed question) meets the criteria for success. However, the achievement level for the DOF question was 71.3%. In 2009-2010 the achievement level for the DOF question was also lower than the shutter speed question. Faculty decided to provide review materials especially for the DOF in Blackboard in Spring 2012 and monitor the result in the next report.

In 2009-2010 the success rate (64.5%) for ELI courses was substantially lower than other courses. The template used by the online ELI sections of PHT 100 was revised during the spring 2010. Students are directed to additional on-line resources including a virtual camera and additional links to the textbook publisher's web site. The percentage of correct answers for the question on shutter speed rose from 64.5% to 90.5%. The percentage of correct answers for the question on depth of field rose from 61.3% to 88%. Faculty decided the criteria for success were met. The ELI course redesign was successful.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PHT 100: Multiple choice exam question (attached) |
Outcome/Objective: Control the image capture process
Mission / Purpose

The Fire Science Program is designed to lead to an AAS Degree in Fire Science Technology which will prepare students for advancement in technical or administrative careers in the fire service and related fields.

Although the curriculum is focused on assisting students who are currently firefighters with their career development goals, students with a variety of backgrounds have graduated from the program and pursued careers in the public sector fire services, or for private sector careers in safety, loss prevention engineering and risk management. Although not the primary purpose of the AAS degree, opportunities also exist for transfer into four-year baccalaureate degree programs in fire science, public safety, public administration, and emergency management and planning through articulation and other agreements.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Students will be able to explain the basic theories and fundamentals of how and why fires start, spread and are controlled.

Students will be able to explain the basic theories and fundamentals of how and why fires start, spread and are controlled.

Related Measure:

M 1: FST 110 – Examinations. Students are asked to solve problems relating to the chemistry and physics of fire and to apply their conclusions to select the appropriate extinguishing agent for various types of fire.

FST 220 - Examinations. Students are required to know the various types of building construction and how those structures will fail under fire and adverse conditions.

Source of Evidence: Academic direct measure of learning - other

Achievement Target: students in ELI sections (2010-2011) will successfully answer the question.

Findings (2010-2011) - Achievement Target: Partially Met

95% (n=21) of students in ELI sections (2010-2011) were able to successfully answer the question.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

A new course delivery method (ELI) will start in 2011. The program will monitor this outcome each year.

Established in Cycle: 2009-2010
A new course delivery method (ELI) will start in 2011, which should address issues related to class attendance for FST 220...

The outcome assessed showed that students have been learning the material addressed in the SLO.  
*Established in Cycle: 2010-2011*

The outcome assessed showed that students have been learning the material addressed in the SLO.

The FST program continues...

**O 2:** Students will be able to identify and analyze the components of building construction related to fire and life safety, including inspections, pre-incident planning and emergency operations.

**Related Measure:**

**M 10:** Research Project FST 220

Research Project. During FST 220, students complete a research project that involves a building under construction to understand the components and weak points of the structure.

Source of Evidence: Project, either individual or group

**Achievement Target:**
Use research project to identify and analyze building construction as related to fire and life safety.

**Findings (2010-2011) - Achievement Target: Met**

75% (n=12) of all students enrolled in FST 220 (2010-2011) completed the project with analysis that demonstrated comprehension of building construction.

**O 4:** Students will be able to explain the basic philosophy, organization, and operation of fire and injury prevention programs.

Students will be able to explain the basic philosophy, organization, and operation of fire and injury prevention programs.

**Related Measure:**

**M 4:** FST 120 – Examination. Students are asked questions to assess their knowledge of occupational safety and health in the emergency services.

FST 120 - Examination. Students are asked questions to assess their knowledge of occupational safety and health in the emergency services, with particular attention to injury prevention.  
Virginia Department of Fire Programs Certification Examinations.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

students enrolled in FST 120 will answer the questions accurately
Findings (2010-2011) - Achievement Target: Partially Met
When considering only the questions on the examination related to this SLO, which is a different measurement than exam grades, students enrolled in FST 120 answered the questions with 92% (n=16) accuracy.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA. 
Established in Cycle: 2009-2010
Continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA.

The outcome assessed showed that students have been learning the material sufficiently to complete the course successfully.
Established in Cycle: 2010-2011

The outcome assessed showed that students have been learning the material sufficiently to complete the course successfully.
...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 6: To maintain enrollment in the program by offering courses in alternative formats and utilizing non-traditional scheduling.
To maintain enrollment in the program by offering courses in alternative formats and utilizing non-traditional scheduling.

Related Measure:

M 6: Enrollment data
Review internal data for enrollment from the student information system (PeopleSoft) from current and prior academic years.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
increase in enrollment in credit courses

Findings (2010-2011) - Achievement Target: Met

FTE students
Spring 2006: 0
Academic Year 2006-2007: 18.2
Academic Year 2007-2008: 46.56
Academic Year 2008-2009: 50.2
Without exception, spring enrollments are higher than fall. Enrollment % change from fall to spring for academic year:

- Academic Year 2006-2007: 150%
- Academic Year 2007-2008: 19.6%
- Academic Year 2008-2009: 4%
- Academic Year 2009-2010: 68.4%
- Academic Year 2010-2011: 64.5%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The program will monitor enrollment each semester.**

*Established in Cycle: 2009-2010*

Although non-traditional scheduling has resulted in some program growth, the development of ELI courses during this academic y...

**Need to develop a better plan for summer advising to get students enrolled in Fall semester classes.**

*Established in Cycle: 2010-2011*

Need to develop a better plan for summer advising to get students enrolled in Fall semester classes.
The addition of ELI c...

**O 7: Increase the program graduation totals.**

Increase the program graduation totals.

**Related Measure:**

**M 9: Review OIR graduation data. Number of Graduates by Program and Specialization**

Review OIR graduation data.

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Informal discussions with local Fire Service executives and students.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

Increase number of graduates
Findings (2010-2011) - Achievement Target: Partially Met

There was only 1 FST AAS graduate in academic year 2010 - 2011. Graduation is not a goal for many students who only seek to earn academic credit, which is used by local departments as part of the evaluation for promotions.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Consider the development of career studies certificates which may include fewer barriers to completion.

Established in Cycle: 2010-2011

Consider the development of career studies certificates which may include fewer barriers to completion. Local fire departments...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Consider the development of career studies certificates which may include fewer barriers to completion.

Consider the development of career studies certificates which may include fewer barriers to completion.

Local fire departments are supposed to begin to recognize degree completion during promotional processes in the near future. Assessed annually.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Review OIR graduation data. Number of Graduates by Program and Specialization | Outcome/Objective: Increase the program graduation totals.

Need to develop a better plan for summer advising to get students enrolled in Fall semester classes.

Need to develop a better plan for summer advising to get students enrolled in Fall semester classes.

The addition of ELI courses and their associated counseling resources are expected to provide more readily available contacts for students than 9 month faculty.

There was an 66% increase in enrollment in credit courses from the 2009-2010 academic year to the 2010 - 2011 academic year. Although not analyzed for this report, Fall 2011 enrollment was 31.6 FTEs, on target for the largest enrollment since the last program review. Assessed annually.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Enrollment data | **Outcome/Objective:** To maintain enrollment in the program by offering courses in alternative formats and utilizing non-traditional scheduling.

**The outcome assessed showed that students have been learning the material addressed in the SLO.**

The outcome assessed showed that students have been learning the material addressed in the SLO.

The FST program continues to evaluate student learning and may consider a pre-test in future semesters to measure learning as a result of the coursework. Assessed again in two cycles.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

<table>
<thead>
<tr>
<th>Measure: FST 110 – Examinations. Students are asked to solve problems relating to the chemistry and physics of fire and to apply their c</th>
<th>Outcome/Objective: Students will be able to explain the basic theories and fundamentals of how and why fires start, spread and are controlled.</th>
</tr>
</thead>
</table>

**The outcome assessed showed that students have been learning the material sufficiently to complete the course successfully.**

The outcome assessed showed that students have been learning the material sufficiently to complete the course successfully.

Continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA. Scheduled for assessment in next cycle.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**The outcome assessed showed that students have been learning the material sufficiently to complete the course successfully.**

The outcome assessed showed that students have been learning the material sufficiently to complete the course successfully.

This result showed a slight decline since the implementation of ELI courses beginning during spring 2011. Course revisions may be considered as more data is collected over the next few semesters. Assessed in next academic year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

| Measure: FST 120 – Examination. Students are asked questions to assess their knowledge of occupational safety and health in the emergenc | Outcome/Objective: Students will be able to explain the basic philosophy, organization, and operation of fire and injury prevention programs. |
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Identify the muscular-skeletal structure
Graduates will identify the muscular-skeletal structure as it relates to fitness.

Related Measure:

M 1: Select questions on Exit Exam
Select questions on Exit Exam #6, 23, 26, 28, 32, 34, 35, 36, 41, 43, 45, 96
Source of Evidence: Comprehensive/end-of-program subject matter exam

Achievement Target:
The expectation is that 80% - 100% will answer each question correctly.

Findings (2010-2011) - Achievement Target: Not Met
Of the 12 questions asked 4 had no missed answers (#6, #32, #36, #96), 2 questions had 1 missed answer (#41 and #43), 3 questions (questions #23, #26, #45) had 2 wrong answers, and 3 questions (#28, #34, #35) had 3 wrong answers. Two scantrons were missing.

Two of the questions were on joint structure and function and the other questions were on specific weight training machines or exercise. The results revealed that 70%-100% of the students answered each question correctly. This material is specifically covered in PED 111- Weight Training.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Developing a rubric in PED 111 and having the students identify muscle groups involved in lesson plans for PED 220 would give th
Established in Cycle: 2010-2011
Developing a rubric in PED 111 and having the students identify muscle groups involved in lesson plans for PED 220 would give th...

increased the number of opportunities students have to be formally evaluated
Established in Cycle: 2010-2011
The five questions missed most frequently were involving a specific exercise or machine. To address this issue we increased the...

O 15: Graduates will analyze case studies to demonstrate their understanding of physical concepts
Graduates will analyze case studies to demonstrate their understanding of physical concepts
Related Measure:

M 2: Development of exercise program based on outline

Assignments: Development of exercise program based on outline, weekly entries in Individual History Form (IHF), and Final paper Students developed a personal fitness plan and followed their senior member's progress weekly.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Increase the number of opportunities students have to analyze case studies in PED 220 and 107.

Findings (2010-2011) - Achievement Target: Met

Through reading and discussions students were able to plan an individual exercise plan for an assigned senior. They were also able to accommodate a variety of conditions (arthritis, osteoporosis, hip replacements, CHD) while teaching their specific module.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Many of the exercise science/physiology texts use case studies as a method of teaching physical fitness concepts
Established in Cycle: 2010-2011
Many of the exercise science/physiology texts use case studies as a method of teaching physical fitness concepts. Perhaps the i...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 13: Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the fitn
Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the fitness industry

Related Measure:

M 3: Number of fitness students passing Exit Exam

Number of fitness students passing Exit Exam
Source of Evidence: Comprehensive/end-of-program subject matter exam

Achievement Target:
Increase the pass rate.

Findings (2010-2011) - Achievement Target: Met
Fall 2010 - 1 out of 1 passed
Spring 2011- 7 out of 8 passed
Spring 2010 - 3 out of 3 passed
Total 2010-2011 - 11 out of 12 passed
2 passed the exam the second try

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Encouraging the students to form a study group and revising the study sheet were successful strategies to increase the pass rate
Established in Cycle: 2010-2011
Encouraging the students to form a study group and revising the study sheet were successful strategies to increase the pass rate...

M 4: Successful completion of the internship courses (PED 190 and PED 220)
Successful completion of the internship courses (PED 190 and PED 220)
Data obtained from the Grade Distribution by Course
Source of Evidence: Field work, internship, or teaching evaluation

Achievement Target:
The fitness students who completed PED 220 will do so successfully.

Findings (2010-2011) - Achievement Target: Met
Fall 2010/Spring 2011 - 9/6 students successfully completed PED 220 for a total of 15 for the academic year. 1 student was ill and withdrew and a second student missed many classes due to illness and is now taking PED 190 to complete here requirement.

PED 190 - Of the 5 students who took PED 190- 4 completed successfully, 1 due to illness is retaking this semester. One student completed the internship but did not receive a good evaluation from her supervisor.

The fitness students who completed PED 220 did so successfully. Each semester improving the training, lesson plan expectation, and the opportunities to work with different populations has improved their confidence.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The cluster should examine the PED 190, the expectations, the process to ensure the students are receiving a good experience and Established in Cycle: 2010-2011
The cluster should examine the PED 190, the expectations, the process to ensure the students are receiving a good experience a...

M 5: Graduate Survey Summaries report
Achievement Target:
Graduates will be satisfied with their NOVA educational experience (quality of instruction, course content, faculty concern, faculty availability, teaching ability, and advising.)

Findings (2010-2011) - Achievement Target: Met

The 2010 2-Year Graduate Survey only yielded 4 responses from the Fitness students. Two of those took the courses for occupational training, one to improve job skills, and one for personal enrichment. All were satisfied with their NOVA educational experience (quality of instruction, course content, faculty concern, faculty availability, teaching ability, and advising.) and attained their goals. Of the four 1 was employed full-time 6 months after graduation and 3 were employed part-time 2 of which continued to attend NOVA.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

As we implement some of the proposed changes the results should be more favorable.
Established in Cycle: 2010-2011
As we implement some of the proposed changes the results should be more favorable.

O 14: Increase the number of graduates
Increase the number of graduates

Related Measure:

M 6: Number of graduates in Fitness Career Studies

Number of graduates in Fitness Career Studies
Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011
Source of Evidence: Performance in subsequent schooling feedback

Achievement Target:
Increase the number of Fitness graduates.

Findings (2010-2011) - Achievement Target: Not Met

7 graduates in 2010-2011
Graduation totals:
2006 3
2007 6
2008 11
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Perhaps a deadline mandated to ensure the students take the Exam and complete the graduation process the same semester as their Established in Cycle: 2010-2011

It was clear from further investigating the difference in the number of fitness students who took the PED 220 and actually compl...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

As we implement some of the proposed changes the results should be more favorable.

As we implement some of the proposed changes the results should be more favorable.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduate Survey Summaries report | Outcome/Objective: Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the fitn

Developing a rubric in PED 111 and having the students identify muscle groups involved in lesson plans for PED 220 would give th

Developing a rubric in PED 111 and having the students identify muscle groups involved in lesson plans for PED 220 would give the students more opportunities to practice identification and verbalize what they learned.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Select questions on Exit Exam | Outcome/Objective: Identify the muscular-skeletal structure

Encouraging the students to form a study group and revising the study sheet were successful strategies to increase the pass rate

Encouraging the students to form a study group and revising the study sheet were successful strategies to increase the pass rate. As we go through the PED revision we have planned to also be revising the Exit Exam Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of fitness students passing Exit Exam | Outcome/Objective: Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the field.

Increased the number of opportunities students have to be formally evaluated
The five questions missed most frequently were involving a specific exercise or machine. To address this issue we increased the number of opportunities students have to be formally evaluated, develop a rubric for PED 111 in Spring 2010 and scheduled to include muscle identification in the lesson planning in PED 220 Fall 2011. This strategy is part of the SLO's for the Physical Education Peer Review. The program has scheduled the next assessment for Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Select questions on Exit Exam | Outcome/Objective: Identify the muscular-skeletal structure

Many of the exercise science/physiology texts use case studies as a method of teaching physical fitness concepts
Many of the exercise science/physiology texts use case studies as a method of teaching physical fitness concepts. Perhaps the instructors of PED 111 and 107 can look at this methodology for their classes. It is a discussion that can take place in the cluster meeting. The program has scheduled the next assessment for Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Development of exercise program based on outline | Outcome/Objective: Graduates will analyze case studies to demonstrate their understanding of physical concepts

Perhaps a deadline mandated to ensure the students take the Exam and complete the graduation process the same semester as their internship
It was clear from further investigating the difference in the number of fitness students who took the PED 220 and actually completed the graduation process (taking the exit exam, filing for graduation) a follow-up is needed. Perhaps a deadline mandated to ensure the students take the Exam and complete the graduation process the same semester as their internship is in order. This is to be discussed at the next cluster meeting in Spring 2012. The program has scheduled the next assessment for Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of graduates in Fitness Career Studies | Outcome/Objective: Increase the number of graduates
The cluster should examine the PED 190, the expectations, the process to ensure the students are receiving a good experience and that the students are prepared to go into a facility. (Spring 2012)

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Successful completion of the internship courses (PED 190 and PED 220) |  
**Outcome/Objective:** Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the …
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program Goals: To encourage students to complete their degree

Program Goals: To encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization

Fact Book 2005-2006 Through 2009-2010

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Achievement Target: Met

2010-2011: 1146
2009-2010: 902
2008-09: 725
2007-08: 749
2006-07: 835
2005-06: 844
2004-05: 825

09-10 to 10-11: 27% increase
08-09 to 09-10: 23% increase
04-05 to 09-10: 8% increase

O 2: Program Goals: To increase the number of program placed students in the program.

Program Goals: To increase the number of program placed students in the program.

Related Measure:

M 2: Distribution Of Program Placed Students By Curriculum And Award Type
Distribution Of Program Placed Students By Curriculum And Award Type
(Factbook 09-10 Table 1.14)

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Monitoring for continuous improvement

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th></th>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>8,035</td>
<td>8,881</td>
<td>8,666</td>
<td>9,657</td>
<td>10,741</td>
</tr>
</tbody>
</table>

11% increase from previous year
10% increase from previous year

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**This program goal is assessed annually.**
The number of graduates has continued to increase for two years; this increase meets the program's achievement target.
This program goal is assessed annually.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Number of Graduates by Program and Specialization
- **Outcome/Objective:** Program Goals: To encourage students to complete their degree

**This program goal is assessed annually.**
The number of program-placed students increased, meeting the program's achievement target.
The goal was met as the number of program placed students increased. This program goal is assessed annually.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** High
Relationships (Measure | Outcome/Objective):

**Measure**: Distribution Of Program Placed Students By Curriculum And Award Type | **Outcome/Objective**: Program Goals: To increase the number of program placed students in the program.
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9: Program Goals: To increase the success rate of students in their required courses

Program Goals: To increase the success rate of students in their required courses

Related Measure:

M 9: Grade Distribution by Course for required courses; Success Rate by Discipline

Grade Distribution by Course for required courses
Success Rate by Discipline
2009
2008

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Students in RPK courses will pass at a higher rate than the college average for course success rate.

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPK</td>
<td>100</td>
<td>61</td>
<td>88</td>
</tr>
<tr>
<td>RPK</td>
<td>135</td>
<td>69</td>
<td>92</td>
</tr>
<tr>
<td>RPK</td>
<td>141</td>
<td>71</td>
<td>85</td>
</tr>
<tr>
<td>RPK</td>
<td>170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RPK</td>
<td>175</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RPK Discipline success rate:
2010: 87.3%
2009: 83.3%
2008: 73.3%

College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

Target: Exceed College average for course success rate

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal is assessed annually.
Established in Cycle: 2010-2011
Students in RPK courses continue to pass at a higher rate than the College average. This meets the achievement target.

O 10: Program Goals: To encourage students to continue through all courses and complete the degree
Program Goals: To encourage students to continue through all courses and complete the degree
**Related Measure:**

**M 10: Number of Graduates by Program and Specialization**

Number of Graduates by Program and Specialization Fact Book 2005-2006 Through 2009-2010

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Increased number of graduates

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>6</td>
</tr>
<tr>
<td>2009-10</td>
<td>5</td>
</tr>
<tr>
<td>2008-09</td>
<td>4</td>
</tr>
<tr>
<td>2007-08</td>
<td>2</td>
</tr>
<tr>
<td>2006-07</td>
<td>0</td>
</tr>
</tbody>
</table>

Target: increased number of graduates

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**This program goal is assessed annually.**

Established in Cycle: 2010-2011
The number of graduates has continued to increase. This increase meets the program’s achievement target. This program goal wi...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

This program goal is assessed annually.

Students in RPK courses continue to pass at a higher rate than the College average. This meets the achievement target.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Grade Distribution by Course for required courses; Success Rate by Discipline | **Outcome/Objective:** Program Goals: To increase the success rate of students in their required courses
This program goal is assessed annually.

The number of graduates has continued to increase. This increase meets the program's achievement target. 
This program goal is assessed annually.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Number of Graduates by Program and Specialization
- **Outcome/Objective:** Program Goals: To encourage students to continue through all courses and complete the degree
Detailed Assessment Report
2010-2011 Geographic Information Systems Career Studies Certificate

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Students will plan and perform spatial analysis.
Students will plan and perform spatial analysis.

Related Measure:

M 2: GIS201 semester term project

- To pass GIS201, students are required to design and implement a GIS to solve a spatial problem (semester term project). The rubric requires students use an analytical methodology to define a problem, collect data, assemble a GIS, perform spatial analysis, and prioritize alternative solutions.

-- Students must complete a technical paper discussing the mandatory elements of the project

-- Students are required to deliver a 10-minute decision briefing, supported by their analysis

Source of Evidence: Project, either individual or group

Achievement Target:
Students will successfully complete term project

Findings (2010-2011) - Achievement Target: Met

All results are for Spring 2011

- 15 students successfully completed the GIS201 term project (ELI) (n=15): (100%)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

TBD no results given
Established in Cycle: 2008-2009
TBD no results given

Results were satisfactory, with students able to apply to define and manage a GIS project. Greater emphasis should be placed on Established in Cycle: 2010-2011
Results were satisfactory, with students able to apply to define and manage a GIS project. Greater emphasis should be placed on...

O 4: Students will manage diverse spatial data.
Students will manage diverse spatial data.
Related Measure:

M 17: As part of the GIS201 final term project, students must locate, obtain and create spatial data to support their analyses. Data formats range from spreadsheets, databases, hard-copy products to geospatial files. Data sources range from data warehouses accessible via the Internet, to government agencies, to student-produced datasets.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Students will use a variety of data sources

Findings (2010-2011) - Achievement Target: Partially Met

All results are for Spring 2011 (n=15):

- Number of data sources used in GIS201 term project was evaluated (ELI):
  -- 0 students used 1 source
  -- 1 students used 2 sources
  -- 14 students used 3 or more sources

- Number of data formats used in GIS201 term project was evaluated (ELI): (n=15)
  -- 0 students had only 1 data format
  -- 2 students had 2 data formats
  -- 14 students had 3 or more data formats

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Most students used a variety of data sources, delivered in a variety of formats. The project proposal should be revised to refle
Established in Cycle: 2010-2011
Most students used a variety of data sources, delivered in a variety of formats. The project proposal should be revised to refle...

O 5: Students will plan, develop and maintain a GIS.
Students will plan, develop and maintain a GIS.

Related Measure:
M 18:- In GIS201 students complete an assignment to develop a geodatabase schema, and then populate the geodatabase with varied spatial data structures

- In GIS201 students complete an assignment to develop a geodatabase schema, and then populate the geodatabase with varied spatial data structures
- As part of the GIS201 final term project, students are required to submit the final database (including metadata) developed for the project

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
NA

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

All results are for Spring 2011 (n=15)

- Mean score for the geodatabase assignment : 95%
- 14 students developed geospatial databases
- 8 students employed advanced data management features available in a geodatabase

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

An assignment was developed in-house to give students an opportunity to apply database theory to real-world data. Students were...

Established in Cycle: 2010-2011
An assignment was developed in-house to give students an opportunity to apply database theory to real-world data. Students were...

O 11:Define and employ geospatial vocabulary

Define and employ geospatial vocabulary

Related Measure:

M 16: multiple choice questions on final exam in GIS 201

- On the final exam in GIS201, students were given a set of multiple choice questions requiring application of the following geospatial concepts: geographic scale, geovisualization, spatial data management, geoprocessing, cartography, and geospatial analysis.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
80% pass rates

Findings (2010-2011) - Achievement Target: Partially Met

All results are for Spring 2011
Results are below (ELI) (n=15):

- Geographic scale = 76.7%
- Geovisualization = 100%
- Spatial data management = 100%
- Geoprocessing = 90%
- Cartography = 66.7%
- Geospatial analysis= 60%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

80% pass rates were acceptable. Geographic scale, Cartography, and Geospatial analysis did not meet this benchmark. Increased

Established in Cycle: 2010-2011

80% pass rates were acceptable. Geographic scale, Cartography, and Geospatial analysis did not meet this benchmark. Increas...

Results were satisfactory, with students able to apply to define and manage a GIS project. Greater emphasis should be placed on

Established in Cycle: 2010-2011

Results were satisfactory, with students able to apply to define and manage a GIS project. Greater emphasis should be placed on...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 6: Retain NOVA GIS CSC students**

Retain NOVA GIS CSC students

**Related Measure:**

**M 15:- % of students who are successful in GIS courses (data: grade reports for each course from SIS)**

- % of students who are successful in GIS courses (data: grade reports for each course from SIS)

- Number of GIS CSC students withdrawing from program

- Number of students completing the GIS CSC

- Recognizing industry needs as published in the recently released Department of Labor GeoSpatial Technology Competency Model, develop new GIS courses

- Respond to industry to develop an AS in GeoSpatial Studies
- Increase student access to GIS software

Success Rate by Discipline

2009
2008

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

grade of C or better

**Findings (2010-2011) - Achievement Target: Partially Met**

- Success rate in GIS courses (defined as a grade of C or better)

- Overall 47/81 students (58%) completed GIS coursework (Source: SIS; ELI excluded)

  -- Fall 2010 (classroom + ELI):

    --- GIS195
    --- GIS200 (21/28 + 8/12W + )
    --- GIS201 (15/21; 86.67%)
    --- GIS255
    --- GIS290 (6/6; 100%)

  -- Spring 2011 (classroom + ELI):

    --- GIS195 (4/5; 80%)
    --- GIS200 (18/23; 78.26%)
    --- GIS201
    --- GIS205 (10/11; 91% )
    --- GIS290 (4/5; 80%)

- GIS203, Cartography for GIS added as a new course to the VCCS catalog in fall 2010

- List of courses for AS in Social Sciences with emphasis in GIS has been developed with NOVA AVP for Academics.

- Implement "cloud computing," hosting GIS, Remote Sensing and other necessary software on NOVA computers via Citrix

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.
- Twice weekly GIS Help Labs, with TA’s
  *Established in Cycle: 2010-2011*

- Twice weekly GIS Help Labs, with TA’s
- Sat & Sun GIS Help Labs, with instructor support
- Instructors attempt contact w...

**O 12: Recruit new students into NOVA GIS CSC**
Recruit new students into NOVA GIS CSC

**Related Measure:**

**M 19:** NOVA GIS booth at job fairs and GIS industry events, including distribution of marketing materials
- NOVA GIS booth at job fairs and GIS industry events, including distribution of
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 12: Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

Related Measure:

M 2: American Health Information Management Associations, (RHIT) National Certification Exam

American Health Information Management Associations, (RHIT) National Certification Exam

Domain: Health Data Management
Subdomain: Reimbursement Methodologies

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
Meet national average on this exam.

Findings (2010-2011) - Achievement Target: Not Met

6 students

2009-2010 Cohort-NOVA 4.89/National Avg. 5.19

Statistically there was less than a percentage point; .3% decrease from the national average in 2010 in this area. This may be statistically irrelevant.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Students are now using AHIMA’s Virtual Lab Quantum for reimbursement as well as using 3M’s reimbursement web-based system and Ed

Estimated in Cycle: 2010-2011
Students are now using AHIMA’s Virtual Lab Quantum for reimbursement as well as using 3M’s reimbursement web-based system and Ed...

O 21: Apply the clinical classification systems appropriately.
Apply the clinical classification systems appropriately.

O 22: Apply diagnosis/procedure codes according to current nomenclature.
Apply diagnosis/procedure codes according to current nomenclature.
Related Measure:

**M 1:** American Health Information Management Associations, (RHIT) National Certification Exam

American Health Information Management Associations, (RHIT) National Certification Exam

Domain: Clinical Classification Systems

Source of Evidence: Certification or licensure exam, national or state

**Achievement Target:**
Meet the national average on this exam.

**Findings (2010-2011) - Achievement Target: Not Met**

6 students

2009-2010 Cohort-NOVA 8.28/National Avg.9.19 (National max is 9)

Statistically there was 1% decrease from the national average in 2010 in this area. This may be statistically irrelevant.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Reviewed foundation courses: NAS 150 was removed as inadequate. In Fall 2011, BIO 141 & 142 were instructional requirements as

Established in Cycle: 2010-2011

Reviewed foundation courses: NAS 150 was removed as inadequate. In Fall 2011, BIO 141 & 142 were instructional requirements as ...

O 23: Apply the fundamentals of team leadership.
Apply the fundamentals of team leadership.

Related Measure:

**M 3:** American Health Information Management Associations, (RHIT) National Certification Exam

American Health Information Management Associations, (RHIT) National Certification Exam

Domain: Organizational Resources

Subdomain: Human Resources

Source of Evidence: Certification or licensure exam, national or state

**Achievement Target:**
Meet the national average on this exam.
Findings (2010-2011) - Achievement Target: Not Met

6 students

2009-2010 Cohort-NOVA 9.78/National Avg. 9.98

Statistically there was less than a percentage point; .2% decrease from the national average in 2010 in this area. This may be statistically irrelevant.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Reviewed course to include a new textbook to strengthen these components. Continued monitoring and to be assessed next year.

Established in Cycle: 2010-2011

Reviewed course to include a new textbook to strengthen these components. Continued monitoring and to be assessed next year.

O 24: Apply policies and procedures to ensure the accuracy of health data

Apply policies and procedures to ensure the accuracy of health data

Related Measure:

M 4: American Health Information Management Associations, (RHIT) National Certification Exam

American Health Information Management Associations, (RHIT) National Certification Exam

Domain: Health Data Management
Subdomain: Health Data Structure, Content and Standards

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
Meet national average on this exam.

Findings (2010-2011) - Achievement Target: Met

6 students

2009-2010 Cohort-NOVA 6.73 /National Avg. 6.43

Statistically there was less than a percentage point; .3% increase from the national average in 2010 in this area. This may be statistically irrelevant.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Continued monitoring and to be assessed next year.

Established in Cycle: 2010-2011
Continued monitoring and to be assessed next year.

O 25: Apply policies and procedures to ensure organizational compliance with regulations and standards.
   Apply policies and procedures to ensure organizational compliance with regulations and standards.

   Related Measure:

   M 5: American Health Information Management Associations, (RHIT) National Certification Exam
   American Health Information Management Associations, (RHIT) National Certification Exam
   Domain: Health Data Management
   Subdomain: Healthcare Information Requirements and Standards
   Source of Evidence: Certification or licensure exam, national or state

   Achievement Target:
   Meet the national average on this exam.

   Findings (2010-2011) - Achievement Target: Met
   6 students

   2009-2010 Cohort-NOVA 6.73 /National Avg.6.43

   Statistically there was less than a percentage point; .3% increase from the national average in 2010 in this area. This may be statistically irrelevant.

   Related Action Plans (by Established cycle, then alpha):

   For full information, see the Action Plan Detail section of this report.

   Continued monitoring and to be assessed next year.
   Established in Cycle: 2010-2011
   Continued monitoring and to be assessed next year.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 15: Improve graduate performance on the national certification exam (RHIT) from previous year
   Improve graduate performance on the national certification exam (RHIT) from previous year

   Related Measure:

   M 7: National certification passing rate and number of successful graduates passing the exam.
   National certification passing rate and number of successful graduates passing the exam.
Source of Evidence: Certification or licensure exam, national or state

Achievement Target:
Increase the percentage of passing students taking the RHIT exam after graduation.

Findings (2010-2011) - Achievement Target: Met

5 of the 6 graduates who took the RHIT exam in 2009-2010 were successful on the first attempt.

10 of the 11 graduates who took the RHIT exam in 2008-2009 were successful on the first attempt.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Review by HIM Advisory Board for further recommendations and changes in the program at next Advisory Board meeting.
Established in Cycle: 2010-2011
Review by HIM Advisory Board for further recommendations and changes in the program at next Advisory Board meeting. Ongoing as...

O 16: Increase the number of graduates entering the workforce
Increase the number of graduates entering the workforce

Related Measure:

M 8: Graduate totals
Graduate totals
Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011
Source of Evidence: Performance in subsequent schooling feedback

Achievement Target:
Increase the number of graduates by 10%.

Findings (2010-2011) - Achievement Target: Met
2009-2010 Cohort - 13 graduates with 2 graduating in the summer.
2008-2009 Cohort - 11 graduates

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.
Review by HIM Advisory Board and faculty for further recommendations
Established in Cycle: 2010-2011
Review by HIM Advisory Board and faculty for further recommendations
HIM is developing a one plus one curriculum model for...

O 26: The HIM Program will modify the curriculum from traditional two year to the one plus one model.
The HIM Program will modify the curriculum from traditional two year to the one plus one model.

Related Measure:

M 6: Review the progress of instituting new HIM curriculum model Fall 2011
Review the progress of instituting new HIM curriculum model Fall 2011

Source of Evidence: Curriculum/syllabus analysis of course to program

Achievement Target:
The program had targeted a Fall 2011 implementation for the new admission policy and curriculum change

Findings (2010-2011) - Achievement Target: Met
New admission policy and curriculum change approved in 2010. The first class to enter under these changes was the class entering in Fall 2011.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

HIM Advisory Board continues to review the HIM program for further recommendations and changes as appropriate.
Established in Cycle: 2010-2011
HIM Advisory Board continues to review the HIM program for further recommendations and changes as appropriate. Ongoing assessm...

O 27: Successful completion of HIM 220 Healthcare Statistics component
Have students successfully complete HIM 220 Healthcare Statistics component.

Related Measure:

M 9: Data obtained from the Grade Distribution by Course (MEC)
Data obtained from the Grade Distribution by Course (MEC)

Source of Evidence: Performance in subsequent schooling feedback

Achievement Target:
85% of the students enrolled in HIM 220 will successfully complete.

Findings (2010-2011) - Achievement Target: Met
Student success rate was 90%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Assessed annually.
Established in Cycle: 2010-2011
Assessed annually.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Assessed annually.
Assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Data obtained from the Grade Distribution by Course (MEC) |
Outcome/Objective: Successful completion of HIM 220 Healthcare Statistics component

Continued monitoring and to be assessed next year.
Continued monitoring and to be assessed next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: American Health Information Management Associations, (RHIT) National Certification Exam |
Outcome/Objective: Apply policies and procedures to ensure the accuracy of health data

Continued monitoring and to be assessed next year.
Continued monitoring and to be assessed next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: American Health Information Management Associations, (RHIT) National Certification Exam |
Outcome/Objective: Apply policies and procedures to ensure organizational compliance with regulations and standards.

HIM Advisory Board continues to review the HIM program for further recommendations and changes as appropriate.
HIM Advisory Board continues to review the HIM program for further recommendations and changes as appropriate. Ongoing assessment.
The HIM program has decided to determine success by evaluating retention rates of future cohorts in comparison to that of cohorts before the change in Fall 2011 semester; scheduled for Fall 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
**Relationships (Measure | Outcome/Objective):**

**Measure:** Review the progress of instituting new HIM curriculum model Fall 2011 |  
**Outcome/Objective:** The HIM Program will modify the curriculum from traditional two year to the one plus one model.

**Review by HIM Advisory Board and faculty for further recommendations**  
Review by HIM Advisory Board and faculty for further recommendations

HIM is developing a one plus one curriculum model for implementation Fall 2010 or 2011.

The expectation is this model should result in higher student graduation rates. Assessed annually.

- **Established in Cycle:** 2010-2011  
  **Implementation Status:** Planned  
  **Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Graduate totals | **Outcome/Objective:** Increase the number of graduates entering the workforce

**Review by HIM Advisory Board for further recommendations and changes in the program at next Advisory Board meeting.**

Review by HIM Advisory Board for further recommendations and changes in the program at next Advisory Board meeting. Ongoing assessment

- **Established in Cycle:** 2010-2011  
  **Implementation Status:** Planned  
  **Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** National certification passing rate and number of successful graduates passing the exam. | **Outcome/Objective:** Improve graduate performance on the national certification exam (RHIT) from previous year

**Reviewed course to include a new textbook to strengthen these components. Continued monitoring and to be assessed next year.**

Reviewed course to include a new textbook to strengthen these components. Continued monitoring and to be assessed next year.

- **Established in Cycle:** 2010-2011  
  **Implementation Status:** Planned  
  **Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** American Health Information Management Associations, (RHIT) National Certification Exam | **Outcome/Objective:** Apply the fundamentals of team leadership.
Reviewed foundation courses: NAS 150 was removed as inadequate. In Fall 2011, BIO 141 & 142 were instructional requirements as it is relative to clinical classification of diagnostic and procedural data. Continued monitoring and to be assessed next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: American Health Information Management Associations, (RHIT) National Certification Exam | Outcome/Objective: Apply diagnosis/procedure codes according to current nomenclature.

Students are now using AHIMA’s Virtual Lab Quantum for reimbursement as well as using 3M’s reimbursement web-based system and Ed
Students are now using AHIMA's Virtual Lab Quantum for reimbursement as well as using 3M's reimbursement web-based system and Educode. These software applications in addition to the didactic should strengthen this component. Continued monitoring and to be assessed next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: American Health Information Management Associations, (RHIT) National Certification Exam | Outcome/Objective: Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in he
Mission / Purpose

This curriculum is designed for persons seeking to develop research, analytical, and field skills in historic preservation, archaeology, and museum studies sufficient for the student to continue or to participate in local community-based projects.

The eight-course curriculum was designed by nationally-known preservation professionals and prominent local government and community leaders, inspired by our locality’s abundance of historic structures, archaeological sites, and battlefields and by the need for preservation professionals in both the public and private sector working as field archaeology assistants, site managers, museum staff, preservation consultants, and exterior/interior renovators.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 10: To increase number of students getting hands-on preservation experience in the local community

To increase number of students getting hands-on preservation experience in the local community

Related Measure:

M 11: Use OIR records to track the number of students completing His 199, Supervised Internship.

Use OIR records to track the number of students completing HIS 199, Supervised Internship. Give name of doc

HIS 199: 2010 (n = 10)
2009 (n = 11)
2008 (n = 9)
2007 (n = 9)
2006 (n = 12)

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target: NA

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Most students completing His 199 work directly in the community. Some students complete their internship in Washington DC.
Students completing the internship have found the opportunity rewarding. Some have begun working immediately for the group with whom they interned.

These numbers are not reflected in the exit survey conducted by OIR (OIR Graduate Survey Summary 2010 report shows zero students (n =1) placed into discipline-related work

**Related Action Plans (by Established cycle, then alpha):**

*For full information, see the Action Plan Detail section of this report.*

**Counsel those in the program to consider the educational and professional benefits of the internship**

*Established in Cycle: 2008-2009*

Counsel those in the program to consider the educational and professional benefits of the internship

**The Program has begun a direct involvement with the Loudoun Archeological Society, a local preservation group. We have placed**

*Established in Cycle: 2008-2009*

The Program has begun a direct involvement with the Loudoun Archeological Society, a local preservation group. We have placed ma...

**Increasing the number of students taking His 199 in the program will increase those working directly with other preservation org**

*Established in Cycle: 2010-2011*

Increasing the number of students taking His 199 in the program will increase those working directly with other preservation o...

**M 14: Exit interview**

Program Head ensures students in the internship are involved with a worthwhile and suitable preservation organization and then conducts an exit interview with those completing the internship.

Source of Evidence: Exit interviews with grads/program completers

**Achievement Target:** NA

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

According to exit interviews for program graduates, students wait to complete His 199 until their final year in the program.

Most students completing His 199 work directly in the community. Some students complete their internship in Washington DC.

Students completing the internship have found the opportunity rewarding. Some have begun working immediately for the group with whom they interned.

These numbers are not reflected in the exit survey conducted by OIR (OIR Graduate Survey Summary 2010 report shows zero students (n =1) placed into discipline-related work
Students suggested working with local organizations would make others more interested in undertaking a similar experience.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Increasing the number of students taking His 199 in the program will increase those working directly with other preservation org**

*Established in Cycle: 2010-2011*

Increasing the number of students taking His 199 in the program will increase those working directly with other preservation org...*

**O 11:** To encourage students to complete their career studies certificate

To encourage students to complete their career studies certificate

**Related Measure:**

**M 13:** Number of Graduates

OIR records to track the number of graduates from the program.

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011 - table 2.6

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:** Increase number of graduates

**Findings (2010-2011) - Achievement Target: Met**

2005-6 - 6 graduates

2009-10 - 1 graduate

2010-2011 - 7 graduates

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Continue to monitor number of students being awarded certificates**

*Established in Cycle: 2009-2010*

Continue to monitor number of students being awarded certificates

**The number of graduates increased from the previous year and has exceeded the totals for the previous five years. Assessed annually**

*Established in Cycle: 2010-2011*

The number of graduates increased from the previous year and has exceeded the totals for the previous five years. Assessed annually...
**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Increasing the number of students taking His 199 in the program will increase those working directly with other preservation org**

Increasing the number of students taking His 199 in the program will increase those working directly with other preservation organizations.

Counsel those in the program to consider the educational and professional benefits of the internship.

The Program has continued its direct involvement with the Loudoun Archeological Society, a local preservation group. We have placed many volunteers and some interns directly with this organization. We have also placed a number of students with Arlington County’s Preservation Department. Assessed annually.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Use OIR records to track the number of students completing His 199, Supervised Internship. | **Outcome/Objective:** To increase number of students getting hands-on preservation experience in the local community

**Increasing the number of students taking His 199 in the program will increase those working directly with other preservation org**

Increasing the number of students taking His 199 in the program will increase those working directly with other preservation organizations.

Counsel those in the program to consider the educational and professional benefits of the internship.

The Program has continued its direct involvement with the Loudoun Archeological Society, a local preservation group. We have placed many volunteers and some interns directly with this organization. We have also placed a number of students with Arlington County's Preservation Department. Assessed annually.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Exit interview | **Outcome/Objective:** To increase number of students getting hands-on preservation experience in the local community

**The number of graduates increased from the previous year and has exceeded the totals for the previous five years. Assessed annually**

The number of graduates increased from the previous year and has exceeded the totals for the previous five years. Assessed annually.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Number of Graduates | **Outcome/Objective:** To encourage students to complete their career studies certificate
Mission / Purpose

The curriculum is designed to prepare the students for full-time employment within the field of commercial horticulture as well as those presently employed who seek further knowledge and advancement. Graduates of the program are prepared for managerial/supervisory level positions in areas which include: landscape design and installation, grounds maintenance, floristry, greenhouse and nursery management, garden center operation, and sales and marketing in related industries.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Draw a freehand perspective of landscape view from a plan view on 8 ½ x 11 paper

Draw a freehand perspective of landscape view from a plan view on 8 ½ x 11 paper

Related Measure:

M 1: Students are to take a view for each design project and draw a quick one point perspective to illustrate the use of spaces...

HRT 231 Fall 2010. Students are to take a view for each design project and draw a quick one point perspective to illustrate the use of spaces in the design.

Source of Evidence: Administrative measure - other

Achievement Target:
Success rate.

Findings (2010-2011) - Achievement Target: Not Met
A section of 18 students in Fall 2010 was evaluated over two different designs. The perspective was compared to their plan view drawing and evaluated as to accuracy by the faculty. The first design had a success rate of 50%. Additional exercises and instruction increased this to 70% for the second.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The results showed that there needs to be more instruction and sketching to help the students visualize spaces in three...

Established in Cycle: 2010-2011
This exercise, which is critical in design, has been the foundation for moving to two point perspective in HRT 232 and to help v...

O 2: Perform various methods of sexual and asexual propagation as a part of a team.

Perform various methods of sexual and asexual propagation as a part of a team. Using lab resources, cuttings from the teaching gardens and written labs, increase technical knowledge by hands-on practice.
Related Measure:

M 2: In the HRT 115 labs students conducted propagation as required in the lab instructions and collected data on the successful propagation.

In the HRT 115 labs students conducted propagation as required in the lab instructions and collected data on the successful propagation, analyzing the results. They then wrote a report on their results. These reports were graded on the effectiveness of their writing, their ability to work together as a team, completeness of their report, notes on their observations, compilation of their data using basic math skills and their final conclusions.

Source of Evidence: Administrative measure - other

Achievement Target: grades

Findings (2010-2011) - Achievement Target: Not Met

All sections, totaling 27 students, were evaluated in Spring 2011 by the instructor. The students were assigned a letter grade for the report. 57% received the grade of A or B and 8% received a grade of C. Those not completing the exercise were 13%, better than the previous year, but still not acceptable.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

There is an ongoing evaluation of the methods and requirements which should be reported again in 2012.
Established in Cycle: 2010-2011
The results indicated that while students were pushed a bit more and revisions were made to the procedures, there needs to be an...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 3: Goal1: Strengthen community/industry relations/communications.
Strengthen community/industry relations/communications.

Related Measure:

M 3: Assist students with certification exams
Assist students with certification exams

Source of Evidence: Administrative measure - other

Achievement Target:
meet the requirements for the certification exam

Findings (2010-2011) - Achievement Target: Met
In 2010-2011, met with local representations of the certification committee and discussed holding certification exams on Loudoun campus.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

In the Fall 2009 we realigned HRT 244 to meet the requirements for the certification exam.

*Established in Cycle: 2010-2011*

In the Fall 2009 we realigned HRT 244 to meet the requirements for the certification exam. The exam is not a requirement of th...

**O 4:Goal 2: maintain Occupational Technology as main focus and work to have more local high school students enroll.**

Maintain Occupational Technology as main focus and work to have more local high school students enroll.

**Related Measure:**

- **M 4: Worked with Dual Enrollment to encourage students to continue on at NOVA.**

  Worked with Dual Enrollment to encourage students to continue on at NOVA.

  Source of Evidence: Administrative measure - other

**Achievement Target:**

To encourage 50% of the students to enroll in one or more classes the Fall following graduation.

**Findings (2010-2011) - Achievement Target: Not Met**

In Fall 2010 and Spring 2011 faculty worked as guest instructors with the students at Monroe Vo-Tech High School as a part of the Dual enrollment program. There appears to be a block of 4 to 5 students that will continue on at NOVA in the Fall of 2011

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

We have continued to work with the students and the instructors to encourage 20% of the students to enroll in one or more ...  

*Established in Cycle: 2010-2011*

We have continued to work with the students and the instructors to encourage 20% of the students to enroll in one or more classe...

**O 5:Goal 3: Continue to review and update hands-on skills**

Continue to review and update hands-on skills.

**Related Measure:**

- **M 5: Continue with Hands-on experience for students in HRT 275 Construction and Maintenance.**
Continue with Hands-on experience for students in HRT 275 Construction and Maintenance.

Source of Evidence: Administrative measure - other

**Achievement Target:**

Continue with Hands-on experience for students in HRT 275 Construction and Maintenance.

**Findings (2010-2011) - Achievement Target: Met**

The approval of this allows new opportunities for use of a variety of experiences. In the spring of 2011 the students started the second phase of the garden, looking at hardscape and bed preparation.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The program decided to expand this into additional materials for spring 2012.**

*Established in Cycle: 2010-2011*

The students learned the use of tools that are manual and powered for the cutting, leveling and installation of hardscape, adjustment of drainage and the grading and bed preparation in Spring 2011. This followed an introduction to the tools, their use and safety. The program decided to expand this into additional materials for spring 2012.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

In the Fall 2009 we realigned HRT 244 to meet the requirements for the certification exam.

In the Fall 2009 we realigned HRT 244 to meet the requirements for the certification exam. The exam is not a requirement of the curriculum, but is used in the industry as a standard.

We met in Fall 2010 with local representatives of the certification committee. In Spring 2011 they agreed to the possibility in 2012 of holding the certification exam here on campus using our faculty as proctors. This enables us to better track which students are taking the exam and the results. Details for room use and fees should be worked out early in 2012.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Assist students with certification exams | **Outcome/Objective:** Goal1: Strengthen community/industry relations/communications.

**The program decided to expand this into additional materials for spring 2012.**

The students learned the use of tools that are manual and powered for the cutting, leveling and installation of hardscape, adjustment of drainage and the grading and bed preparation in Spring 2011. This followed an introduction to the tools, their use and safety. The program decided to expand this into additional materials for spring 2012.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium
Relationships (Measure | Outcome/Objective):
Measure: Continue with Hands-on experience for students in HRT 275 Construction and Maintenance. | Outcome/Objective: Goal 3: Continue to review and update hands-on skills

The results showed that there needs to be more instruction and sketching to help the students visualize spaces in three ...
This exercise, which is critical in design, has been the foundation for moving to two point perspective in HRT 232 and to help visualize the set-up for perspective in CADD. The results showed that there needs to be more instruction and sketching to help the students visualize spaces in three dimensions when designing in plan view. Faculty are to review this again in Fall 2011 prior to 2-point in HRT 232 in spring of 2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students are to take a view for each design project and draw a quick one point perspective to illustrate the use of spaces ... | Outcome/Objective: Draw a freehand perspective of landscape view from a plan view on 8½ x 11 paper

There is an ongoing evaluation of the methods and requirements which should be reported again in 2012.
The results indicated that while students were pushed a bit more and revisions were made to the procedures, there needs to be an emphasis put on the need to manage time to complete the assigned report. There is an ongoing evaluation of the methods and requirements which should be reported again in 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: In the HRT 115 labs students conducted propagation as required in the lab instructions and collected data on the successful ... | Outcome/Objective: Perform various methods of sexual and asexual propagation as a part of a team.

We have continued to work with the students and the instructors to encourage 20% of the students to enroll in one or more ...
We have continued to work with the students and the instructors to encourage 20% of the students to enroll in one or more classes the Fall following graduation. If the 4 or 5 students enroll for the Fall of 2011 then we should have almost 50% moving to NOVA. This program goal is to be tracked in the next cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Worked with Dual Enrollment to encourage students to continue on at NOVA. | Outcome/Objective: Goal 2: maintain Occupational Technology as main focus and work to have more local high school students enroll.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 8:SLO: Students will apply approved food handling/safety standards in the preparation, service and storage of food.
SLO: Students will apply approved food handling/safety standards in the preparation, service and storage of food.

**Related Measure:**

**M 1:** Pass rates on the NRA ServSafe Food Managers Certification Exam

Pass rates on the NRA ServSafe Food Managers Certification Exam.

Source of Evidence: Certification or licensure exam, national or state

**Achievement Target:**
Faculty agrees that a pass rate of 75% is acceptable which is the national standard.

**Findings (2010-2011) - Achievement Target: Met**

**Data Collection:** Fall 2010 & Spring 2011.

One faculty member; 3 sections.

- Fall 2010: 92.5% or 25/27 students successfully passed the exam with average passing scores of 85.42 and an average class score of 83.99.

- Spring 2011: 96% or 22/23 students successfully passed the exam with an average passing score of 86.99 and an average class score of 86.09.

Target goal: 75% pass rate

**Related Action Plans (by Established cycle, then alpha):**

**To reassess in 2012**

*Established in Cycle: 2010-2011*

The pass rate for students improved by 18% points from spring 2010 to spring 2011. Faculty agrees that a pass rate of 75% is...

O 15:SLO: Students will compare the various sectors of the hospitality industry and recognize the unique characteristics and attributes

SLO: Students will compare the various sectors of the hospitality industry and recognize the unique characteristics and attributes of each and their affect on quality of work life.

**Related Measure:**
M 9: Students will answer 3 specific, common questions on the term research paper about a company's profit and loss statement.

Students will answer 6 specific exam questions that will focus on sectors of the hospitality industry and their unique characteristics. Data will be extracted from exam questions used in HRI 101 (Hotel-restaurant Organization and Management I) during the Fall Semester 2010.

Source of Evidence: Written assignment(s), usually scored by a rubric

O 16: SLO: Students will illustrate the proper use and care of commercial food production equipment.
SLO: Students will illustrate the proper use and care of commercial food production equipment.

Related Measure:

M 11: Every HRI 120 student will use commercial equipment to prepare a recipe from scratch
Every HRI 120 student will use commercial equipment to prepare a recipe from scratch. Instructor will note on a grading rubric if proper use and clean up of the equipment occurred. Rubric is attachment A.

Source of Evidence: Administrative measure - other

Achievement Target:
achievement goal: 90%.

Findings (2010-2011) - Achievement Target: Met

Date Collection: Fall 2010; Two faculty members; 3 sections. Observation was conducted by both instructors and the chef instructional assistant during the final practical exam.

Sec 01: 23 students; 22 students successfully used and cleaned commercial equipment.

Sec 02: 23 students; 23 students successfully used and cleaned commercial equipment.

Sec 03: 13 students; 12 students successfully used and cleaned commercial equipment.

Average success rate: 63 out of 65 students observed were successful. That is a 97% success rate.

Our achievement goal: 90%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Culinary arts students
Established in Cycle: 2010-2011
A success rate of 97% was achieved and that not only met, but exceeded our target goal of 90%. Students cook for 15 weeks and a...

O 17:O:Students will prepare and evaluate a variety of different food products
SLO:Students will prepare and evaluate a variety of different food products by following standardized recipes and using appropriate cooking techniques.

**Related Measure:**

**M 12:** Written weekly product evaluations are required by the students in HRI 120

Written weekly product evaluations are required by the students in HRI 120, Principles of Food Preparation, using a product evaluation check list. Each student was required to follow a standardized recipe and then write an evaluation for the product. The evaluation form is Attachment B.

Source of Evidence: Evaluations

**M 13:** Written weekly product evaluations are required by the students in HRI 120

Written weekly product evaluations are required by the students in HRI 120, Principles of Food Preparation, using a product evaluation check list. Each student was required to follow a standardized recipe and then write an evaluation for the product. The evaluation form is Attachment B.

Source of Evidence: Evaluations

**Achievement Target:**

Target goal: 75%

**Findings (2010-2011) - Achievement Target: Met**

Data Collection: Fall 2010. One section of HRI 120.

Weekly lab recipes were assigned as documented in the 2010 HRI 120 recipe and lab workbook. Weekly product evaluation forms were required to be completed and turned in for grades on the products produced. Reports were counted and points assigned for each evaluation written. One student dropped the class; 3 students failed the class and 20 students passed the class. A maximum of 148 points were possible. The range was 50-153 points earned. Extra credit was given to those who assumed extra management duties. The average was 89.9% or 132/148 points. A 90% success rate was achieved.

Target goal: 75%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**To reassess in 2012**

*Established in Cycle: 2010-2011*

Faculty continue to require formal product evaluations and encourage students to attend the food preparation labs as a requ...
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 10: Program Goals: Prepare students to gain employment or retrain students for entry level management positions in the industry.

Program Goals: Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

Related Measure:

M 4: Conduct a post graduation college wide survey.


Conduct a HRI program wide pre graduation survey. All students graduating in May 2011 will complete a written survey during their capstone catering class in May 2011. Students will answer questions pertaining to their current job status.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:

Response from the majority of the 16 Hospitality Management AAS graduates in Fall 2009.

Findings (2010-2011) - Achievement Target: Not Met

The college wide AAS graduate survey had a poor response rate: 5 out of 29 graduates responded. OIS report "2-year Graduate Survey Summary" data was used. Dated 2010.

Results: 2/5 were employed; 2/5 not looking; 1/5 seeking employment.

Data Collection: Spring 2011

18 surveys were completed by potential May 2011 graduates.

Employment data:

11/18 or 61% were employed in the industry 4/18 or 21% were seeking employment.

3/18 or 17% were not actively seeking employment.

14/18 (78%) responded they had met their education objectives at NOVA.

Our target goal: 90%

Related Action Plans (by Established cycle, then alpha):

We continue to try and improve student achievement of goals to reach 90%.

Established in Cycle: 2010-2011

The college survey provided incomplete information and answers to employment questions. The low response rate, less than 18% d...
O 11: Program Goals: Develop partnerships with hospitality industry professional organizations.

Program Goals: Develop partnerships with hospitality industry professional organizations.

Related Measure:

M 5: Record the various memberships held by faculty and the number of hospitality industry professional meetings attended.

Record the various memberships held by faculty and the number of hospitality industry professional meetings attended. Tally the number and award amounts of scholarships for hospitality students.

Source of Evidence: Activity volume

Achievement Target:
Faculty will continue to be engaged with the hospitality industry through various professional organizations.

Findings (2010-2011) - Achievement Target: Not Met

a. Full time HRI faculty are members of the following professional organizations:

1. Washington DC Metro Hospitality Alliance
2. Food and Culinary Professionals Practice Group of the ADA
3. American Dietetic Association
4. Virginia Dietetic Association
5. Northern District Virginia Dietetic Association
6. National Restaurant Association
7. Virginia Hospitality & Tourism Association
8. Culinary Historians of Washington DC
9. American Culinary Federation
10. I-CHRIE - International Council on Hotel, Restaurant and Institutional Education
11. National Society of Minorities in Hospitality
13. WACA - Washington Area Concierge's Association
Professional Meetings and workshops attended by 2 fulltime faculty as documented in their annual performance reviews:

2010-2011: 11 professional meetings were noted; including one week long conference in Puerto Rico and 3 day conference in Fairfax Virginia.

b. 2010-2011 Student Scholarship Awards --One each: $3000 Concierge Association of Washington

One each: $1500.00 student scholarships from VHTA-Northern Virginia Chapter

-- 10 each small stipend for SGTP conference in Alexandria for student interns.

Related Action Plans (by Established cycle, then alpha):

To reassess in 2012

Established in Cycle: 2010-2011
The number of total memberships in professional organizations declined by 4 during 2010-2011 due to the retirement of one full...

O 12:Program Goals: To provide opportunity for students to learn about better food choices and improve nutritional choices.

Program Goals: To provide opportunity for students to learn about better food choices and improve nutritional choices.

Related Measure:

M 7:Mid course completion and submission of a three-day personalized dietary intake.
Mid course completion and submission of a three-day personalized dietary intake. A computer generated report will provide data for students to answer questions about their food/nutrient intake. The project is graded on a 100 point scale based on correct answers on 25 specific applied nutrition questions, a computerized nutrient printout and a written three day intake record.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Faculty had decided the achievement level should be 80%.

Findings (2010-2011) - Achievement Target: Met

Data Collection-Summer 2010

Data was collected from 2 of the 4 sections of DIT 121
Sample size: 50 students
Average grade: 92.4
Data Collection-Fall 2010

Data was collected from 1 of the 7 sections of DIT 121

Sample size: 28 students

Average grade: 92.1

Data Collections- Spring 2011

Data was collected from 2 of the 7 sections of DIT 121

Sample size: 57 students

Average grade: 91.3%

Target goal: 80%

Registered dietitians (RD) interpret student information and their dietary evaluation. Weaknesses and strengths of each student's diet are noted on the report and given back to the student for follow up and consultation with instructor during the fall 09 and spring 10 semesters.

Related Action Plans (by Established cycle, then alpha):

We will continue the practice of requiring the project in all DIT 121 classes for 2011-12

Established in Cycle: 2010-2011

Faculty had decided the achievement level should be 80%. Goals were met and exceeded. All full time and adjunct nutrition i...

O 13: Program Goals: To encourage students to complete their AAS degrees and certificate programs in Hospitality Management.

Program Goals: To encourage students to complete their AAS degrees and certificate programs in Hospitality Management.

Related Measure:

M 8: Track the number of students graduating.

Track the number of students graduating.

(OIR Factbook)

Source of Evidence: Graduate/professional school acceptance rate

Achievement Target:

Achievement target: 5% graduation rate.

Findings (2010-2011) - Achievement Target: Met

2008-9 AAS HRI graduates: 16

2009-10 AAS HRI graduates: 16

2010-11 AAS HRI graduates: 29 grads
An 81% increase in from 2009-10.

Achievement target: 10% increase

2008-9 Certificate HRI graduates: 14
2009-10 Certificate HRI graduates: 9
2010-2011 Certificate HRI graduates: 25

A 170% increase from last year.

Achievement target: 10% increase

**Related Action Plans (by Established cycle, then alpha):**

We continue to work closely with students to see they complete their degrees in a timely fashion

*Established in Cycle: 2010-2011*

Faculty is thrilled with the tremendous increase in HRI AAS degree graduates. We almost doubled our number of AAS graduates si...

**O 14: Program Goals: To encourage students to successfully complete their course work in Hospitality Management classes.**

Program Goals: To encourage students to successfully complete their course work in Hospitality Management classes.

**Related Measure:**

**M 10: Track the number of students successfully completing classes in HRI**

Track the number of students successfully completing classes in HRI. Use of NOVA's OIR "Data for 2010-2011 Planning and Evaluation Reports, analyze course completion rates by collapsed sections of each course.

Source of Evidence: Activity volume

**Achievement Target:**

success rate at 75%

**Findings (2010-2011) - Achievement Target: Partially Met**

**Date Collection: Fall 2010, all classes and all sections in HRI and DIT classes.**

**Success rates:**

DIT 121: 84%.
HRI 101: 78%
HRI 103: 76%
HRI 106: 77%
HRI 120: 73%
HRI 145: 75%
HRI 158: 85%
HRI 190: 100%
HRI 195: 90%
HRI 197: 100%
HRI 225: 81%
HRI 231: 88%
HRI 232: 86%
HRI 245: 76%
HRI 251: 78%
HRI 255: 84%
HRI 265: 88%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We have decided to improve student engagement to help with retention
Established in Cycle: 2010-2011
Faculty set a target success rate at 75%. Only one class, HRI 120 achieved a lower success rate which was 73%. The other 16 ...
Measure: Every HRI 120 student will use commercial equipment to prepare a recipe from scratch | Outcome/Objective: SLO: Students will illustrate the proper use and care of commercial food production equipment.

To reassess in 2012
The pass rate for students improved by 18% points from spring 2010 to spring 2011. Faculty agrees that a pass rate of 75% is acceptable and meets our criteria for success. Any score higher is highly desirable. The national requirement is a pass rate of 75%. We exceeded our goals hitting over 90% each semester. This learning objective is a critical one for our students and our industry. We will continue updating lesson plans and incorporating current information into class lecture.

The SLO will be assessed in 2012. We are thrilled with these scores. Both pass rates & average class scores improved. The criteria for success were met.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pass rates on the NRA ServSafe Food Managers Certification Exam | Outcome/Objective: SLO: Students will apply approved food handling/safety standards in the preparation, service and storage of food.

We continue the practice of requiring the project in all DIT 121 classes for 2011-12
Faculty had decided the achievement level should be 80%. Goals were met and exceeded. All full time and adjunct nutrition instructors will continue to assign the Diet Analysis project during the first half of each semester. Written feedback was given to each student with comments and suggestions for improving dietary intake based on the student's assessment. Faculty will continue to blend student dietary trends with current trends in nutrition in the classroom fall 2011 and spring 2012. On student course evaluations, this project is well received and enjoyed by students. Students say this is a great learning and very practical project. We will continue the practice of requiring the project in all DIT 121 classes for 2011-12.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Mid course completion and submission of a three-day personalized dietary intake. | Outcome/Objective: Program Goals: To provide opportunity for students to learn about better food choices and improve nutritional choices.

We continue to try and improve student achievement of goals to reach 90%.
The college survey provided incomplete information and answers to employment questions. The low response rate, less than 18% does not provide significant information. Results from the college wide survey is not helpful or significant with such a low response rate so less emphasis was put on these results. More emphasis was put on the Hospitality Management Graduate Survey given during spring 2011.
Most of our students are moving into food service positions which are the largest growing segment of our industry. We are not surprised by this finding. We are surprised that less of our students are employed in the hospitality field this year (61% in 2011) compared to 79% last year (2010). However, 11/18 or 61% of our students are planning to attend a 4 year institution and many are international students who cannot work in the USA. This may be the reason for our low employment numbers.

The survey is planned on being used again in the spring 2012 capstone class to help us assess our student's success.

Based on current data, the faculty are pleased that 61% of our students are continuing their education and most importantly, 79% achieved their educational objectives to help with job improvement. We continue to try and improve student achievement of goals to reach 90%.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conduct a post graduation college wide survey. | Outcome/Objective:
Program Goals: Prepare students to gain employment or retrain students for entry level management positions in the industry.

We continue to work closely with students to see they complete their degrees in a timely fashion
Faculty is thrilled with the tremendous increase in HRI AAS degree graduates. We almost doubled our number of AAS graduates since the previous year (2010) - a 180% increase for AAS grads; a 250% increase for certificate grads.
We attribute the increase to greater advising and increased contact with HRI faculty advisors.
We continue to work closely with students to see they complete their degrees in a timely fashion. All faculty announced to their classes that faculty advisors need to be seen each semester for guidance. Reassess in 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Track the number of students graduating. | Outcome/Objective:
Program Goals: To encourage students to complete their AAS degrees and certificate programs in Hospitality Management.

Improve student engagement to help with retention
Faculty set a target success rate at 75%. Only one class, HRI 120 achieved a lower success rate which was 73%. The other 16 classes had a success rate of 75-100%. In looking at the statistics for HRI 120, 9 students earned an "F" but most of those students just stopped attending. HRI 120 is a demanding class where lab attendance is a big part of the grade. Students not in proper uniform receive a zero for the day. Many students also cut class due to work schedules. HRI 120 is a 3 hour class twice a week. Faculty will advise students be ready for a serious commitment to attending lab sessions when they register for class. It has been decided that faculty also try to communicate with students who have dropped out and encourage them to return to the class room. We have decided
not to lower our target but improve student engagement to help with retention. Reassess in Fall 2012.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Track the number of students successfully completing classes in HRI  
Outcome/Objective: Program Goals: To encourage students to successfully complete their course work in Hospitality Management classes.

To reassess in 2012
Information collected during Fall2010 targeted student scores on questions comparing the various sectors of the hospitality industry and their impact on quality of life. The 82% correctly answered specific questions about the industry and this demonstrated an understanding of the subject matter. Faculty agrees this is a good achievement goal. Two questions only had 54% and 73% of the students correctly answering the question. More emphasis put on working conditions and statistics across the hospitality sectors during lectures during fall semester 2011. Overall, achievement target was met. Reassess in 2011-2012.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Students will answer 3 specific, common questions on the term research paper about a company's profit and loss statement.  
Outcome/Objective: SLO: Students will apply approved food handling/safety standards in the preparation, service and storage of food.

Reassess in Fall 2011 and include an additional section of students
Faculty continue to require formal product evaluations and encourage students to attend the food preparation labs as a requirement in the program. A 90% success rate is very good. Our target goal increased to 80% for next year. The failure of 3 students is not acceptable and faculty try to identify at risk students earlier in the semester. Poor attendance is the major cause of failure. Reassess in Fall 2011 and include an additional section of students.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Written weekly product evaluations are required by the students in HRI  
Outcome/Objective: O:Students will prepare and evaluate a variety of different food products

To reassess in 2012
The number of total memberships in professional organizations declined by 4 during 2010-2011 due to the retirement of one full time faculty. When a new full time faculty is added to the division, the numbers should increase. The diversity of professional memberships provides a terrific networking opportunity for faculty to market the program, attract guest speakers, find new adjunct faculty and stay on the cutting edge of what our
industry is doing. Faculty use information gained at these meetings to enrich the classroom and improve our curriculum. Faculty document dates and locations of professional meetings in 2011-2012 for continued monitoring. Information has also been documented in faculty evaluations.

The number of meetings attended dropped dramatically: from 23 to only 11 documented in 2010-11. We lost a full time faculty member so there was a dramatic reduction in documented professional meetings. Our goal is to bring on a new faculty member in 2011 and increase the number of meetings attended to over 25 per year.

Reassess in 2012.

b. A loss of $10,000 in donations from the Twinkling Eye Foundation reduced our grant/scholarship awards dramatically this year. Scholarship recipients and the supporting organization will be honored and recognized at an Annual Business Division Awards Ceremony in May of each year. Faculty continue to foster partnerships with organizations to increase the size and number of grants/scholarships available specifically to hospitality management students

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Record the various memberships held by faculty and the number of hospitality industry professional meetings attended. | Outcome/Objective: Program Goals: Develop partnerships with hospitality industry professional organizations.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 12: The ability to understand and integrate XHTML and CSS in a web project.

The ability to understand and integrate XHTML and CSS in a web project.

Related Measure:

M 1:5 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITD 110 - Web Page Design I.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Not Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITD 110 on all 5 campuses was asked to give the questions to all their students.

A total of 4 sections of the course reported results.

A total of 37 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 67.56%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 56%
- Question 2 56%
- Question 3 62%
- Question 4 89%
- Question 5 75%
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

IT Cluster continues reevaluate the questions that were given to the students
Established in Cycle: 2010-2011
On further analysis, the IT Cluster recognized that some of the questions
did not adequately address the SLO objectives and th...

**O 13: Be able to define the OSI reference model and layers.**
Be able to define the OSI reference model and layers.

**Related Measure:**

**M 2:5 Multiple Choice questions directed at this topic**

This Student Learning Outcome was assessed using 5 Multiple Choice questions
directed at this topic. The questions were given to students at the end of the
semester in a proctored testing environment. Some instructors used the questions
as part of the final exam while other instructors gave the questions in a separate
testing exercise.

This Student Learning Outcome is mastered in ITN 100 - Introduction to
Telecommunications.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**
The IT Cluster would like to see a combined average of at least 70% of
students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Not Met**

The data for this assessment was collected at the end of the semester after
the final exams were given to students Spring 2011.

Every section of ITD 110 on all 5 campuses was asked to give the
questions to all their students.

A total of 14 sections of the course reported results.

A total of 285 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for
all students reporting from all sections on all campus is 63.85%.

The Average Scores for all students reporting from all sections on all
campuses for each individual question is as follows:

- Question 1 64%
- Question 2 77%
- Question 3 60%
- Question 4 55%
• Question 5 53%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

IT Cluster reevaluates the questions that were given to the students Established in Cycle: 2010-2011

On further analysis, the IT Cluster recognized that some of the questions did not adequately address the SLO objectives and th...

O 14: Be able to list the advantages and disadvantages of the UNIX operating system.

Be able to list the advantages and disadvantages of the UNIX operating system.

Related Measure:

M 3:4 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 4 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITN 171 - UNIX I.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:

The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Fall 2010 and Spring 2011.

Every section of ITN 171 on all 5 campuses was asked to give the questions to all their students.

A total of 3 sections of the course reported results.

A total of 28 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 85.31%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

• Question 1 87%
• Question 2 92%
• Question 3 79%
• Question 4 84%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

O 15: Be able to explain the differences between symmetric encryption, asymmetric encryption, and a hashing function.

Related Measure:

M 4:5 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITN 260 - Network Security Basics.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITN 260 on all 5 campuses was asked to give the questions to all their students.

A total of 3 sections of the course reported results.
A total of 32 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 70.02%.

The Average Scores for all students reporting from all sections on all
camps for each individual question is as follows:

- Question 1 66%
- Question 2 64%
- Question 3 92%
- Question 4 66%
- Question 5 61%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.**

*Established in Cycle: 2010-2011*

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

**O 16: Be able to identify components of a multimedia web site.**

Be able to identify components of a multimedia web site.

**Related Measure:**

**M 5:4 Multiple Choice questions directed at this topic**

This SLO was assessed using 4 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

ITE 170 - Multimedia Software.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students Fall 2010 and Spring 2011.

Every section of ITE 170 on all 5 campuses was asked to give the questions to all their students.

A total of 16 sections of the course reported results.

A total of 268 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 79.15%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:
Question 1 82%
Question 2 89%
Question 3 71%
Question 4 74%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

*This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.*

Established in Cycle: 2010-2011
This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

**O 17: Be able to describe memory types and allocation methods.**
Be able to describe memory types and allocation methods.

**Related Measure:**

**M 6:5 Multiple Choice questions directed at this topic**

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITE 221 - PC Hardware and Operating System Architecture.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Not Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITE 221 on all 5 campuses was asked to give the questions to all their students.

A total of 9 sections of the course reported results.

A total of 189 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 67.00%.
The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 65%
- Question 2 62%
- Question 3 66%
- Question 4 71%
- Question 5 72%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

IT Cluster reevaluates the questions that were given to the students
Established in Cycle: 2010-2011
On further analysis, the IT Cluster believes the questions adequately address the SLO objectives, but feel that the Cluster ne...

O 18: Demonstrate knowledge of syntax and logic in Java or C++ code.
Demonstrate knowledge of syntax and logic in Java or C++ code.

Related Measure:

M 7:4 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 4 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITP 120 - JAVA Programming I. Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Not Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Fall 2010 and Spring 2011.

Every section of ITP 120 on all 5 campuses was asked to give the questions to all their students.

A total of 11 sections of the course reported results.

A total of 162 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 54.69%.
The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 84%
- Question 2 55%
- Question 3 33%
- Question 4 48%

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: The new AAS IST degree model will be implemented in order to respond more quickly to the rapid changes in the IT industry.

The new AAS IST degree model will be implemented in order to respond more quickly to the rapid changes in the IT industry.

Related Measure:

M 8: Monitor feedback from Student Advisors for this degree, from counselors, and also from program placed students.

Monitor feedback from Student Advisors for this degree, from counselors, and also from program placed students.

This new model of the AAS IST degree includes a set of electives that must be fulfilled using specific career studies certificates. Each career studies certificate includes a very diverse set of IT classes.

Due to the large and diverse set of IT classes included in the AAS IST degree and the corresponding career studies certificates, consider the number of IT classes cancelled due to low enrollment.

Source of Evidence: Evaluations

Achievement Target:
Explore a new degree that does not include a connection between the AAS degree and the career studies certificates.

Findings (2010-2011) - Achievement Target: Met

Results from the feedback from student advisors, program placed students, counselors, and Assistant Deans support the concern of the IT Cluster that students will not be able to continue to graduate with this degree in its current format.

Students will not be able to complete the career studies certificates successfully due to the number of courses that are not being offered successfully due to low enrollments. Without the completed career studies certificates, students cannot complete the A.A.S. IST degree.

Related Action Plans (by Established cycle, then alpha):
The IT Cluster has presented a new AAS IST degree to the Curriculum Committee and also to the Administrative Council. Established in Cycle: 2010-2011

The IT Cluster has presented a new AAS IST degree to the Curriculum Committee and also to the Administrative Council. The new...

**O 19: Encourage students to continue through the IST program and complete their degrees**

Encourage students to continue through the IST program and complete their degrees

**Related Measure:**

**M 9: Distribution Of Program Placed Students**

Distribution Of Program Placed Students

By Curriculum And Award Type

(Factbook 10-11 Table 1.14)

Source of Evidence: Activity volume

**Achievement Target:**

Enrollment in the AAS IT degree will increase.

**Findings (2010-2011) - Achievement Target: Not Met**

According to the Distribution of Program Placed Students by Curriculum and Award Type 2006-2010 report.

- Fall 2006 873 students
- Fall 2007 837 students
- Fall 2008 615 students
- Fall 2009 563 students
- Fall 2010 545 students

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**NOVA instituted a new program in Fall 2007.**

Established in Cycle: 2010-2011

NOVA instituted a new program in Fall 2007. As more students have become interested in transferring to a four-year institution...

**M 10: Number of Graduates by Program and Specialization**

Number of Graduates by Program and Specialization
Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Performance in subsequent schooling feedback

**Achievement Target:**
The number of IST graduates will increase.

**Findings (2010-2011) - Achievement Target: Not Met**

According to the College Graduates by Curriculum and Award Type 2006-2010 report.

- 2005-2006 124 students
- 2006-2007 98 students
- 2007-2008 69 students
- 2008-2009 64 students
- 2009-2010 47 students
- 2010-2011 49 students

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**NOVA instituted a new program in Fall 2007.**

*Established in Cycle: 2010-2011*

NOVA instituted a new program in Fall 2007. As more students have become interested in transferring to a four-year institution...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**IT Cluster reevaluates the questions that were given to the students**

On further analysis, the IT Cluster believes the questions adequately address the SLO objectives, but feel that the Cluster needs to review the course pre-requisites to determine whether other classes should be taken before this class.

The IT Cluster does not want the instructors to teach specifically to the test questions. We believe that results that are too high would indicate that instructors are teaching directly to the test questions.

As we refine the SLO assessment process, the IT Cluster reevaluates the questions that were given to the students. The IT Cluster determines if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** 5 Multiple Choice questions directed at this topic
**Outcome/Objective:** Be able to describe memory types and allocation methods.
IT Cluster continues reevaluate the questions that were given to the students
On further analysis, the IT Cluster recognized that some of the questions did not adequately address the SLO objectives and therefore need to be redesigned in the future.

The IT Cluster does not want the instructors to teach specifically to the test questions. We believe that results that are too high would indicate that instructors are teaching directly to the test questions.

As we refine the SLO assessment process, the IT Cluster continues reevaluate the questions that were given to the students. The IT Cluster determines if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. This SLO to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 5 Multiple Choice questions directed at this topic | Outcome/Objective: The ability to understand and integrate XHTML and CSS in a web project.

IT Cluster reevaluates the questions that were given to the students
On further analysis, the IT Cluster recognized that some of the questions did not adequately address the SLO objectives and therefore need to be redesigned in the future.

The IT Cluster does not want the instructors to teach specifically to the test questions. We believe that results that are too high would indicate that instructors are teaching directly to the test questions.

As we refine the SLO assessment process, the IT Cluster reevaluates the questions that were given to the students. The IT Cluster determines if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. To be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 5 Multiple Choice questions directed at this topic | Outcome/Objective: Be able to define the OSI reference model and layers.

NOVA instituted a new program in Fall 2007.
NOVA instituted a new program in Fall 2007. As more students have become interesting in transferring to a four-year institution, the enrollments and graduate totals for the AS degree have increased. Immediately after the new degree began, the enrollments and graduate totals for the AAS degree fell sharply. They have both, however, leveled off and been maintained. Assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
**Relationships (Measure | Outcome/Objective):**

**Measure:** Distribution Of Program Placed Students  
**Outcome/Objective:** Encourage students to continue through the IST program and complete their degrees

**NOVA instituted a new program in Fall 2007.**

NOVA instituted a new program in Fall 2007. As more students have become interesting in transferring to a four-year institution, the enrollments and graduate totals for the AS degree have increased. Immediately after the new degree began, the enrollments and graduate totals for the AAS degree fell sharply. They have both, however, leveled off and been maintained. Assessed annually.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Number of Graduates by Program and Specialization  
**Outcome/Objective:** Encourage students to continue through the IST program and complete their degrees

**The IT Cluster has presented a new AAS IST degree to the Curriculum Committee and also to the Administrative Council.**

The IT Cluster has presented a new AAS IST degree to the Curriculum Committee and also to the Administrative Council. The new degree does not include a connection between the AAS degree and the career studies certificates.

These changes have been approved by both the Curriculum Committee and the Administrative Council as of Jan 2010. The changes were put into effect in the Fall 2010 semester.

Continue to monitor the success of the structure of IT electives in the new degree program. Consider revising the elective structure to make it more flexible to meet the needs of students. The IT Electives are reviewed at each Fall and Spring cross campus days and IT Advisory Committee meetings.

Professional Development was awarded to faculty in order to support the new courses in the new degree model.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Monitor feedback from Student Advisors for this degree, from counselors, and also from program placed students.  
**Outcome/Objective:** The new AAS IST degree model will be implemented in order to respond more quickly to the rapid changes in the IT industry.

**This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.**

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: 5 Multiple Choice questions directed at this topic | Outcome/Objective:
  Be able to explain the differences between symmetric encryption, asymmetric encryption, and a hashing function.

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: 4 Multiple Choice questions directed at this topic | Outcome/Objective:
  Be able to list the advantages and disadvantages of the UNIX operating system.

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: 4 Multiple Choice questions directed at this topic | Outcome/Objective:
  Be able to identify components of a multimedia web site.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: The ability to understand and integrate XHTML and CSS in a web project. The ability to understand and integrate XHTML and CSS in a web project.

Related Measure:

M 1:5 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITD 110 - Web Page Design I.
Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Not Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITD 110 on all 5 campuses was asked to give the questions to all their students.

A total of 4 sections of the course reported results.

A total of 37 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 67.56%

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 56%
- Question 2 56%
- Question 3 62%
- Question 4 89%
- Question 5 75%
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

the IT Cluster reevaluates the questions that were given to the students and determine if there are more appropriate questions.

Established in Cycle: 2010-2011

On further analysis, the IT Cluster recognized that some of the questions did not adequately address the SLO objectives and th...

O 2: Be able to define the OSI reference model and layers.

Be able to define the OSI reference model and layers.

Related Measure:

M 2:5 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITN 100 - Introduction to Telecommunications.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Not Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITD 110 on all 5 campuses was asked to give the questions to all their students.

A total of 14 sections of the course reported results.

A total of 285 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 63.85%

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 64%
- Question 2 77%
- Question 3 60%
• Question 4 55%
• Question 5 53%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.**

*Established in Cycle: 2010-2011*

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

**O 3:** Be able to list the advantages and disadvantages of the UNIX operating system.

Be able to list the advantages and disadvantages of the UNIX operating system.

**Related Measure:**

**M 3:4 Multiple Choice questions directed at this topic**

This Student Learning Outcome was assessed using 4 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITN 171 - UNIX I.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**

The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students Fall 2010 and Spring 2011.

Every section of ITN 171 on all 5 campuses was asked to give the questions to all their students.

A total of 3 sections of the course reported results.

A total of 28 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 85.31%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:
Question 1 87%
Question 2 92%
Question 3 79%
Question 4 84%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.
Established in Cycle: 2010-2011
This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

O 4: Be able to explain the differences between symmetric encryption, asymmetric encryption, and a hashing function.

Be able to explain the differences between symmetric encryption, asymmetric encryption, and a hashing function.

Related Measure:

M 4:5 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITN 260 - Network Security Basics.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

Findings (2010-2011) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITN 260 on all 5 campuses was asked to give the questions to all their students.

A total of 3 sections of the course reported results.

A total of 32 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for
all students reporting from all sections on all campus is 70.02%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 66%
- Question 2 64%
- Question 3 92%
- Question 4 66%
- Question 5 61%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to

*Established in Cycle: 2010-2011*

On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to...

**O 5: Be able to identify components of a multimedia web site.**

Be able to identify components of a multimedia web site.

**Related Measure:**

**M 5:4 Multiple Choice questions directed at this topic**

This Student Learning Outcome was assessed using 4 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITE 170 - Multimedia Software.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**

The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students Fall 2010 and Spring 2011.

Every section of ITE 170 on all 5 campuses was asked to give the questions to all their students.

A total of 16 sections of the course reported results.
A total of 268(?) students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 79.15%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 82%
- Question 2 89%
- Question 3 71%
- Question 4 74%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to

*Established in Cycle: 2010-2011*

On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to...

**O 6:** Be able to describe memory types and allocation methods.

Be able to describe memory types and allocation methods.

**Related Measure:**

**M 6:** 5 Multiple Choice questions directed at this topic

This Student Learning Outcome was assessed using 5 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITE 221 - PC Hardware and Operating System Architecture.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**

The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Not Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students Spring 2011.

Every section of ITE 221 on all 5 campuses was asked to give the questions to all their students.
A total of 9 sections of the course reported results.

A total of 189 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 67.00%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 65%
- Question 2 62%
- Question 3 66%
- Question 4 71%
- Question 5 72%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**IT Cluster should reevaluate the questions that were given to the students**

*Established in Cycle: 2010-2011*

On further analysis, the IT Cluster believes the questions adequately address the SLO objectives, but feel that the Cluster ne...

**O 7: Demonstrate knowledge of syntax and logic in Java or C++ code.**

Demonstrate knowledge of syntax and logic in Java or C++ code.

**Related Measure:**

**M 7:4 Multiple Choice questions directed at this topic**

This Student Learning Outcome was assessed using 4 Multiple Choice questions directed at this topic. The questions were given to students at the end of the semester in a proctored testing environment. Some instructors used the questions as part of the final exam while other instructors gave the questions in a separate testing exercise.

This Student Learning Outcome is mastered in ITP 120 - JAVA Programming I.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**

The IT Cluster would like to see a combined average of at least 70% of students answer the questions correctly.

**Findings (2010-2011) - Achievement Target: Not Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students Fall 2010 and Spring 2011.
Every section of ITP 120 on all 5 campuses was asked to give the questions to all their students.

A total of 11 sections of the course reported results.

A total of 162 students completed the questions.

The combined Average Scored for all of the SLO specific test questions for all students reporting from all sections on all campus is 54.69%.

The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows:

- Question 1 84%
- Question 2 55%
- Question 3 33%
- Question 4 48%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

IT Cluster needs to reevaluate the questions that were given to the students
Established in Cycle: 2010-2011
On further analysis, the IT Cluster believes the questions adequately address the SLO objectives, but believes there may be a ...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 8: Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

Related Measure:

M 8: Distribution Of Program Placed Students

Distribution Of Program Placed Students

By Curriculum And Award Type

(Factbook 10-11 Table 1.14)

Source of Evidence: Activity volume

Achievement Target:
Increase in program-placed students in IT program.
Findings (2010-2011) - Achievement Target: Met

According to the Distribution of Program Placed Students by Curriculum and Award Type 2006-2010 report, Program Placed Students in the A.S. in IT degree

- Fall 2007 571 students
- Fall 2008 851 students
- Fall 2009 1,244 students
- Fall 2010 1,556 students

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Determine that the IST program helped prepare learners to acquire work within the IT field. Established in Cycle: 2010-2011

Determine that the IST program helped prepare learners to acquire work within the IT field. Continued monitoring. Assessed annu...

M 9: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Performance in subsequent schooling feedback

Achievement Target:

Increase the number of graduates from the IT program.

Findings (2010-2011) - Achievement Target: Met

According to the College Graduates by Curriculum and Award Type 2006-2010 report, Graduates in the A.S. in IT degree (note first year of degree - 2006-2007)

- 2006-2007 29 students
- 2007-2008 71 students
- 2008-2009 124 students
- 2009-2010 180 students
- 2010-2011 278 students

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
Determine that the IST program helped prepare learners to acquire work within the IT field.

Established in Cycle: 2010-2011
Determine that the IST program helped prepare learners to acquire work within the IT field. Continued monitoring. Assessed annually.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Determine that the IST program helped prepare learners to acquire work within the IT field.
Determine that the IST program helped prepare learners to acquire work within the IT field. Continued monitoring. Assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

Determine that the IST program helped prepare learners to acquire work within the IT field.
Determine that the IST program helped prepare learners to acquire work within the IT field. Continued monitoring. Assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students | Outcome/Objective: Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

IT Cluster needs to reevaluate the questions that were given to the student
On further analysis, the IT Cluster believes the questions adequately address the SLO objectives, but believes there may be a disparity between how the class is taught at some campuses and online.

The IT Cluster has planned to address the disparity by holding workshops that will look at the course content and syllabi for all campuses to use.

The IT Cluster does not want the instructors to teach specifically to the test questions. We believe that results that are too high would indicate that instructors are teaching directly to the test questions.

As we refine the SLO assessment process, the IT Cluster needs to reevaluate the questions that were given to the students. The IT Cluster should determine if there are more appropriate questions for assessment of this SLO during the Fall and Spring
semester cross campus day meetings. This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** 4 Multiple Choice questions directed at this topic | **Outcome/Objective:** Demonstrate knowledge of syntax and logic in Java or C++ code.

**IT Cluster should reevaluate the questions that were given to the students**  
On further analysis, the IT Cluster believes the questions adequately address the SLO objectives, but feel that the Cluster needs to review the course pre-requisites to determine whether other classes should be taken before this class.

The IT Cluster does not want the instructors to teach specifically to the test questions. We believe that results that are too high would indicate that instructors are teaching directly to the test questions.

As we refine the SLO assessment process, the IT Cluster should reevaluate the questions that were given to the students. The IT Cluster needs to determine if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** 5 Multiple Choice questions directed at this topic | **Outcome/Objective:** Be able to describe memory types and allocation methods.

**On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to**  
On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** 5 Multiple Choice questions directed at this topic | **Outcome/Objective:** Be able to explain the differences between symmetric encryption, asymmetric encryption, and a hashing function.
On further analysis, the IT Cluster believes the questions adequately address the SLO objectives. This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 4 Multiple Choice questions directed at this topic | Outcome/Objective:
Be able to identify components of a multimedia web site.

The IT Cluster reevaluates the questions that were given to the students and determine if there are more appropriate questions.
On further analysis, the IT Cluster recognized that some of the questions did not adequately address the SLO objectives and therefore need to be redesigned in the future.

The IT Cluster does not want the instructors to teach specifically to the test questions. We believe that results that are too high would indicate that instructors are teaching directly to the test questions.

As we refine the SLO assessment process, the IT Cluster reevaluates the questions that were given to the students. The IT Cluster should determine if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 5 Multiple Choice questions directed at this topic | Outcome/Objective:
The ability to understand and integrate XHTML and CSS in a web project.

This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 5 Multiple Choice questions directed at this topic | Outcome/Objective:
Be able to define the OSI reference model and layers.
This SLO has been scheduled to be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: 4 Multiple Choice questions directed at this topic | Outcome/Objective:
Be able to list the advantages and disadvantages of the UNIX operating system.
Mission / Purpose

The Interior Design program provides quality education for students to prepare them for entry level employment in the interior design field or to transfer to an accredited university for further education. The curriculum provides a foundation education covering a broad range of topics in interior design, art history, furniture history, and basic design. Computer aided drafting, rendering and business practices round out the curriculum. Students become knowledgeable in both residential and contract design.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 22: Students will develop accurately scaled floor plans including furniture...

Students will develop accurately scaled floor plans including furniture and fixtures as well as other construction drawings needed to convey information to a furniture installer or building contractor.

Related Measure:

M 6: Successful completion of Design Project for IDS 105 Architectural Drafting for Interior Design,
Successful completion of Design Project for IDS 105 Architectural Drafting for Interior Design,

Source of Evidence: Administrative measure - other

Achievement Target:

Increased % of the class successfully completed.

Findings (2010-2011) - Achievement Target: Partially Met

Spring 2011

Analysis of project rubric and results shows the following. The project required execution of a series of drawings and the rubric scored the student's execution of each as well as overall drawing understanding and quality of drawing. A successful project was perceived as having scored good or better on all project elements. There were 16 students in this class.

Project Section: number of students or percent successful

Cover Sheet: 11 or 69%
Architectural Plan: 14 or 88%
Power Plan: 12 or 75%
Elevations: 14 or 88%
Sections: 10 or 63%
Schedules: 13 or 81%
Overall Comprehension: 13 or 81%
Drawing Technique: 11 or 69%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

There are a couple of topics that need to be focused on more in the course of instruction.

Established in Cycle: 2010-2011
Overall 75% of the class successfully completed all of the sections required by this project, however there are a couple of topics...

**O 23: Students will practice business management as they relate to the field of interior design.**
Students will practice business management including estimating, marketing, business structures and ethics as they relate to the field of interior design.

**Related Measure:**

**M 7: Successful completion of Group Project for IDS 225 Business Procedures**
Successful completion of Group Project for IDS 225 Business Procedures

Source of Evidence: Administrative measure - other

**Achievement Target:**
Group Project for IDS 225 Business Procedures was successfully completed.

The project rubrics:

- Assignment complete/researched/identified: 25 points possible, successful completion: 20 points or greater.
- Client scope, design rationale, forms: 30 points possible on this task. Successful completion: 25 points or greater on this task.
- Creativity: 20 points were possible on this portion of the assignment with successful completion being 15 points.
- Quality of presentation: 15 points, 12 points determined to be successful completion.
- Delivery of project/timeliness: 10 points possible.

**Findings (2010-2011) - Achievement Target: Met**
Sixteen students participated in group projects (4 groups, 4 students each) to prepare a marketing presentation designed to win an interior design project. Students worked together to develop a brand, research project needs, develop a visual presentation, develop contract materials and other forms for use on the project and then present orally as if they were presenting to the client.

The results of the project rubric show the following:

- Assignment complete/researched/identified: 25 points possible, successful completion: 20 points or greater. All four groups achieved 20 points or greater on this task.
- Client scope, design rationale, forms: 30 points possible on this task. Successful completion: 25 points or greater on this task. All four groups
achieved 25 or greater points on this task.
- Creativity: 20 points were possible on this portion of the assignment with successful completion being 15 points. All four groups achieved 15 points or greater on this task, but two groups were right at 15 points.
- Quality of presentation: 15 points, 12 points determined to be successful completion. 3 groups achieved success on this task.
- Delivery of project/timeliness: 10 points possible; all four groups presented on time and delivered the proper documentation to the instructor.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty have decided to evaluate the project in the Spring Semester 2011 in preparation for any major changes for the following
Established in Cycle: 2010-2011
All students were successful in development and execution of the group project, the biggest challenge seems to be encouraging th...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 15:Goal 2: To increase the success rate of students in the program
To increase the success rate of students in the program.

Related Measure:

M 1:OIR Data, Success Rates by Discipline reports for 2006-2010
OIR Data, Success Rates by Discipline reports for 2006-2010

Source of Evidence: Administrative measure - other

Achievement Target: Increased success rate

Findings (2010-2011) - Achievement Target: Partially Met

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We are doing better at encouraging students to complete their coursework, however this is not a significant increase overall.
Established in Cycle: 2010-2011
Overall, we are doing better at encouraging students to complete their coursework, however this is not a significant increase ...

O 16:Goal 3: To increase the number of program placed students in the program.
To increase the number of program placed students in the program.

Related Measure:
M 2: Distribution of program placed students from OIR report entitled Distribution of Program Placed Students by Curriculum and Award Type 2006-2010.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Increased number of program placed students in the program.

**Findings (2010-2011) - Achievement Target: Not Met**

- Fall 2006 = 214 students program placed
- Fall 2007 = 217 students program placed
- Fall 2008 = 202 students program placed
- Fall 2009 = 214 students program placed
- Fall 2010 = 198 students program placed

There is a small decrease in the number of program placed students. This is due to the fact that faculty did not make as big an effort to encourage students to become program placed in the fall, and when they did the forms were not always input by the counseling office.

Faculty will continue to encourage entry level students to become program placed early on to ensure adequate advising about the program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Faculty for entry level courses encourage them to select their program of study and their faculty advisor in the first year ...**

Established in Cycle: 2010-2011

Enrollment in entry level classes has fallen off slightly in the past year due in part to the bad economy as well as the incre...

O 17: Goal 4: To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.

To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.

**Related Measure:**

**M 3: Participation in the Interior Design Club**

- Participation in the Interior Design Club

- Class Field Trips

- Attendance at trade shows and interior design student events.

- Guest Speakers in class
Source of Evidence: Administrative measure - other

**Achievement Target:**
Participation increased in the Interior Design Club

Several courses regularly include field trips to local design firms or related businesses

Attendance increased at trade shows and interior design student events. Guest speakers are included in many interior design classes.

**Findings (2010-2011) - Achievement Target: Met**
Fall 10 the Interior Design Club had over 45 members with anywhere from 4 to 30 participating in activities that included visits to campus by various manufacturer's representatives and a bus trip to Richmond's Museum of Fine Arts(30).

Several courses regularly include field trips to local design firms or related businesses including:
- IDS 206 to Dulles Electric, Sterling, VA
- IDS 215 to Haworth and Steelcase, Washington, DC

IDS 225 students are required to attend 2 design events (of their choice) that would encourage networking with interior designers.

IDS 205 and IDS 215 students were required to attend Neocon East in Baltimore in October in the Fall of 2010. Those students that were not able to attend due to work or personal issues were assigned a virtual tour that they could complete at home.

Many students also choose to attend Student Options, an event for Interior Design students held at the Washington Design Center, and sponsored by the local chapters of IIDA and ASID.

Guest speakers are included in many interior design classes, including IDS 225, Business Procedures. For this class several designers in different areas of the industry, some that are NOVA graduates are invited each semester to present information on their specialty to the students.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**The Interior Design faculty have been very successful in exposing students to industry representatives and interior designers.**

*Established in Cycle:* 2010-2011

The Interior Design faculty have been very successful in exposing students to industry representatives and interior designers...

**O 18:Goal 5: To update courses required for the Interior Design AAS**

To update courses required for the Interior Design AAS

**Related Measure:**
M 4: Trends in the industry, comments from Interior Design Program Advisory Board.
Trends in the industry, comments from Interior Design Program Advisory Board.
Source of Evidence: Administrative measure - other

**Achievement Target:**
Updated courses required for the Interior Design AAS

**Findings (2010-2011) - Achievement Target: Met**
Sustainable design is the biggest trend in the interior design industry at this time. In addition, the American Society of Interior Designers also considers design for the aging to be a huge issue that is not being correctly addressed in the industry.

Advisory board members have suggested that we could increase enrollment by including a kitchen and bath course. Member of the NKBA (National Kitchen and Bath Association) have also approached our faculty with that request.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

The program decided to obtain the NKBA Accredited Program Toolkit to aid in developing a Kitchen and Bath program in spring 2012

Established in Cycle: 2010-2011
The interior design program introduced two new courses in recent semesters: Spring 2010 Designing Green Interiors Fall 2010 Ki...

O 21: Goal 1: To encourage students to complete their A.A.S. degree in Interior Design
To encourage students to complete their A.A.S. degree in Interior Design

**Related Measure:**

M 5: Graduation rates as recorded by OIR in report entitled Number of Graduates by Program and Specialization
Graduation rates as recorded by OIR in report entitled Number of Graduates by Program and Specialization
Source of Evidence: Administrative measure - other

**Achievement Target:**
The number of graduates increased.

**Findings (2010-2011) - Achievement Target: Met**
Number of graduates 2010-2011: 25
Number of graduates 2009-2010: 12
Number of graduates 2008-2009: 6
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Graduation increased from 2010-2011 by 100%, but the previous two to three years were low compared to previous years. Established in Cycle: 2010-2011
Graduation increased from 2010-2011 by 100%, but the previous two to three years were low compared to previous years. For the pa...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Faculty for entry level courses encourage them to select their program of study and their faculty advisor in the first year ...
Enrollment in entry level classes has fallen off slightly in the past year due in part to the bad economy as well as the increased number of colleges offering interior design in the Washington, DC area. Faculty continue to monitor this trend over the coming year. In addition, we’ve recognized the need for:

A brochure prepared by May 2012 outlining program information for prospective students
The brochure distributed to local high schools summer 2012
Faculty visit at least 2 high schools in Spring 2012 to share program information

Many students that are in the program are not program placed. Faculty for entry level courses encourage them to select their program of study and their faculty advisor in the first year to ensure that they stay in touch with their academic requirements for graduation.

NOVA has added an online form which will make this process easier for the students to do without faculty/advisor/counselor involvement. This goal is ongoing. Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Distribution of program placed students from OIR report entitled Distribution of Program Placed Students by Curriculum and Award | Outcome/Objective: Goal 3: To increase the number of program placed students in the program.

Faculty have decided to evaluate the project in the Spring Semester 2011 in preparation for any major changes for the following
All students were successful in development and execution of the group project, the biggest challenge seems to be encouraging their creativity in developing business presentations. Faculty should evaluate the assignment to see if additional instruction could encourage creativity in the concept as well as in the presentation materials. Faculty have decided to evaluate the project in the Spring Semester 2011 in preparation for any major changes for the following calendar year. The program has chosen to assess again in three semesters.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Successful completion of Group Project for IDS 225 Business Procedures | Outcome/Objective: Students will practice business management as they relate to the field of interior design.

Graduation increased from 2010-2011 by 100%, but the previous two to three years were low compared to previous years.
Graduation increased from 2010-2011 by 100%, but the previous two to three years were low compared to previous years. For the past several years, the IDS program has consistently had approximately 12-15 graduates. The high of 25 is somewhat unusual and is due to several factors. First, faculty are actively examining student progress through mynova and making students aware of credit deficits before they apply for graduation. Faculty also encourage students to complete their degrees prior to transferring through better advising and mentoring. Due to the economic downturn, several students have been able to attend classes full time where before they would have taken longer to graduate as part time students. This is ongoing.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Graduation rates as recorded by OIR in report entitled Number of Graduates by Program and Specialization | Outcome/Objective: Goal 1: To encourage students to complete their A.A.S. degree in Interior Design

The Interior Design faculty have been very successful in exposing students to industry representatives and interior designers.
The Interior Design faculty have been very successful in exposing students to industry representatives and interior designers and they were very happy to share their knowledge with the students. Manufacturer's representatives know that the students are their future clients, so they are particularly interested in getting to know them early on in their careers.

That said, it is easy to let the opportunities slide and this exposure to industry personnel will be retained as a goal for the future. More specific data should be kept on class visits and out of class experiences to ensure that students are continually exposed to design professionals. This goal is ongoing.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Participation in the Interior Design Club | Outcome/Objective: Goal 4: To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.
The program decided to obtain the NKBA Accredited Program Toolkit to aid in developing a Kitchen and Bath program in spring 2012.

The interior design program introduced two new courses in recent semesters: Spring 2010 Designing Green Interiors. Fall 2010 Kitchen and Bath Design. The Kitchen and Bath class has filled each time it was offered, however the Green Design class has been difficult to fill. The program continues to monitor these courses with the intent of adding them either as electives or program requirements.

The program decided to obtain the NKBA Accredited Program Toolkit to aid in developing a Kitchen and Bath program in spring semester 2012.

The program has been scheduled to be re-evaluated based on VCCS requirements for reduction in program hours and a more seamless transfer to adjacent universities. This goal is ongoing, but completion of the program update should be accomplished for the Fall 2014 catalog.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Trends in the industry, comments from Interior Design Program Advisory Board. | Outcome/Objective: Goal 5: To update courses required for the Interior Design AAS

There are a couple of topics that need to be focused on more in the course of instruction.
Overall 75% of the class successfully completed all of the sections required by this project, however there are a couple of topics that need to be focused on more in the course of instruction. In addition, drawing quality should be addressed to a greater degree.

Faculty should re-evaluate the project requirements to determine if the amount of work required on the project resulted in the reduction of quality overall as some students that did well on weekly exercises did poorly on the project.

Faculty decided to evaluate the project in the Spring Semester 2011 in preparation for any major changes for the following calendar year. The program has chosen to assess again in three semesters.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Successful completion of Design Project for IDS 105 Architectural Drafting for Interior Design, | Outcome/Objective: Students will develop accurately scaled floor plans including furniture...
We are doing better at encouraging students to complete their coursework, however this is not a significant increase overall. Overall, we are doing better at encouraging students to complete their coursework, however this is not a significant increase overall. Another look at the individual courses is also inconclusive. Sometimes we are up, sometimes we are down. Much of this is student driven; about half of the "unsuccessful" students withdraw for personal family or work issues with the intent of completing the course another time rather than an inability to do the work.

The number of students that did poorly or failed was highest in the IDS 100 and IDS 105 courses, the first two in the program. Typically students that do poorly do not do the work, and these are project based courses where work is to be done in class week by week. Faculty should begin to monitor at risk students earlier in the semester to ensure that they are turning in projects in a timely fashion.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: OIR Data, Success Rates by Discipline reports for 2006-2010
Outcome/Objective: Goal 2: To increase the success rate of students in the program.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Program Goals: To increase the number of program placed students in the program.

Program Goals: To increase the number of program placed students in the program.

Related Measure:

M 2: Distribution Of Program Placed Students By Curriculum And Award Type (Factbook 09-10 Table 1.14)

Distribution Of Program Placed Students By Curriculum And Award Type (Factbook 09-10 Table 1.14)

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
There will be an increase from the previous year.

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,533</td>
<td>3,683</td>
<td>3,916</td>
<td>4,285</td>
<td>4,419</td>
</tr>
</tbody>
</table>

Target: increase in program placed students

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This is an annual goal.
Established in Cycle: 2010-2011

The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program Goals: To encourage students to complete their degree

Program Goals: To encourage students to complete their degree
Related Measure:

M 1: Number of Graduates by Program and Specialization Fact Book 2005-2006 Through 2009-2010

Number of Graduates by Program and Specialization Fact Book 2005-2006 Through 2009-2010

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
There will be an increase from previous year

Findings (2010-2011) - Achievement Target: Met

2010-2011: 475
2009-10: 415
2008-09: 358
2007-08: 346
2006-07: 315

Target: continued growth in graduate total

Related Action Plans (by Established cycle, then alpha):

This is an annual goal.
Established in Cycle: 2010-2011
The number of graduates has continued to grow, meeting the program’s achievement target. This program goal...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

This is an annual goal.

The number of graduates has continued to grow, meeting the program's achievement target.
This program goal will be assessed again next year.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Number of Graduates by Program and Specialization Fact Book 2005-2006 Through 2009-2010 | Outcome/Objective: Program Goals: To encourage students to complete their degree
This is an annual goal.

The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal will be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Distribution Of Program Placed Students By Curriculum And Award Type (Factbook 09-10 Table 1.14)  
**Outcome/Objective:** Program Goals: To increase the number of program placed students in the program.
Mission / Purpose

The curriculum is designed for persons who seek full-time employment in areas involving the marketing and distribution of goods and for those presently in these fields who are seeking promotion. The career objectives include store manager, assistant manager, sales supervisor, department manager, sales and customer service representative, assistant buyer, public relations coordinator, international marketing associate and e-commerce sales.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 7: Communicate effectively in both oral and written formats with grammatical accuracy.

Communicate effectively in both oral and written formats with grammatical accuracy.

**Related Measure:**

**M 1:** News release/media kit for new product launch.

MKT 221: Public Relations

News release/media kit for new product launch. Present during a mock press conference to show mastery of the written and spoken aspects of public relations.

Source of Evidence: Administrative measure - other

**Achievement Target:**

Point range from 0-75 for project.

Course project and evaluation method attached.

**Findings (2010-2011) - Achievement Target: Met**

Data collected - Fall 2010

Data taken from one course

Sample size = 18 students

New release, Media kit, and Press conference

Goal: 70 points or better indicates mastery of SLO.

Results: 15 (83%) out of 18 students successfully achieved the SLO.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Goal to be increased to 80 points for successful mastery of SLO.
Established in Cycle: 2010-2011
Students successfully mastered SLO.
To be assessed again fall 2011. Goal to be increased to 80 points for successful mast...

O 8: Use the Internet to locate target markets, potential sales opportunities, and conduct e-commerce activities.
Use the Internet to locate target markets, potential sales opportunities, and conduct e-commerce activities.

Related Measure:

M 2: Student research project to illustrate use of the internet and marketing skills.

MKT 201 Introduction to Marketing
Student research project to illustrate use of the internet and marketing skills.

Source of Evidence: Administrative measure - other

Achievement Target:
Point range from 0-100 for project. Course project and evaluation method attached.

Findings (2010-2011) - Achievement Target: Met

Data collected - Fall 2010
Data taken from two course sections
Sample size = 46 students

Goal: 75 points or better indicates mastery of SLO.
Results: 44 (95%) out of 46 students successfully achieved the SLO.

Data collected - Spring 2011
Data taken from 2 sections
Sample size = 52 students

Goal: 80 points or better indicates mastery of SLO. Goal increased from Fall 2010.
Results: 44 (84%) earned 80 points or Better.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
Goal increased from Fall 2010 to 80 points for successful mastery of SLO for Spring 2011

*Established in Cycle*: 2010-2011

Students successfully mastered the SLO. Goal increased from Fall 2010 to 80 points for successful mastery of SLO for Spring ...

**O 9:** Describe the elements of the marketing mix and their integration to achieve customer satisfaction and organization goals.

Describe the elements of the marketing mix (product, price, place, and promotion) and their integration to achieve customer satisfaction and organization goals.

**Related Measure:**

**M 3:** Reading assignment with questions covering 18 articles on Wal-Mart.

MKT 216 Retail Organization & Management.

Reading assignment with questions covering 18 articles on Wal-Mart. Student discussion evaluated for completeness of answers relating to the elements of Wal-Mart's marketing mix and an understanding of the reading material.

Source of Evidence: Administrative measure - other

**Achievement Target:**

Point range from 0-50 for reading assignment. Project and evaluation method attached.

**Findings (2010-2011) - Achievement Target: Met**

Data collected - Fall 2010

Data taken from one course

Sample size = 17 students

Goal: 45 points or better indicates mastery of SLO.

Results: 13 (76%) out of 17 students earned 45 points or better.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Students successfully mastered SLO. To be assessed again fall 2011.**

*Established in Cycle*: 2010-2011

Students successfully mastered SLO. To be assessed again fall 2011.

**O 10:** Explain the importance of global marketing and methods of reaching the international customer.
Explain the importance of global marketing and methods of reaching the international customer.

**Related Measure:**

**M 4:** Case based on marketing research activity and international retail chain comparison.

MKT 275 International Marketing

Case based on marketing research activity and international retail chain comparison.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Point range from 0-400 for case study. Project and evaluation method attached.

Findings (2010-2011) - Achievement Target: Met

Data collected - Fall 2010

Data taken from one course

Sample size = 13 students

Goal: 300 points or better indicates mastery of SLO.

Results: 11 (85%) out of 13 students earned 300 points or better.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Students successfully mastered SLO. To be assessed again fall 2011.

Established in Cycle: 2010-2011

Students successfully mastered SLO. To be assessed again fall 2011.

O 15: Show how to achieve organizational objectives by effectively interacting with others as a team member.

Show how to achieve organizational objectives by effectively interacting with others as a team member.

**Related Measure:**

**M 5:** Student e-commerce project – web site created using Google.

MKT 282: Principles of eCommerce
Student e-commerce project - web site created using Google.

Must have 5 pages and be engaging, easy to navigate, allow for interaction with customers, and appropriate for target audience with no spelling errors.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Point range from 0-100 for project. Project and evaluation method attached.

**Findings (2010-2011) - Achievement Target: Met**

Date collected - Spring 2011
Data taken from one section
Sample size = 9 students

Goal: 75 points or better indicates mastery of SLO.

Results: 7 (77%) out of 9 students earned 75 points or better.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Student successfully mastered the SLO; To be assessed again Spring 2012.
Established in Cycle: 2010-2011
Student successfully mastered the SLO. To be assessed again Spring 2012.

**O 16: Calculate basic business math successfully.**
Calculate basic business math successfully.

**Related Measure:**

**M 6: Comprehensive merchandising math exam.**

MKT 227 Merchandise Buying & Control

Comprehensive merchandising math exam. Covers stock turnover, planned purchases, open-to-buy, vendor discounts, inventory shrinkage, pricing, markup and mark downs. Math exam part of the final class exam.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Point range 0-60 for test. Math exam attached.

**Findings (2010-2011) - Achievement Target: Met**

Data collected - Spring 2011
Data taken from the one section
Sample size = 13 students

Goal: 45 points or better indicates mastery of SLO.

Results: 12 students (92%) out of 13 earned 45 points or better. This is an improvement over the spring 2010 results reported (56%).

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**To be assessed again Spring 2012. Continue to work closely with students.**

*Established in Cycle: 2010-2011*

Students successfully mastered the SLO. To be assessed again Spring 2012. Continue to work closely with students and give ...

---

**O 17: Apply the marketing principles and ethical procedures in consumer and business transactions.**

Apply the marketing principles such as marketing strategies, sales management, customer service, public relations and ethical procedures in consumer and business transactions.

**Related Measure:**

**M 7: Students give sales presentation using the appropriate steps in the process.**

MKT 215: Sales and Marketing Management

Students give sales presentation using the appropriate steps in the process such as get the customer's attention, present product benefits, handle objections, and close the sale.

Source of Evidence: Administrative measure - other

**Achievement Target:**
Point range 0-25 for project. Project and evaluation method attached.

**Findings (2010-2011) - Achievement Target: Met**

Data Collected - Spring 2011
Data taken from one section
Sample size = 25 students

Goal: 18 points or better indicates mastery of SLO.

Results: 21 (84%) out of 25 students earned 18 points or better.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 18: To keep the marketing curriculum up-to-date reflecting current industry trends.
To keep the marketing curriculum up-to-date reflecting current industry trends.

Related Measure:
M 8: 2010 industry trends statement developed by the MKT Program Advisory Committee.

2010 industry trends statement developed by the MKT Program Advisory Committee.

Source of Evidence: Administrative measure - other

Achievement Target:
Develop Social Media Marketing course

Findings (2010-2011) - Achievement Target: Met
All courses and degrees reflect the industry trends listed.

Social media marketing was recommended by the MKT Advisory Committee to be developed as a new course.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

New MKT 284 Social Media Marketing course developed and approved by VCCS spring 2011.
Established in Cycle: 2010-2011
The achievement target was met.
New MKT 284 Social Media Marketing course developed and approved by VCCS spring 2011.

O 19: To teach students the basic principles of marketing.
To teach students the basic principles of marketing including sales methods and presentations, retail mgt. skills, promotion, public relations, retail buying, e-commerce, information management, business ethics, consumer law, plus international aspects of marketing.

Related Measure:
M 9: Success Rates by Disciplines – Eli courses excluded.

Success Rates by Disciplines - Eli courses excluded
Achievement Target:
Increase this number to 70%.

Findings (2010-2011) - Achievement Target: Partially Met

Course Completion Rates

Fall 2010:

MKT students passed = 383 (67.5%)

Total students = 567

Student course completion success rate needs to improve.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Inform faculty Fall 2011 of need to increase course completion success to 70%

Established in Cycle: 2010-2011
The achievement target was partially met.
Inform faculty Fall 2011 of need to increase course completion success to 70% b...

O 20:To maintain student class enrollments and graduation rates.
To maintain student class enrollments and graduation rates.
Total: 10 or more AAS MKT graduates.
Total: Five or more graduates in each CSC.

Related Measure:

M 10:Student Enrollments by FTES, Distribution of Program Placed Students, College Graduates by Curriculum, Employment Projections.

Student Enrollments by FTES, Distribution of Program Placed Students, College Graduates by Curriculum, Employment Projections
(OIR Factbook)

Source of Evidence: Administrative measure - other

Achievement Target:
Maintain 10 AAS MKT graduates and 5 CSC graduates.

Findings (2010-2011) - Achievement Target: Not Met
MKT FTES:
Fall 2009 - 114.4
Fall 2008 - 112.4
Program Placed MKT Students:
Fall 2010 - 285
Fall 2009 - 284
Fall 2008 - 282

Target: Maintain FTES and program placed students

AAS MKT Graduates:
2010-2011: 6
2009-2010: 10
2008-2009: 7

CSC MKT Graduates: 2010-11
eCommerce - 7
Marketing - 3
Promotion & PR - 4
Retail Management - 0

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Faculty want graduation rates increased for both AAS and CSC.
Established in Cycle: 2010-2011
The achievement target was not met.
Faculty want graduation rates increased for both AAS and CSC.
Economic downturn tends to hurt marketing enrollments and graduate numbers. Job opportunities in sales, promotion and retail mgmt. in No. Va. are growing slowly.
Continue to promote degrees and courses by means of student handouts and advising.
Reduce degree course requirements in two CSCs and one AAS degree to promote graduation Fall 2011.
Increase ELI courses offered Spring 2012.
MKT 216 is scheduled to be offered. MKT 275 was offered 1st time Fall 2011.

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Faculty want graduation rates increased for both AAS and CSC.
The achievement target was not met.
Faculty want graduation rates increased for both AAS and CSC.
Economic downturn tends to hurt marketing enrollments and graduate numbers. Job opportunities in sales, promotion and retail mgmt. in No. Va. are growing slowly.
Continue to promote degrees and courses by means of student handouts and advising.
Reduce degree course requirements in two CSCs and one AAS degree to promote graduation Fall 2011.
Increase ELI courses offered Spring 2012.
MKT 216 is scheduled to be offered. MKT 275 was offered 1st time Fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Student Enrollments by FTES, Distribution of Program Placed Students, College Graduates by Curriculum, Employment Projections. | Outcome/Objective: To maintain student class enrollments and graduation rates.

Goal increased from Fall 2010 to 80 points for successful mastery of SLO for Spring 2011
Students successfully mastered the SLO.
Goal increased from Fall 2010 to 80 points for successful mastery of SLO for Spring 2011 assessment.
To be assessed again fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student research project to illustrate use of the internet and marketing skills. | Outcome/Objective: Use the Internet to locate target markets, potential sales opportunities, and conduct e-commerce activities.

Goal to be increased to 80 points for successful mastery of SLO.
Students successfully mastered SLO.
To be assessed again fall 2011.
Goal to be increased to 80 points for successful mastery of SLO.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: News release/media kit for new product launch. | Outcome/Objective: Communicate effectively in both oral and written formats with grammatical accuracy.

Inform faculty Fall 2011 of need to increase course completion success to 70% .
The achievement target was partially met.
Inform faculty Fall 2011 of need to increase course completion success to 70% by these methods:
1) closely monitor students needing help.
2) inform students of tutoring and writing services available on campus and inviting those staff members to give a brief talk in class about their services.
3) continue reminding faculty to drop students who disappear from class.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Success Rates by Disciplines – Eli courses excluded. | Outcome/Objective: To teach students the basic principles of marketing.
New MKT 284 Social Media Marketing course developed and approved by VCCS spring 2011.
The achievement target was met.
New MKT 284 Social Media Marketing course developed and approved by VCCS spring 2011.
Fall 2011 Curriculum Comte. proposal approved for MKT 284 inclusion in four MKT AAS degrees.
MKT 2284 to be offered fall semester 2012.
First VCCS college to offer this course.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: 2010 industry trends statement developed by the MKT Program Advisory Committee.
Outcome/Objective: To keep the marketing curriculum up-to-date reflecting current industry trends.

Student successfully mastered the SLO; To be assessed again Spring 2012.
Student successfully mastered the SLO.
To be assessed again Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student e-commerce project – web site created using Google.
Outcome/Objective: Show how to achieve organizational objectives by effectively interacting with others as a team member.

Students successfully mastered SLO. To be assessed again fall 2011.
Students successfully mastered SLO.
To be assessed again fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Reading assignment with questions covering 18 articles on Wal-Mart.
Outcome/Objective: Describe the elements of the marketing mix and their integration to achieve customer satisfaction and organization goals.

Students successfully mastered SLO. To be assessed again fall 2011.
Students successfully mastered SLO.
To be assessed again fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Case based on marketing research activity and international retail chain comparison. | Outcome/Objective: Explain the importance of global marketing and methods of reaching the international customer.

To be assessed again Spring 2012.
Students successfully mastered the SLO
To be assessed again Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students give sales presentation using the appropriate steps in the process. | Outcome/Objective: Apply the marketing principles and ethical procedures in consumer and business transactions.

To be assessed again Spring 2012. Continue to work closely with students.
Students successfully mastered the SLO.
To be assessed again Spring 2012.

Continue to work closely with students and give additional math problems in class for practice purposes.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive merchandising math exam. | Outcome/Objective: Calculate basic business math successfully.
Mission / Purpose

This program is designed to prepare students for certification and employment as massage therapists in a wide variety of environments, including hospitals and clinics, doctor and chiropractic offices, sports and fitness facilities, corporation offices, and beauty and skin care salons and spas. Graduates will be prepared to take the National Certification Examination in Therapeutic Massage and Bodywork. The National Certification Board for Therapeutic Massage and Bodywork requires all applicants to have completed at least 500 in-class clock hours of formal training prior to taking the exam. Successful completion of the exam and certification is required to practice massage therapy in Virginia.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 13:SLO: Demonstrate ethical behavior in the client/therapist relationship
SLO: Demonstrate ethical behavior in the client/therapist relationship

Related Measure:

M 7: Clinics employed client feedback forms

HLT 180 - Lab practical included communication and draping components. The rubric for grading was the effectiveness and appropriateness of interaction with client. Rubric attached.

HLT 280 - Clinics employed client feedback forms which included questions about therapist interaction with clients. The rubric for grading was the effectiveness and appropriateness of interaction with client. Rubric attached.
HLT 190 - Clinics employed client feedback forms which included questions about therapist interaction with clients. The rubric for grading was the effectiveness and appropriateness of interaction with client and completion of 32 massage hours. Rubric attached.

Source of Evidence: Employer survey, incl. perceptions of the program

Achievement Target:
Instructor reviewed client feedback forms with individual students and discussed methods of improving the client/therapist interaction.

HLT 180 - target score of 9.0 score on midterm and final labs.
HLT 280 - target score of 80% on midterm and final labs.
HLT 190 - target score of 90% on client feedback form.
**Findings (2010-2011) - Achievement Target: Met**

Data collection - Summer 2010

Data was collected from 1 WO section of HLT 280; data from MEC was not available

Sample size = 12 students

Average lab midterm score = 91.6%

Average lab final score = 92.3%

One faculty member taught this section

Data collection - Summer 2010

Data was collected from 1 WO section of HLT 190; data from MEC was not available

Sample size = 12 students

Average score on client feedback form was 97%.

Average final score of massage hours = 30.5 out of 32 hours; 2 students did not complete required hours

Instructor reviewed client feedback forms with individual students and discussed methods of improving the client/therapist interaction.

Data collection - Fall 2010

The grade distribution for one HLT 180 class of 10 students was 7 A's, 1 B, 2 C's

Program requirement is grade of C or above which was achieved by all students.

HLT 280 and HLT 190 were not offered in Fall 2010

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Change the wording on client feedback forms to encourage clients to list negative as well as positive feedback.**

*Established in Cycle: 2010-2011*

HLT 180 instructor was satisfied with results. Students achieved the target score of 9.0 score on midterm and final labs indi...

**This SLO is scheduled for assessment again in Fall 2011 semester.**

*Established in Cycle: 2010-2011*

HLT 180 instructor was satisfied with results. Students achieved the target score of 9.0 score on midterm and final labs indi...
O 14:SLO: Demonstrate the principles of body mechanics when performing massage
SLO: Demonstrate the principles of body mechanics when performing massage.

Related Measure:

M 8: HLT 280 – Lab practical included body mechanic component. Rubric attached.

HLT 280 - Lab practical included body mechanic component. The rubric for grading was the proper body positioning when executing massage strokes. Rubric attached.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Achievement target of 80% on lab scores.

Findings (2010-2011) - Achievement Target: Partially Met

Data collection - Summer 2010

Data was collected from 1 WO section of HLT 280; data from MEC was not available

Sample size = 12 students

Average lab midterm score = 91.6%

Average lab final score = 92.3%

One faculty member taught this section

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Most students practiced proper body mechanics during massages. 
Established in Cycle: 2010-2011
Based on achievement target of 80% on lab scores, instructor believed most students practiced proper body mechanics during mas...

O 15:SLO: Perform pre-massage consultations with clients using proper notations on session charts and post-massage evaluations
SLO: Perform pre-massage consultations with clients using proper notations on session charts and post-massage evaluations

Related Measure:

M 9: HLT 190 - SOAP note evaluations completed by students during massage clinics.

HLT 190 - SOAP note evaluations completed by students during massage clinics. Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Achievement target of 4.0.
Findings (2010-2011) - Achievement Target: Met

Data collection - Summer 2010

Data was collected from 1 WO section of HLT 190; data from MEC was not available

Sample size = 12 students

Average SOAP note score = 4.3

Average final score = 30.5 out of 32 hours

Instructor reviewed SOAP notes with individual students and discussed methods to improve notations

O 16:SLO: Perform cardio/pulmonary resuscitation and basic first aid
SLO: Perform cardio/pulmonary resuscitation and basic first aid.

Related Measure:

M 10:HLT 105 – Written exam on CPR and first aid and practical in CPR and use of AED American Heart Association written exam on CPR

HLT 105 - Written exam on CPR and first aid and practical in CPR and use of AED American Heart Association written exam on CPR and first aid and practical skills exam in CPR and use of AED. American Heart Association exams are proprietary and cannot be copied for attachment here.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:
Achievement target of a grade of 80% on both exams.

Findings (2010-2011) - Achievement Target: Met

Data collection - Spring 2010

Data was collected from 3 WO sections of HLT 105; data from MEC was not available

Sample size = 18 students

Average written test score = 18.7 out of 20

Average skill test score = 19.1 out of 20

One faculty member taught these sections

Data collections - Fall 2010

Data was collected from 24 students in 3 sections of HLT 105. The grade distribution was 18 A's and 3 B's. Students must score 80 or above to
become certified.

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 10: Program Goals: To prepare students to pass the National Certification exam**

Program Goals: To prepare students to pass the National Certification exam

**Related Measure:**

**M 4: Completion of 608 hours of course work**

Completion of 608 hours of course work

Graduation rates (OIR Factbook)

Passing NCTBTMB exam after graduation

Source of Evidence: Activity volume

**Achievement Target:**

The number of students graduating with this certificate will increase.

The number of students passing the NCBTMB exam will be maintained at a high rate.

**Findings (2010-2011) - Achievement Target: Partially Met**

For year 2008-2009 thirteen students graduated with Certificates in Massage Therapy

For year 2009-2010 twenty-one students graduated with Certificates in Massage Therapy

For Spring 2010 six out of six Woodbridge students passed the NCBTMB exam; no data was available for MEC

For Fall 2010 one out of one student passed the NCBTMB exam

For year 2010-2011 seventeen students graduated with Certificates in Massage Therapy

For Spring 2011 sixteen out of seventeen students passed the NCBTMB exam which far exceeds the national average of 62% and state average of 51% which would be the minimum target goal

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Exam pass rate as reported by NCBTMB for NVCC students continues to be much higher than national average**

*Established in Cycle: 2008-2009*
Exam pass rate as reported by NCBTMB for NVCC students continues to be much higher than national average. Faculty will continu...

Exam pass rate as reported by NCBTMB for NOVA students continues to be much higher than national and state averages
Established in Cycle: 2010-2011
Exam pass rate as reported by NCBTMB for NOVA students continues to be much higher than national and state averages

Graduat...

O 11:Program Goals: To prepare students to obtain employment as licensed massage therapists
Program Goals: To prepare students to obtain employment as licensed massage therapists

Related Measure:

M 5:Number of graduates who become licensed massage therapists and obtain jobs
Number of graduates who become licensed massage therapists and obtain jobs as reported in graduate surveys
Graduates’ responses listed in Graduate Survey Summaries, 2007-2008
Graduates’ responses listed in Graduate Survey Summary 2009
Participation in NOVA Massage Therapy Conference in summer 2011 held in conjunction with NOVA Workforce Development to offer continuing education workshops

Source of Evidence: Existing data

Achievement Target:
Increased number of graduates who become licensed massage therapists and obtain jobs.

Increased number of graduates who participate in NOVA massage therapy conference in Summer 2011.

Findings (2010-2011) - Achievement Target: Partially Met

According to Graduate Survey Summaries, 2007-2008, the four graduates who were surveyed reported that they all became employed as massage therapists

According the Graduate Survey Summary 2009, the four graduates who were surveyed reported that they all became employed as massage therapists. All service categories were rated good and above with faculty advising the weakest.

Only one graduate registered for NOVA Massage Therapy Conference due to delay in advertising so the conference was cancelled.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
Program needs to develop follow-up method to assess graduates success in obtaining jobs through development of distribution list

Established in Cycle: 2010-2011
Program needs to develop follow-up method to assess graduates success in obtaining jobs through development of distribution li...

O 12: Program Goals: To encourage students to continue in the massage therapy program after they complete prerequisite courses

Program Goals: To encourage students to continue in the massage therapy program after they complete prerequisite courses

Related Measure:

M 6: Enrollment rates in prerequisite HLT 170 course compared to enrollment rates in first program course, HLT 180

Enrollment rates in prerequisite HLT 170 course compared to enrollment rates in first program course, HLT 180
Number of courses and sections for MEC and WO
Source of Evidence: Existing data

Achievement Target:
To increase retention rates of massage therapy students.
To increase number of courses and sections for MEC and WO

Findings (2010-2011) - Achievement Target: Not Met

Summer 2010
1 section of HLT 170 at MEC = 8 students
2 sections of HLT 170 at WO = 17 students
Total students in HLT 170 = 25
1 section of HLT 180 at MEC = 2 students
Total students in HLT 180 = 2

Fall 2010
2 sections of HLT 170 at WO = 19 students
1 section of HLT 180 = 10 students

Spring 2011
2 sections of HLT 170 at WO = 36 students
1 section of HLT 180 at WO = 11 students

Summer 2011
2 sections of HLT 170 at WO = 29 students

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

*Adjunct faculty member has written a marketing plan which will be presented to dean in fall 2011 and implemented in spring 2012.*

*Established in Cycle: 2010-2011*

Adjunct faculty member has written a marketing plan which will be presented to dean in fall 2011 and implemented in spring 201...

**O 17:** Program Goals: To encourage students to complete core massage therapy program courses

Program Goals: To encourage students to complete core massage therapy program courses

**Related Measure:**

*M 11:** Success rates for HLT 170, HLT 180, HLT 280, HLT 281 courses from OIR Factbook

Success rates for HLT 170, HLT 180, HLT 280, HLT 281 courses from OIR Factbook

Source of Evidence: Administrative measure - other

**Achievement Target:**

Success rate of over 70% for HLT 170
Success rate of 80% for HLT 180 and HLT 280.
Success rate for HLT 281 is 90%

**Findings (2010-2011) - Achievement Target: Met**

Summer 2011

Fall 2011

HLT 170 - 83% success rate

HLT 180 - 100% success rate

HLT 280 - not offered

HLT 281 - 91% success rate

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**All target goals were exceeded.**

*Established in Cycle: 2010-2011*

Success rate of over 70% was target for HLT 170 which is elective course for some students. Success rate of 80% was target for ...
Adjunct faculty member has written a marketing plan which will be presented to dean in fall 2011 and implemented in spring 2012. The plan includes methods to increase retention of students from HLT 170 to HLT 180. Program goal is to retain 60% of students from HLT 170.

Faculty survey of HLT 170 students showed students decision to continue with the program may be influenced by financial aid and course scheduling. Spring 2011 schedule include a daytime course. Students on financial aid will be advised to wait to be program placed until third semester of program. Some students indicate they choose HLT 170 as a one credit elective with no intension of continuing in the massage program.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Enrollment rates in prerequisite HLT 170 course compared to enrollment rates in first program course, HLT 180 | Outcome/Objective: Program Goals: To encourage students to continue in the massage therapy program after they complete prerequisite courses

All target goals were exceeded.
Success rate of over 70% was target for HLT 170 which is elective course for some students. Success rate of 80% was target for HLT 180 and HLT 280. Success rate for HLT 281 is 90% since this is capstone course for program. All target goals were exceeded.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Success rates for HLT 170, HLT 180, HLT 280, HLT 281 courses from OIR Factbook | Outcome/Objective: Program Goals: To encourage students to complete core massage therapy program courses

Change the wording on client feedback forms to encourage clients to list negative as well as positive feedback.
HLT 180 instructor was satisfied with results. Students achieved the target score of 9.0 score on midterm and final labs indicating they are aware of appropriate techniques to keep clients feeling safe and comfortable. All students in Fall 2010 achieved the target grade.

HLT 280 - Many of the same students were in this sequenced class as HLT 180 and were taught by the same instructor. Instructor believed these students had improved their social skills and interactions with clients by achieving the target score of 80% on midterm and final labs. However, a few students complained about inappropriate behavior among students in massage exchanges during labs. This issue was addressed with a meeting of students, instructor and program head.
HLT 190 - Instructor believed students demonstrated good interaction and sensitivity to clients needs. Students achieved the target score of 90% on client feed back form.

Instructors decided to change the wording on client feedback forms to encourage clients to list negative as well as positive feedback. Clients seem to be reluctant to be critical of student performance for fear their comments could affect the students' grades.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Clinics employed client feedback forms  | Outcome/Objective: SLO: Demonstrate ethical behavior in the client/therapist relationship

Exam pass rate as reported by NCBTMB for NOVA students continues to be much higher than national and state averages
Exam pass rate as reported by NCBTMB for NOVA students continues to be much higher than national and state averages

Graduation rates are consistent with previous 5 years but lower than 2010

Faculty continue to review curriculum to insure continued success

Graduation rates will be assessed again in 2012 and increases will be a goal of new marketing plan to be implemented in spring 2012
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Completion of 608 hours of course work | Outcome/Objective: Program Goals: To prepare students to pass the National Certification exam

Most students practiced proper body mechanics during massages.
Based on achievement target of 80% on lab scores, instructor believed most students practiced proper body mechanics during massages. Few students complained of fatigue or pain after performing numerous massages.

This SLO will be assessed in the Fall 2010 semester.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: HLT 280 – Lab practical included body mechanic component. Rubric attached. | Outcome/Objective: SLO: Demonstrate the principles of body mechanics when performing massage
Program needs to develop follow-up method to assess graduates success in obtaining jobs through development of distribution list

Program needs to develop follow-up method to assess graduates success in obtaining jobs through development of distribution list in Fall 2011

Program needs to develop method of disseminating information about job opportunities to graduates through use of e-mail distribution list to be created in Fall 2011

Faculty are considering mentoring program to connect present students with former graduates working as massage therapists through distribution list to be developed in Fall 2011

Graduate survey assessed again in Spring 2012

Significantly more planning time is necessary for a massage conference than was anticipated. Delay in sending out conference brochures in addition to administrative complexities in contracting with workshop presenters affected registration. Another conference has been planned in 2012 at least a year ahead of conference date.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of graduates who become licensed massage therapists and obtain jobs | Outcome/Objective: Program Goals: To prepare students to obtain employment as licensed massage therapists

This SLO is scheduled for assessment again in Fall 2011 semester.
HLT 180 instructor was satisfied with results. Students achieved the target score of 9.0 score on midterm and final labs indicating they are aware of appropriate techniques to keep clients feeling safe and comfortable. All students in Fall 2010 achieved the target grade.

HLT 280 - Many of the same students were in this sequenced class as HLT 180 and were taught by the same instructor. Instructor believed these students had improved their social skills and interactions with clients by achieving the target score of 80% on midterm and final labs. However, a few students complained about inappropriate behavior among students in massage exchanges during labs. This issue was addressed with a meeting of students, instructor and program head.

HLT 190 - Instructor believed students demonstrated good interaction and sensitivity to clients needs. Students achieved the target score of 90% on client feedback form.

Instructors decided to change the wording on client feedback forms to encourage clients to list negative as well as positive feedback. Clients seem to be reluctant to be critical of student performance for fear their comments could affect the students’ grades.

This SLO will be assessed again in the fall 2010 semester.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Clinics employed client feedback forms | Outcome/Objective: SLO:
Demonstrate ethical behavior in the client/therapist relationship
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1:SLO: Communicate effectively to serve the needs of patients, the public, and the healthcare delivery team.

SLO: Communicate effectively to serve the needs of patients, the public, and the healthcare delivery team.

Documents:
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

Related Measure:

M 1: Clinical Evaluation, competency checklist
MDL 196 clinical evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other

Documents:
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

Achievement Target:
Zero students will fall below average.

Findings (2010-2011) - Achievement Target: Met

a. Fall 2010

Of the 12 students assessed in this practice area; 6/12- 50% received a rating of good (90%-94%) and 6/12 50% received a rating of excellent (95%-100%)

b. Fall 2010

Of the 12 students assessed in this practice area; 4/12- 33% received a rating of good (90%-94%) and 8/12 67% received a rating of excellent (95%-100%)

c. Fall 2010

Of the 12 students assessed in this practice area; 6/12- 50% received a rating of good (90%-94%) and 6/12 50% received a rating of excellent (95%-100%)
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We assess this SLO on a continuing basis
Established in Cycle: 2010-2011
The results were satisfactory. Achievement target was met with zero students falling below a good rating; 90-94%. Added emphasis...

O 2:SLO: Demonstrate laboratory safety and regulatory compliance.

SLO: Demonstrate laboratory safety and regulatory compliance.

Documents:
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

Related Measure:

M 1: Clinical Evaluation, competency checklist
MDL 196 clinical evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other

Documents:
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

Achievement Target:
Achievement target: zero students will fall below average.

Related Measure:

M 1: Clinical Evaluation, competency checklist
MDL 196 clinical evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other

Documents:
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

Achievement Target:
zero students falling below a good rating; 90-94%.

M 7: Clinical evaluation competency checklist
MDL 277,278 spring; MDL 266,276 summer - clinical evaluation competency checklist
Source of Evidence: Field work, internship, or teaching evaluation

**Achievement Target:**
Achievement target: zero students will fall below a good rating.

**O 15:SLO: Demonstrate ethical and professional conduct**

SLO: Demonstrate ethical and professional conduct

**Related Measure:**

M 8:MDL 277, 278, spring; clinical evaluation competency checklist MDL 281, group case studies

MDL 277, 278, spring; clinical evaluation competency checklist MDL 281, group case studies

Source of Evidence: Administrative measure - other

**Achievement Target:**
with zero students falling below a good rating; 90-94%

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011

Of the 15 students assessed in 2 clinical practice areas and the group case study portion of the capstone course; 1/15 received a rating of good (90%-94%) and 14/15 received a rating of excellent (95%-100%)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

We continue to emphasize the significance of ethical and professional conduct in all major courses
Established in Cycle: 2010-2011
The results were satisfactory. Achievement target was met with zero students falling below a good rating; 90-94%. We will continue...

**O 16:SLO: Apply knowledge of the use of laboratory results in diagnosis and treatment**

SLO: Apply knowledge of the use of laboratory results in diagnosis and treatment

**Related Measure:**

M 8:MDL 277, 278, spring; clinical evaluation competency checklist MDL 281, group case studies
MDL 277, 278, spring; clinical evaluation competency checklist MDL 281, group case studies

Source of Evidence: Administrative measure - other

**Achievement Target:**
with zero students falling below a good rating; 90-94%

**Findings (2010-2011) - Achievement Target: Not Met**

Spring 2011
Of the 15 students assessed in 2 clinical practice areas and the group case study portion of the capstone course; 5/15 received a rating of good (90%-94%) and 10/15 received a rating of excellent (95%-100%)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The opportunity to increase the foundation course work in the sciences was approved
*Established in Cycle: 2010-2011*

The results were satisfactory with 67% of the students receiving an excellent rating, however; the program was not satisfied. ...

**O 17:SLO: Apply knowledge of technical training sufficient to orient new employees**

SLO: Apply knowledge of technical training sufficient to orient new employees

**Related Measure:**

**M 9:MDL 281, competency checklists POCT**
MDL 281, competency checklists POCT

Source of Evidence: Administrative measure - other

**Achievement Target:**
with zero students falling below the excellent rating; 95-100%

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011
Of the 14 students participating (one student was absent due to illness), 100% received excellent (95%-100%) from their peers on the rating sheet

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.
We assess this again spring 2012

*Established in Cycle: 2010-2011*

The results were satisfactory. Achievement target was met with zero students falling below the excellent rating; 95-100%. We w...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 10:Program Goals:** The Medical Laboratory Technology program will increase the retention rate from the previous year

Program Goals: The Medical Laboratory Technology program will increase the retention rate from the previous year

**Related Measure:**

**M 3:Retention rate from Student Information System (SIS) class rosters**

Retention rate from Student Information System (SIS) class rosters.

Source of Evidence: Existing data

**Achievement Target:**
The Medical Laboratory Technology program will increase the retention rate from the previous year.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010-Spring 2011 First Year cohort: 22 students were accepted into the MLT program fall, 2010. The retention rate after the fall 10 semester, was 86%. The 14% attrition rate was not related to academic performance.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The retention rate is equal to the previous year**

*Established in Cycle: 2010-2011*

The retention rate is equal to the previous year and met our achievement target

**O 11:Program Goals**
The Medical Laboratory Technology program will increase total number of students graduating from the previous year.

Program Goals: The Medical Laboratory Technology program will increase total number of students graduating from the previous year.

**Related Measure:**

**M 4:Graduation rate**

Graduation rate
Student Information System (SIS) class rosters.
Achievement Target:
The Medical Laboratory Technology program will increase total number of students graduating from the previous year.

Findings (2010-2011) - Achievement Target: Met
A total of 15 students graduated in the 2011 academic year, which compares to 17 students who graduated during the 2010 academic year. This represents a decrease of 12% from the previous year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Our minimum target is 15 with a maximum of 20 graduates per year
Established in Cycle: 2010-2011
The program was satisfied with these results. They are within our achievement target. Our minimum target is 15 with a maximum of...

O 12:Program Goals: Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.
Program Goals: Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.

Related Measure:
M 5:National certification passing rate and number of successful students passing the exam.
National certification passing rate and number of successful students passing the exam.

Source of Evidence: Existing data

Achievement Target:
Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.

Findings (2010-2011) - Achievement Target: Met
To date, 67% of the 2011 graduates have taken the exam with a 100% pass rate. This is greater than the passing rate for 2010.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Strategies used to instill the significance of national certification and seeing graduates
Established in Cycle: 2010-2011
The program is satisfied with the 2011 results, and to date, the achievement target of 100% has been met. Strategies used to ins...
**Program Goals:** Students employed in the field following graduation from the program at a rate equivalent to the previous year.

**Related Measure:**

**M 6: Career placement rate**

Career placement rate  
Exit interviews; voluntary graduate e-mail feedback

Source of Evidence: Administrative measure - other

**Achievement Target:**

Students employed in the field following graduation from the program at a rate equivalent to the previous year.

**Findings (2010-2011) - Achievement Target: Met**

Employment of 2011 graduates was 100% for those seeking employment (11 of 14). Three graduates chose to continue their formal education. This is equal to the career placement rate of the 2010 graduates.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

The data was reviewed with our MLT Program Advisory Committee, during the 2011 meeting

**Established in Cycle:** 2010-2011  
The results were satisfactory and the target achievement was met. The data was reviewed with our MLT Program Advisory Committee,...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Strategies used to instill the significance of national certification and seeing graduates**

The program is satisfied with the 2011 results, and to date, the achievement target of 100% has been met. Strategies used to instill the significance of national certification and seeing graduates, upon eligibility, take the exam within a reasonable time period have proved beneficial with the 2011 cohort.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** National certification passing rate and number of successful students passing the exam.  
**Outcome/Objective:** Program Goals: Student performance on the national MLT/CLT certification exam will be equal or improve from the
The data was reviewed with our MLT Program Advisory Committee, during the 2011 meeting. The results were satisfactory and the target achievement was met. The data was reviewed with our MLT Program Advisory Committee, during the 2011 meeting.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Career placement rate | Outcome/Objective: Program Goals: Students employed in the field following graduation from the program at a rate equivalent to the previous year.

Our minimum target is 15 with a maximum of 20 graduates per year
The program was satisfied with these results. They are within our achievement target. Our minimum target is 15 with a maximum of 20 graduates per year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation rate | Outcome/Objective: Program Goals: The Medical Laboratory Technology program will increase total number of students graduating from the previous year.

The opportunity to increase the foundation course work in the sciences was approved
The results were satisfactory with 67% of the students receiving an excellent rating; however; the program was not satisfied. The opportunity to increase the foundation course work in the sciences was approved by the college curriculum committee and will be fully implemented with the fall 2012 incoming class.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: MDL 277, 278, spring; clinical evaluation competency checklist MDL 281, group case studies | Outcome/Objective: SLO: Apply knowledge of the use of laboratory results in diagnosis and treatment
The retention rate is equal to the previous year
The retention rate is equal to the previous year and met our achievement target

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Retention rate from Student Information System (SIS) class rosters |
  Outcome/Objective: Program Goals: The Medical Laboratory Technology program will increase the retention rate from the previous year

We assess this again spring 2012
The results were satisfactory. Achievement target was met with zero students falling below the excellent rating; 95-100%. We continue to evaluate and improve the success of this capstone lab as it relates to teaching and training at the bench.

We assess this again spring 2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: MDL 281, competency checklists POCT |
  Outcome/Objective: SLO: Apply knowledge of technical training sufficient to orient new employees

We assess this SLO on a continuing basis and again
The results were satisfactory. Achievement target was met with zero students falling below a good rating; 90-94%. Added emphasis will be placed on verbal skills for ESL students. We assess this SLO on a continuing basis and again, after the fall 2011 semester

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Clinical Evaluation, competency checklist |
  Outcome/Objective: SLO: Communicate effectively to serve the needs of patients, the public, and the healthcare delivery team.
We continue to emphasize the significance of ethical and professional conduct in all major courses

The results were satisfactory. Achievement target was met with zero students falling below a good rating; 90-94%. We continue to emphasize the significance of ethical and professional conduct in all major courses on an on-going basis, and assess the SLO annually during the spring semester

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: MDL 277, 278, spring; clinical evaluation competency checklist MDL 281, group case studies | Outcome/Objective: SLO: Demonstrate ethical and professional conduct
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: The student will be able to render a performance that is musically expressive and technically accurate.

The student will be able to render a performance that is musically expressive and technically accurate.

Related Measure:

M 7: Music 137

MUS 137

Direct Method

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Two Instructors applied the same rubric.
Using a twelve point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher
Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher

Findings (2010-2011) - Achievement Target: Met

Data collection

Fall 2010, Spring 2011

Data was collected from 2 sections of MUS 137 (the only sections offered by the college)

Two Instructors applied the same rubric.

Fifty students were involved in the assessment activity.

Using a twelve point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher

O 7: Group performance
Students will be able to perform effectively in a group

Related Measure:

M 7: Music 137
MUS 137

Direct Method

Source of Evidence: Performance (recital, exhibit, science project)

**Achievement Target:**
Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher

**Findings (2010-2011) - Achievement Target: Met**

Data collection

Fall 2010, Spring 2011

Date was collected from 2 sections of MUS 137 (the only sections offered by the college)

Two Instructors applied the same rubric.

Forty students were involved in the assessment activity.

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

O 5: To increase student success as measured by the number of graduates
To increase student success as measured by the number of graduates.

**Related Measure:**

M 5: OIR Data
OIR Data.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Each degree program will show an increased number of graduates compared to the previous academic year.

**Findings (2010-2011) - Achievement Target: Not Met**

Graduates by Degree Specialization in 2010-2011
### College Graduates by Curriculum and Award type

<table>
<thead>
<tr>
<th>Music AA</th>
<th>2005-06</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-07</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2009-10</td>
<td>5</td>
</tr>
</tbody>
</table>

### Program Placed Students

<table>
<thead>
<tr>
<th>Music AA</th>
<th>Fall 2006</th>
<th>132</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Fall 2008</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Fall 2009</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td>Fall 2010</td>
<td>221</td>
</tr>
</tbody>
</table>

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Advisement and student surveys**

*Established in Cycle: 2010-2011*

The graduation total decreased by 1 over the previous year; there was unanimous agreement that Music must raise graduation...

**O 6: To increase student success as measured by course completion rates**

To increase student success as measured by course completion rates.

**Related Measure:**

**M 6: OIR Data**

OIR Data

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

The course completion rate for both MUS 111 and MUS 136 will increase in
2009-10.

The number of students making As in MUS 111 will increase in 2009-10.

**Findings (2010-2011) - Achievement Target: Not Met**

**Fall 2010 Success Rate (Course Completion)**

Pass 1288

% Pass 75.9%

Other 410

% Other 24.1%

Total 1698

**Fall 2009 Success Rate (Course Completion)**

Pass 1197

% Pass 75.1%

Other 397

% Other 24.9%

Total 1698

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

*use of peer group and cohort groupings, and emphasis on student use of faculty office hours.*

*Established in Cycle: 2010-2011*

Course completion rates have stayed the same since the previous year. The Music Program course completion target has been set a...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**Advisement and student surveys**

The graduation total decreased by 1 over the previous year; there was unanimous agreement that Music must raise graduation totals. There is also agreement that increased advisement is the most effective strategy. One outcome of successful advisement is a rise in the number of program-placed students. That number increase significantly from the
previous year. We have instituted Music Student Surveys to be completed by all music students at the beginning of each semester to help us learn which students intend to pursue a music degree. This program goal has been scheduled for the next assessment cycle.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: OIR Data | Outcome/Objective: To increase student success as measured by the number of graduates

Use of peer group and cohort groupings, and emphasis on student use of faculty office hours.

Course completion rates have stayed the same since the previous year. The Music Program course completion target has been set at 80%. Strategies to increase Course Completion Rates include increased advisement, use of peer group and cohort groupings, and emphasis on student use of faculty office hours. This program goal has been scheduled for the next assessment cycle.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: OIR Data | Outcome/Objective: To increase student success as measured by course completion rates
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 6: Perform effectively in a group
Students will be able to perform effectively in a group

Related Measure:

M 5: MUS 137
Music 137
Direct Method

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Data collection

Fall 2010, Spring 2011

Date was collected from 2 sections of MUS 137 (the only sections offered by the college)

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Findings (2010-2011) - Achievement Target: Met

Data collection

Fall 2010, Spring 2011

Date was collected from 2 sections of MUS 137 (the only sections offered by the college)

Two Instructors applied the same rubric.

Fifty students were involved in the assessment activity.

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: The students will be able to render a performance that is musically expressive and technically accurate.

Render a performance that is musically expressive and technically accurate

Related Measure:

M 5: MUS 137
Music 137
Direct Method

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:
Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.

Findings (2010-2011) - Achievement Target: Met

Data collection

Fall 2010, Spring 2011

Date was collected from 2 sections of MUS 137 (the only sections offered by the college)

Two Instructors applied the same rubric.

Fifty students were involved in the assessment activity.

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.

O 4: To increase student success as measured by the number of graduates

To increase student success as measured by the number of graduates

Related Measure:

M 4: Graduation Rates
Graduation Rates

Source of Evidence: Academic indirect indicator of learning - other
Achievement Target:
Each degree program will show an increase in the number of graduates over the previous academic year.

Findings (2010-2011) - Achievement Target: Not Met

Graduates by Degree Specialization in 2010-11

Music AAA 11

College Graduates by Curriculum and Award type

Music AAA
2005-06 6
2006-07 13
2007-08 15
2008-09 7
2009-10 17

Program Placed Students

Music AAA
Fall 2006 136
Fall 2007 168
Fall 2008 167
Fall 2009 187

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Increase advisement and garner more student feedback
Established in Cycle: 2010-2011
There unanimous agreement that Music must raise graduation rates. There is also agreement that increased advisement is the most ...

O 5: To increase student success as measured by course completion rates
To increase student success as measured by course completion rates

Related Measure:
**M 4: Graduation Rates**

Graduation Rates

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
The success rate for both MUS 111 and MUS 136 will increase in the 2009-2010 Academic Year.

The number of students making As in MUS 111 will increase in 2009-10.

**Findings (2010-2011) - Achievement Target: Not Met**

**Fall 2010 Success Rate (Course Completion)**

Pass 1288
% Pass 75.9%
Other 410
% Other 24.1%
Total 1698

**Fall 2009 Success Rate (Course Completion)**

Pass 1197
% Pass 75.1%
Other 397
% Other 24.9%
Total 1698

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Advisement, cohort groupings, faculty office hours**

*Established in Cycle: 2010-2011*

Course completion rates have stayed the same since the previous year. The Music Program course completion target has been set at...
Action Plan Detail for This Cycle (by Established cycle, then alpha)

Advisement, cohort groupings, faculty office hours
Course completion rates have stayed the same since the previous year. The Music Program course completion target has been set at 80%. Strategies to increase Course Completion Rates include increased advisement, use of peer group and cohort groupings, and emphasis on student use of faculty office hours. This program goal has been scheduled for the next assessment cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Graduation Rates | Outcome/Objective: To increase student success as measured by course completion rates

Increase advisement and garner more student feedback
There unanimous agreement that Music must raise graduation rates. There is also agreement that increased advisement is the most effective strategy. One outcome of successful advisement is a rise in the number of program-placed students. That number dropped significantly from the previous year. We have instituted Music Student Surveys to be completed by all music students at the beginning of each semester to help us learn which students intend to pursue a music degree. This program goal has been scheduled for the next assessment cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Graduation Rates | Outcome/Objective: To increase student success as measured by the number of graduates
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: The students will be able to render a performance that is musically expressive and technically accurate.

Render a performance that is musically expressive and technically accurate.

Related Measure:

M 5: MUS 137

MUS 137

Direct Method

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.

Findings (2010-2011) - Achievement Target: Met

Data collection

Fall 2010, Spring 2011

Data was collected from 2 sections of MUS 137 (the only sections offered by the college)

Two Instructors applied the same rubric.

Fifty students were involved in the assessment activity.

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.

O 6: Perform effectively in a group

Students will be able to perform effectively in a group
Related Measure:

M 5:MUS 137

MUS 137

Direct Method

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:

Two Instructors applied the same rubric, but had different targets

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.

Findings (2010-2011) - Achievement Target: Met

Data collection

Fall 2010, Spring 2011

Date was collected from 2 sections of MUS 137 (the only sections offered by the college)

Two Instructors applied the same rubric.

Fifty students were involved in the assessment activity.

Using a twelve-point rubric, the Achievement target was that 80% percent achieve a rubric score of 9 or higher

Using a twelve-point rubric, the Achievement target was that the average score be 8 or higher.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: To increase student success as measured by the number of graduates

To increase student success as measured by the number of graduates.

Related Measure:

M 4:OIR Data

OIR Data

Source of Evidence: Academic indirect indicator of learning - other
Achievement Target:
Each degree program will show increase over the previous academic year.

Findings (2010-2011) - Achievement Target: Not Met

Graduates by Degree Specialization
Music AAA Jazz/Popular Specialization
10-11 - 2
09-10 - 1

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Increase Advising
Established in Cycle: 2010-2011

There is unanimous agreement that Music must raise graduation rates.
There is also agreement that increased advisement is ...

O 5: To increase student success as measured by course completion rates
To increase student success as measured by course completion rates

Related Measure:

M 4: OIR Data
OIR Data

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
The course completion rate for both MUS 111 and MUS 136 will increase in the 2009-2010 Academic Year.

The number of students making As in MUS 111 will increase.

Findings (2010-2011) - Achievement Target: Not Met

Fall 2010 Success Rate (Course Completion)
Pass 1288
% Pass 75.9%
Other 410
% Other 24.1%
Total 1698
Fall 2009 Success Rate (Course Completion)
Pass 1197
% Pass 75.1%
Other 397
% Other 24.9%
Total 1698

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Advisement, cohort groupings, faculty office hours
Established in Cycle: 2010-2011

Course completion rates have stayed the same since the previous year.
The Music Program course completion target has been ...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Advisement, cohort groupings, faculty office hours

Course completion rates have stayed the same since the previous year. The Music Program course completion target has been set at 80%. Strategies to increase Course Completion Rates include increased advisement, use of peer group and cohort groupings, and emphasis on student use of faculty office hours. This program goal has been scheduled for the next assessment cycle.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: OIR Data | Outcome/Objective: To increase student success as measured by course completion rates

Increase Advising

There is unanimous agreement that Music must raise graduation rates. There is also agreement that increased advisement is the most effective strategy. We have instituted Music Student Surveys to be completed by all music students at the beginning of each semester to help us learn which students intend to pursue a music degree. This program goal has been scheduled for the next assessment cycle.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: OIR Data | Outcome/Objective: To increase student success as measured by the number of graduates
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 3: Define properties of sound and capturing sound.
Define properties of sound and capturing sound.

Related Measure:

M 4: Faculty evaluated 2 sections of MUS 140 “Introduction to Recording Techniques” Method for evaluation was written exam and record

Source of Evidence: Academic direct measure of learning - other

Faculty evaluated 2 sections of MUS 140 "Introduction to Recording Techniques"
Method for evaluation was written exam and recording live music in the theater

Achievement Target:
The level of achievement was 80

Findings (2010-2011) - Achievement Target: Met

Data collection - Fall 2010-Spring 2011
Data was collected from 2 of the 3 sections of MUS 140.
Results:

Fall 10                      Spring-2011
Sample size = 32/34 students 34 in 2 sections
15=A
7=B
3=C
1=D
6=F
8=A
11=B
7=C
1=D
5=F

Students were able to demonstrate knowledge by written exam and recording a band in the concert hall. 80%> were able to complete the tasks successfully
Exam was completed successfully by 80%> students

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
The program assesses this SLO every four semesters.

*Established in Cycle: 2010-2011*

The program assesses this SLO every four semesters.

**M 5:** Faculty evaluated 2 sections of MUS 140 “Introduction to Recording Techniques Students were surveyed anonymously

Source of Evidence: Academic indirect indicator of learning - other

Faculty evaluated 2 sections of MUS 140 "Introduction to Recording Techniques"

Students were surveyed anonymously to ensure absorption of material presented.

**Achievement Target:**

NA

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

Data collection - Fall 2010-Spring 2011
Data was collected from 2 of the 3 sections of MUS 140.
Results:
Student survey: Surveys were conducted at the conclusion of each class. Students had to fill out a 3x5 card stating one thing they had learned in that class and one that was unclear. All unclear items were addressed in the following session.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The program assesses this SLO every four semesters.**

*Established in Cycle: 2010-2011*

The program assesses this SLO every four semesters.

**O 4:** Demonstrate technology skills required for maintaining equipment in a studio
Demonstrate technology skills required for maintaining equipment in a studio

**Related Measure:**

**M 6:** MUS 158 Apply skills in a timed exam with worksheet - Evaluation method: Calculate current, voltage, resistance, and power of electronic circuits

Source of Evidence: Academic direct measure of learning - other

MUS 158 Apply skills in a timed exam with worksheet (attached) not sure this was attached Evaluation method: Calculate current, voltage, resistance, and power of electronic circuits
using basic math skills and the relevant formulas

**Achievement Target:**
Average exam score: 80%

**Findings (2010-2011) - Achievement Target: Met**

Data collection - Spring 2011
Sample size = 1 class, 15 students

Instructors had students' complete activity as an in-class graded assignment. Instructors corrected the activity and provided averages for their sections to the program's assessment group (attached).

**Results from worksheet:** Worksheet assigned to 15 students
- 9 earned an "A" 91-100%
- 5 earned a "B" 81-90%
- 0 earned a "C" 71-80%
- 0 earned a "D" 61-70%
- 1 earned an "F" 0-60%

With an average of 80% correct answers, the criteria for success was met.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Faculty had decided that the achievement level should be 75%.**
*Established in Cycle: 2010-2011*

Faculty had decided that the achievement level should be 75%.

With an average of 80% correct answers, the criter...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1:** To encourage students to complete their career studies certificate

To encourage students to complete their career studies certificate

**Related Measure:**

**M 1:** Compare graduation numbers to previous year

Source of Evidence: Academic indirect indicator of learning - other

Compare graduation numbers to previous year
Number of Graduates by Program and Specialization
Achievement Target:
Increase number of graduates from previous year

FINDINGS (2010-2011) - Achievement Target: Met

The program had four graduates. The previous year it had one graduate.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The number of students graduating increased by 3. Program Head took active role in acting as advisor to students, assisting t
Established in Cycle: 2010-2011
The number of students graduating increased by 3. Program Head took active role in acting as advisor to students, assisting t...

O 2:To increase the success rate of students in their required courses
To increase the success rate of students in their required courses

Related Measure:

M 2: Grade Distribution by Course (Sections Collapsed)

Source of Evidence: Academic direct measure of learning - other

Grade Distribution by Course (Sections Collapsed)

MUS 130 A-12, B-14 C-1 W-4
MUS 140
MUS 157
MUS 158
MUS 179
MUS 227
MUS 290

Success Rate by Discipline
2009
2008

Achievement Target:
NA

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Pass Rate by course:
MUS 130: 85%
MUS 140: 76%
MUS 157: 55%
MUS 158: 63%
MUS 179: 88%
MUS 227: 93%
MUS 290: 100%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This program goal is assessed every year.
Established in Cycle: 2010-2011
This program goal is assessed every year.

O 5: To teach students current practices in professional audio

To teach students current practices in professional audio

Related Measure:

M 7: A thorough review of curriculum was done in the Fall of 2010 to ascertain that the program is current with industry standards.

Source of Evidence: Curriculum/syllabus analysis of course to program

A thorough review of curriculum was done in the Fall of 2010 to ascertain that the program is current with industry standards. When?

Achievement Target:
NA

Findings (2010-2011) - Achievement Target: Not Reported This Cycle
Faculty concluded program was outdated. Changes were overdue and necessary to remain current with technology. More workstations were needed.

Edit suite needed updating.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

Updated the curriculum with curriculum committee and Dr. Robertson. The update was done in Fall 21010. For each of the actions, *Established in Cycle*: 2010-2011

Updated the curriculum with curriculum committee and Dr. Robertson. The update was done in Fall 21010. For each of the act...

O 6: To provide opportunities for students to record “live” bands
To provide opportunities for students to record "live" bands

**Related Measure:**

M 8: Method: Hands on recording using a computer based workstation and associated tasks.

Source of Evidence: Academic direct measure of learning - other

Method: Hands on recording using a computer based workstation and associated tasks. Evaluated:
2 sections of MUS 140 = 20 students
1 section of MUS 158 = 16 students
1 sections of MUS 227 = 8 students
1sections of MUS 235 = 16 students
1 section of MUS 290 = 1 student
Total students in program that attended=41

Many students were enrolled in more than one class listed above

**Achievement Target:**
Each participating class to perform their respective roles successfully

**Findings (2010-2011) - Achievement Target: Met**

Each participating class performed their respective roles successfully. MUS 140 acted as Assistant engineers
MUS 235 were lead engineers
MUS 158 configured, built and tested the recording session hardware.
MUS 290 acted as liaison between talent and recording crew.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The level of achievement was satisfactory for those who attended. 
Established in Cycle: 2010-2011

The level of achievement was satisfactory for those who attended.

Attendance was lower than expected (<50%) The reasons...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

Faculty had decided that the achievement level should be 75%.
Faculty had decided that the achievement level should be 75%.

With an average of 80% correct answers, the criteria for success was met. No further enhancements are needed at this time. The program assesses this SLO every four semesters.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** MUS 158 Apply skills in a timed exam with worksheet -Evaluation method: Calculate current, voltage, resistance, and power of ele |  
- **Outcome/Objective:** Demonstrate technology skills required for maintaining equipment in a studio

The level of achievement was satisfactory for those who attended.

The level of achievement was satisfactory for those who attended.  
Attendance was lower than expected (<50%) The reasons ranged from the recording being on a different day than class time to work obligations.

The program as of Fall 2011 has its own studio and recording space so classes can work during meeting times.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Method: Hands on recording using a computer based workstation and associated tasks. | **Outcome/Objective:** To provide opportunities for students to record “live” bands
The number of students graduating increased by 3. Program Head took active role in acting as advisor to students, assisting them in making a plan to complete the certificate. This program goal is assessed every year.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Compare graduation numbers to previous year  |  Outcome/Objective: To encourage students to complete their career studies certificate

The program assesses this SLO every four semesters.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Faculty evaluated 2 sections of MUS 140 “Introduction to Recording Techniques” Method for evaluation was written exam and record  |  Outcome/Objective: Define properties of sound and capturing sound.

The program assesses this SLO every four semesters.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Faculty evaluated 2 sections of MUS 140 “Introduction to Recording Techniques Students were surveyed anonymously  |  Outcome/Objective: Define properties of sound and capturing sound.

This program goal is assessed every year.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Grade Distribution by Course (Sections Collapsed)  |  Outcome/Objective: To increase the success rate of students in their required
Updated the curriculum with curriculum committee and Dr. Robertson. The update was done in Fall 2010. For each of the actions,

Updated the curriculum with curriculum committee and Dr. Robertson. The update was done in Fall 2010. For each of the actions, say in which semester they took place.

Program goals were redefined to reflect change to digital technology and self operated studios.

Course content summaries updated from analogue to digital for MUS 140 and 227 the two most affected classes. We will assess the need to update remaining courses in the curriculum this coming academic year.

A new digital studio with HD audio, digital console, updated computers and outboard processors are in place for Fall 2011.

Significant software updates were implemented.

Sound absorbing panels were installed in classroom and main studio A.

In addition 12 new workstations are being added with pro audio software in the computer lab.

Edit suite (Studio B) was updated to a new computer and current versions of software to be in sync with main studio A.

These renovations mark a renaissance in the recording certificate.

A new studio has planned in the HEC bldg. projected for 2014. The program has decided to assess this annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: A thorough review of curriculum was done in the Fall of 2010 to ascertain that the program is current with industry standards. |
Outcome/Objective: To teach students current practices in professional audio
Mission / Purpose

The program of Nursing is designed to prepare students to participate as contributing members of the health team, rendering direct care to patients in a variety of health care facilities and agencies. Upon satisfactory completion of the program, students will be eligible to take the National Council Licensure Examination (NCLEX) leading to state licensure as Registered Nurse (RN) and are qualified to assume registered nurse positions in hospital, long term facilities, clinics, physician's offices, HMOs, and other community based settings. There are four ways to complete the Nursing program tracks: (1) the Traditional, four semester track with no classes in the summer; (2) Online Hybrid, four consecutive semester track with classes held in the summer; (3) Licensed Practical Nurse to Registered Nurse Transition track and (4) Momentum 2+1 Registered Nurse track, a six consecutive semester program at NOVA that prepares students to transfer to the Bachelor of Science in Nursing at George Mason University. Complete information regarding each of these tracks can be found at www.nvcc.edu/medical/health/nursing.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Utilize the Nursing Process, critical thinking strategies and Maslow’s hierarchy of Needs to provide nursing care along the...

Utilize the Nursing Process, critical thinking strategies and Maslow's hierarchy of Needs to provide nursing care along the health/illness continuum throughout the life cycle.

Related Measure:

M 1: NUR 222- Second Level Nursing – Principles and Concepts 11
NUR 222- Second Level Nursing - Principles and Concepts 11
Momentum 2+1 track
Online Hybrid track
Nursing Process-
Critical Thinking
Subcomponents of the standardized Critical Thinking examination and
Subcomponents of the standardized RN Exit examination
NUR 222 Course Examinations with integration of the Nursing Process and critical thinking
Momentum 2+1 track
Online Hybrid track
NUR 222- Case studies/patient directed scenarios/reviews
Nursing Process and critical thinking with integration of the Nursing Process and critical thinking
Momentum 2+1 track and Online Hybrid track

Source of Evidence: Administrative measure - other

Achievement Target:
The desired level of 850 score was set by the nursing faculty for all students to attain in the
Nursing Division.

The desired level of 100% passing the nursing course examinations was achieved for **critical thinking and nursing process**.

NUR 222- The desired level of achievement was 100% for the completion of integrated **Nursing Process and critical thinking case** studies during Summer 2010.

**Findings (2010-2011) - Achievement Target: Met**

Summer 2010  
NUR 222: Second Level Nursing - Momentum 2+1 track- Online Hybrid track combined  
Faculty number = four  
Sections = four  
Student number= 46

Critical thinking score= 853  
Nursing Process score= 867  
Nursing Course examinations results indicated that there were no failures.  
95% of the students earned a B or better with integration of nursing process and critical thinking.  
Faculty number = 4  
Student number= 46  
NUR 222- Case studies etc.  
Nursing Process and Critical thinking  
Momentum 2+1 and Online Hybrid track  
100% completion with points awarded to final course grade.  
Faculty number= 4  
Student number= 46  
Sections number= 4

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The desired level of 850 score was set by the nursing faculty for all students to attain in ...**

*Established in Cycle: 2010-2011*

The desired level of 850 score was set by the nursing faculty for all students to attain in the Nursing Division. The desired l...

**O 2:** Provide culturally competent care to clients with common well defined health needs in the community  
Provide culturally competent care to clients with common well defined health needs in the community

**Related Measure:**

**M 2:** NUR 222- Second Level Nursing – Principles and Concepts 11

NUR 222- Second Level Nursing - Principles and Concepts 11  
Momentum 2+1 track and Online Hybrid track combined  
Cultural Competence
Subcomponents of the standardized RN Exit examination
NUR 222- Nursing Course examinations with the integration of cultural competence.
NUR 222- Nursing Case Studies integrated with cultural competence

Source of Evidence: Administrative measure - other

Achievement Target:
The desired level for cultural competence is a score of 850.
The desired level for passing the nursing course examinations is 100%.
The desired level of completion is 100% in summer 2010.

Findings (2010-2011) - Achievement Target: Met
Summer 2010
NUR 222: Second Level Nursing - Momentum 2+1 track and Online Hybrid combined
Faculty number= four
Sections= four
Student number= 46
Cultural competence score= 908
NUR 222- Nursing course examinations with the integration of cultural elements. Results indicated that there were no failures. 95% of the students achieved a B or better.
Faculty numbers= 4
Student number= 46
Section=4
NUR 222- Nursing case studies
Faculty numbers = 4
Student number= 46
Sections=4
100% completions of the integrated cultural competence case studies with points required to final grade.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

The next assessment was scheduled for Summer 2011.
Established in Cycle: 2010-2011
The desired level of 850 score for cultural competence was achieved and excelled expectations of the faculty. No revisions or mo...

O 3: Communicate effectively in diverse settings
Communicate effectively in diverse settings

Related Measure:
M 3:NUR 222- Second Level Nursing- Principles and Concepts 11

NUR 222- Second Level Nursing- Principles and Concepts 11
Momentum 2+1 track and On line track combined
Communication
Subcomponents of the standardized RN exit examination

Nursing Course examinations
With the integration of communication
Nursing Case studies integrated with communication.

Source of Evidence: Administrative measure - other

**Achievement Target:**
The desired level for Communication is a score of 850.
The desired level for communication is 100% passing.
The desired level for communication is 100% completion.

**Findings (2010-2011) - Achievement Target: Met**

Summer 2010
NUR 222: Second level Nursing - Momentum 2+1
Track and online track combined
Faculty number= four
Sections= four
Student numbers= 46
Communication score= 923

Nursing course examinations with the integration of communication.
Results indicate that there were no failures. 95% of the students achieved a B or better.
Faculty number=4
Sections=4
Student number= 46

Nursing Case studies integrated with communication. Points awarded to final grade. 100% of the students completed case studies- All students received required points to pass.
Faculty number=4
Student number=46
Sections=4

**O 4:Communicate effectively in diverse settings**

Communicate effectively in diverse setting

**Related Measure:**

M 4:NUR 111 –First Level Nursing - Communication
NUR 111 - First Level Nursing - Communication
Extrapolated/subcomponent of the standardized scores of the nursing
Fundamental examination

NUR 150 - Community Based Nursing - Communication
Extrapolated/subcomponent scores of the standardized Community Health examination.

NUR 180 - Maternal Newborn Nursing - Communication
Extrapolated/subcomponent of the standardized scores for Maternal/newborn nursing examination.

NUR 201 - Psychiatric Nursing Communication extrapolated/subcomponent of standardized scores for the psychiatric nursing examination

NUR 255 - Nursing Management - Communication

Source of Evidence: Administrative measure - other

**Achievement Target:**
The desired level of achievement is 850.

**Findings (2010-2011) - Achievement Target: Partially Met**
Fall 2010
NUR 111: First Level Nursing
Traditional track
Student numbers= 159
Faculty number= 3
Nursing sections= 3
Communication Score achieved= 858

NUR 150- Community Based Nursing
Traditional track and online track
Student numbers=114
Faculty number= 3
Nursing sections= 3
Communication score= 885
NUR 180: Maternal/Newborn Nursing
Momentum and Online tracks
Student numbers= 41
Faculty number= 2
Nursing sections= 2
Communication score= 837
NUR 201
Momentum and Online tracks
Student numbers= 42
Faculty numbers= 2  
Nursing sections= 2  
Communication score= 825  
NUR 255- Traditional- Momentum and online tracks  
Student number= 144  
Sections= 2  
Faculty members= 2  
Communication score= 866

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Faculty decided to maintain the curriculum for communication and monitor the levels of achievement.**  
*Established in Cycle: 2010-2011*

The desired level of achievement of 850 was set by the nursing faculty at the Total Faculty Meeting of October 4, 2010. The ac...

O 5: Utilize the teaching/learning process in providing nursing care

Utilize the teaching/learning process in providing nursing care

**Related Measure:**

**M 5: NUR 111- First Level Nursing**

NUR 111- First Level Nursing  
Teaching/Learning extrapolated /subcomponent of the standardized scores of the nursing Fundamentals examination  
NUR 150- Community- Based Nursing- Teaching/Learning extrapolated /subcomponent of the Community Health examination  
NUR 180- Maternal/Newborn Nursing - Teaching Learning extrapolated/subcomponent of the standardized scores for Maternal/Newborn nursing  
NUR 201- Psychiatric Nursing  
Teaching /Learning extrapolated/subcomponent of the standardized scores for Psychiatric Nursing  
NUR 255 -Nursing Management  
Teaching/Learning  
Extrapolated/subcomponent of the standardized scores for Management of Nursing examination.

Source of Evidence: Administrative measure - other

**Achievement Target:**

The desired level is score of 850.

**Findings (2010-2011) - Achievement Target: Partially Met**

Fall 2010  
NUR 111: First Level Nursing Traditional track  
Student numbers= 159
Faculty numbers=3 
Nursing sections= 3 
Teaching /Learning 
Score achieved= 940 
NUR 150- Community -Based Nursing - 
Traditional and online track 
Student Numbers= 114 
Faculty numbers=3 
Nursing sections=3 
Teaching/ Learning score = 765 
NUR 180: Maternal/Newborn Nursing 
Momentum and Online tracks 
Student numbers= 41 
Faculty numbers = 2 
Nursing sections = 2 
Teaching/Learning score= 880 
NUR 201- Psychiatric Nursing 
Momentum and Online track 
Student numbers= 42 
Faculty members=2 
Nursing Sections=2 
Teaching/Learning score= 876 
NUR 255- Nursing Management 
Traditional- Online and Momentum tracks = 144 
Sections = 2 
Faculty members= 2 
Teaching/ Learning Score= 831 

Related Action Plans (by Established cycle, then alpha): 
For full information, see the Action Plan Detail section of this report. 

Faculty are to review and revise the Community-Based content to strengthen the teaching/learning outcome. 
Established in Cycle: 2010-2011 

The desired level of achievement of 850 for Teaching / Learning was not met. Faculty are to review and revise the Community-Ba... 

O 6:Demonstrate the ability to manage care 
Demonstrate the ability to manage care 

Related Measure: 

M 6:NUR 111- First level Nursing 1 Management - 
NUR 111- First level Nursing 1 Management - 
Extrapolated/ Subcomponents of the standardized Fundamental Nursing examination 
NUR 111- Nursing Course examinations with integration of management of patient care principles.
NUR 150 - Community -Based Nursing -
Management
Extrapolated / subcomponent of the standardized scores of the Community Nursing final examination

Nursing 150- Community -Based Nursing Midterm
Management

NUR 150 - EI
Management
Extrapolated/subcomponent of the standardized score of the Community Nursing examination

NUR180 - Essentials of Maternal and Newborn Nursing
first half - Management of care
Extrapolated/subcomponent of the standardized scores of the Maternal and Newborn Nursing examination

NUR 201 - Psychiatric Nursing-
Management
Extrapolated /subcomponent of the standardized scores of the nursing Psychiatric Nursing examination

NUR 222- Integrated
Concepts 11
Management of care
Extrapolated/subcomponent of the standardized scores of the nursing RN-Predictor examination

NUR 255 -Nursing Organization and Management
Management
Extrapolated/subcomponent of the standardized scores of the Nursing Management examination

NUR 255- Traditional track
Nursing Management
Extrapolated/subcomponent of the standardized scores of the Management examination

Source of Evidence: Administrative measure - other

**Achievement Target:**
NUR111- Momentum- the Desired level of achievement for Management of patient care of 85% or better.

NUR 150- The desired level of achievement of 85% passing management items.

Others, the desired level of achievement is a score of 850.

**Findings (2010-2011) - Achievement Target: Partially Met**
Spring 2011

NUR 111- Momentum track
Student numbers= 51
Faculty numbers= 3
Sections numbers= 3
Management of patient care
Score= 831

NUR 111I Momentum track
Student numbers= 51
Faculty numbers=3
Section numbers=3
100% of the students passed the examinations with a score of 85 or better.

NUR 111-Online track
Student numbers= 24
Faculty numbers= 3
Sections numbers= 3
Management of patient care score = 843

NUR 150 - Community -Based Nursing- Hybrid and online
Student numbers = 63
Faculty numbers = 3
Nursing sections = 3
Management of patient care score achieved= 820
NUR 150- Community Based Nursing - Hybrid and online
Student numbers= 63
Faculty numbers= 3
Nursing sections=3
Management item scores- 85% and above
NUR 150- ELI - on line
Student numbers= 20
Faculty numbers= 1
Nursing section =1
Management score
Achieved= 828

NUR180- Essentials of Maternal and Newborn Nursing-
Student numbers= 147
Faculty numbers= 6
Nursing sections= 6
Management of care score
Achieved= 904

NUR 201 Psychiatric Nursing
Traditional track
Student numbers= 150
Faculty numbers= 3
Nursing sections= 3
Management score
Achieved= 872

NUR 222 - Integrated Concepts11
Student numbers= 125
Faculty numbers= 6
Nursing sections= 6
Management score
Achieved= 838

NUR 255 - Nursing Organization and Management
Online track
Student numbers= 21
Faculty numbers= 1
Nursing sections= 1
Management score
Achieved= 840

NUR 255-Traditional- Eli online
Student numbers= 20
Nursing sections- 1
Management score
Achieved= 850

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Faculty reviewed the curriculum in Spring and Summer 2011 to increase depth with management concepts. Next assessment will be ..
Established in Cycle: 2010-2011
NUR111- Momentum- the Desired level of achievement for Management of patient care of 85% or better was achieved. Faculty assesse...

O 12:Goal 6 : The graduates demonstrate commitment to learning ; (i.e., formal and informal nursing education)
The graduates demonstrate commitment to learning ; (i.e., formal and informal nursing education)

Related Measure:

M 12:Momentum Program 2+1 track
Momentum Program 2+1 track
Report Made to Total Faculty Minutes

Nursing Scholarships based on academic standing
Magna Cum Laude
Nursing Summa Cum Laude GPA
Nursing Cum Laude GPA
Phi Theta Kappa membership

Report made to Total Faculty Minutes

Source of Evidence: Administrative measure - other
**Achievement Target:**
In 2010 and 2011, the desired level of articulation of graduates to the George Mason University BSN program is 100%.

In 2010 and 2011, the number of scholarship awards and honors awards.

**Findings (2010-2011) - Achievement Target: Met**
In 2010 and 2011, a total of 105 Momentum 2+1 track nursing graduate students were able to articulate to the George Mason University BSN program.

In 2010, 10 students received academic scholarships
3 - students graduated with Summa Cum Laude
11 - students graduated with Magna Cum Laude
31 - students graduated with Cum Laude
34 students who were members in Phi Theta Kappa
Total Honors = 89 students

In 2011, 10 students received academic scholarships
5 - students graduated with Summa Cum Laude
18 - student graduated with Magna Cum Laude
47 Students graduated with Cum Laude
34 Students who were members in Phi theta Kappa
Total Honors = 114

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Action Plan Detail* section of this report.

**Assessment of Articulation occurs every Semester, Fall 2010 and Spring 2011. Next assessment in Fall 2011 and Spring 2012.**
*Established in Cycle: 2010-2011*
In 2010 and 2011, the desired level of 100% articulation of graduates to the George Mason University BSN program was met. It ca...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 7: Goal 1: The program provides opportunities for students to become competent graduates.**
The program provides opportunities for students to become competent graduates.

**Related Measure:**

**M 7: Advisory / Employer committee surveys**
Advisory / Employer committee surveys
Advisory Committee minutes
Report of Advisory Committee and Employer Results to Total Faculty Minutes

Nursing Course Examinations
Report of Results to First or Second Year Team Minutes
Report of Final End of Semester Results to end of semester Total Faculty Minutes

Case studies/Patient directed scenarios /reviews
via a monitored and graded learning system
accessed in Blackboard (Bb) for each Nursing Course.

Report of results to First or Second Year Faculty Team Minutes

Standardized Practice Tests
Report of Scores to First and Second year Level Team minutes
Report of all track Scores to end of semester Total Faculty Minutes

Comprehensive standardized examinations
Report of Scores to First and Second Year Level Team Minutes
Report of all track scores to end of semester Total Faculty Minutes

Source of Evidence: Administrative measure - other

**Achievement Target:**
A score of 850

**Findings (2010-2011) - Achievement Target: Partially Met**

In Fall, 2010, the advisory committee met and 50 employer surveys were accepted by members to distribute to patient care directors who evaluate graduates of the nursing program. Thirty five were returned. Quantitative comment results from advisory/employer committee members were accepted at this time. Advisory committee members are pleased with performance with NOVA graduates. However, the Advisory members would like the nursing program to enhance and emphasize the professional aspects of nursing and communication techniques which seems to be needed in all new graduates other than NOVA.

In Spring 2011, the advisory committee met and 50 employer surveys were distributed and twenty five were returned. It was noted that 90% of the surveys indicated that they were satisfied with graduate performance. Additional comments included that employers would like to see a return to basic care and basic skills.

In Fall 2010, Nursing course examination score average for first year indicate that there is an approximate success rate of 88%. It is noted that the rate increased by 2% and is attributed to the retention of students who have made a commitment to complete the nursing program. The nursing course examination score average for the second year is an approximate success rate of 86%. The rate is attributed to the difficulty of the nursing content.

In Fall 2010, Case Studies/patient directed scenarios results indicate that 100% of the students are completing the case studies and receiving
reinforcement to nursing content and clinical. Case study/ patient directed scenarios are included in the rubric for nursing assignments and receive points toward the final nursing course grades.

In Spring, 2011, Case studies/ patient directed scenarios results indicate that 100% of the students are completing the case studies and receiving reinforcement to nursing content.

In Fall, 2010 and Spring, 2011 Standardized Practice tests results indicate that 100% of the students are receiving reinforcement for improvement in testing strategies and nursing content. Practice test scores are integrated into the nursing course assignments rubric and are weighted with points applied.

In Fall, 2010 and Spring, 2011, the Nursing Program continues to use comprehensive standardized testing as an additional method to evaluate student performance in NUR 111, NUR 150, NUR 201/108, NUR 221, NUR 222, and NUR 255 within all tracks of nursing. Comprehensive standardized examinations are implemented due to proven reliability and validity with nursing knowledge. Student scores are integrated into nursing course semester grade. In Spring, 2011, RN Exit exam average mean score was 881; results indicate that there is student potential for passing the RN NCLEX exam.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The Nursing Division will continue to monitor employer satisfaction thru distribution of surveys among advisory group members...

Established in Cycle: 2010-2011

In Fall 2010, the desired level of achievement of 100% satisfaction was achieved by use of quantitative comments and qualitative...

O 8:Goal 2: The associate Degree program prepares students to practice in various community-based settings.

The associate Degree program prepares students to practice in various community-based settings.

Related Measure:

M 8: Graduate telephone survey for RN position employment
Graduate telephone survey for RN position employment

Report of Graduate Survey Results to Total Faculty Minutes

Advisory committee Minutes qualitative comments

Report of Advisory Committee qualitative results
To Total Faculty Minutes

End of Course Student evaluations of clinical experience with the Northern Virginia community
Achievement Target:
The desired level of achievement is 85% graduate employment for the Class of 2010;

Findings (2010-2011) - Achievement Target: Partially Met
In Spring, 2010, telephone calls were made by one faculty member to the Traditional Class of 2010 - N= 107 graduates. Twenty six verbal replies were obtained. The majority of students either moved or did not return the telephone call. The 26 results indicated that there was some difficulty in attaining the position of choice. Twenty of the graduates related that they accepted what was offered. One graduate was not employed at the time of the survey. Five graduates were moving out of state to seek employment. In Summer 2010, Telephone calls were made to the Momentum/Online graduates. - N= 66. Fifteen responded and all fifteen were working in an RN position.
Spring and Summer, 2011 for Class of 2011, results are pending.
In Fall 2010 and Spring 2011, the Advisory Committee meeting qualitative minutes indicated and confirmed that future graduates will most likely have a more difficult time gaining an RN position in Northern Virginia. This difficulty was attributed to economics of the hospitals and the increase in BSN graduates who are first choice by hospital health care agencies.

In Fall 2010, and Spring 2011, Nursing Program end of course evaluations results indicate more than 89-90% of the students rate the nursing program as excellent and very good.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Graduates are advised to look into other states for employment and or to seek a BSN.
Established in Cycle: 2010-2011
In Spring, 2011, the desired level of achievement of 85% graduate employment for the Class of 2010 could not be measured in a sa...

O 9:Goal 3: The students enrolled in the Nursing Division complete curriculum requirements in the prescribed length of time.
The students enrolled in the Nursing Division complete curriculum requirements in the prescribed length of time.

Related Measure:

M 9:NOVA Nursing Division graduation / retention rates are based on the number of incoming student admissions including the add...
incoming student admissions including the addition of readmissions, transfers and subtracting withdrawals, drops and failures from the start of NUR 111 including NUR 150, NUR180, NUR 201, NUR 221 and completing NUR 222 to graduation.

Report made to End of Semester Total Faculty Minutes

Nova Nursing Attrition rates are based on the number of admissions minus withdrawal, drops and failures per semester.

Report made to end of semester First and Second Year Level Minutes
Report made to end of semester Total Faculty Minutes

Exit interview comments made by students who failed, withdrew or dropped from the Nursing Division.

Source of Evidence: Administrative measure - other

Achievement Target:
In Spring, 2011, the desired level is 85% for traditional graduation retention rate;

Findings (2010-2011) - Achievement Target: Partially Met
The quantitative results of graduation/ retention rates for the tracks in the Nursing Division produced the following:
Class of 2010: Previously reported in Annual Report of 2009-2010
Class of 2011
Traditional app. 93.92 %
Momentum/online app. 98%
LPN track app. 99%
2012- Traditional app. Pending
2012- Momentum 2+1 pending
2012- LPN track- pending
The quantitative results of attrition rates for the traditional track produced the following data: Class of 2012
Fall 2010- NUR 111= 8%
Spring 2011 NUR 180= 8.9%
Spring 2011 NUR 201= 2.9%
Class of 2011
Fall 2010 NUR 221= 6.7%
Spring 2011 NUR 222= 3.9%

Class of 2011-The qualitative results of attrition rates for the LPN track was 0%. All were successful.

Class of 2011-The qualitative results of attrition rates for the Momentum 2+1 program was 1%.

The results for Class of 2012 nursing tracks are pending.
The results of qualitative data from exits interviews that there was a 100% attrition related to personal/ family issues/conflicts. Economics as an issue was not noted.
Graduations/ Retention rates were determined at the Graduation of Class of 2010. Next assessment to be at the end of the ... Established in Cycle: 2010-2011

In Spring, 2011, the desired level of 85% traditional graduation retention rate was achieved and for the Momentum/online the ...

O 10: Goal 4: The graduates are eligible to sit for and complete the NCLEX-RN leading to licensure as a Registered Nurse
The graduates are eligible to sit for and complete the NCLEX-RN leading to licensure as a Registered Nurse

Related Measure:

M 10: National Council Licensing Examination (NCLEX) RN
National Council Licensing Examination (NCLEX) RN
Report made to Total Faculty Minutes
Source of Evidence: Administrative measure - other

Achievement Target:
the desired level is 85%

Findings (2010-2011) - Achievement Target: Partially Met
The NOVA RN NCLEX rates results are:
2007- 78.2%
2008- 83.2%
2009- 84.0%
2010- 91.0 % traditional
100% for Momentum and Online track
2011- pending -traditional
Pending Momentum and Online
It is noted that the NOVA RN NCLEX rates are rising with 2009, 2010 data
2011 data pending

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Faculty plan to determine if the rate should be more or less than previous years and determine if corrections are needed in ...
Established in Cycle: 2010-2011
In 2010, the desired level of 85% was not only achieved but exceeded the expectations of the nursing faculty, the national norm ...
O 11: Goal 5: The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and ...

The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate surveys

**Related Measure:**

**M 11:** Advisory Committee surveys; Advisory Committee Minutes; Report made to Total Faculty Minutes

Advisory Committee surveys
Advisory Committee Minutes
Report made to Total Faculty Minutes

Source of Evidence: Administrative measure - other

**Achievement Target:**

The desired level of achievement is 85%

**Findings (2010-2011) - Achievement Target: Met**

In 2011, Fall and Spring, the Advisory committee meets twice in an academic year. During those meetings qualitative data is obtained from the members who represent the health care agencies in the Northern Virginia community area. The Nursing Division relies on this qualitative as well as quantitative data from employer surveys to determine if the three roles of the Associate Degree Nurse are satisfactory to the employer.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The next Advisory Committee meeting has been scheduled to take place in Fall 2011 and again Spring 2012.**

*Established in Cycle: 2010-2011*

In 2010 and 2011, the desired level of achievement of 85% of satisfaction with the three roles of associate degree nursing was ...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

Assessment of Articulation occurs every Semester, Fall 2010 and Spring 2011. Next assessment in Fall 2011 and Spring 2012.

In 2010 and 2011, the desired level of 100% articulation of graduates to the George Mason University BSN program was met. It can be implied/inferred that the Momentum 2+1 track demonstrated high academic achievement and a commitment to learning. Assessment of Articulation occurs every Semester, Fall 2010 and Spring 2011. Next assessment in Fall 2011 and Spring 2012.

In 2010 and 2011, it can be inferred by the number of scholarship awards and honors awards that the Nursing Division graduates met the expectations that demonstrated high academic achievement and commitment to learning with potential to apply to BSN programs. Note well that there was a rise in Honors in 2011 from the previous year. Nursing scholarships needs are assessed every semester, Fall 2010 and Spring 2011. Honors are assessed at Graduation with the examination of the student GPA. The next assessment has been scheduled for Spring 2012. Faculty continue to evaluate the data for Scholarships and Honors to determine if the students are committed to nursing and
scholarships needs are being met.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Momentum Program 2+1 track  | Outcome/Objective: Goal 6: The graduates demonstrate commitment to learning; (i.e., formal and informal nursing education)

Faculty are to review and revise the Community-Based content to strengthen the teaching/learning outcome.

The desired level of achievement of 850 for Teaching / Learning was not met. Faculty are to review and revise the Community-Based content to strengthen the teaching/learning outcome.
The desired level of 850 for Teaching/Learning was not met. The faculty want to review and revise the Management curriculum to strengthen the teaching/learning outcome.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: NUR 111- First Level Nursing  | Outcome/Objective: Utilize the teaching/learning process in providing nursing care

Faculty decided to maintain the curriculum for communication and monitor the levels of achievement.

The desired level of achievement of 850 was set by the nursing faculty at the Total Faculty Meeting of October 4, 2010. The achievement level should be reviewed each year based on standardized nursing scores and reset to a higher level until it reaches 900 by May 2012. The desired level of achievement of 850 for communication was met. Faculty decided to maintain the curriculum for communication and monitor the levels of achievement.
The desired level of achievement of 850 for communication was met. Faculty are maintaining the curriculum for communication outcome.

The desired level of 850 for Communication was not met. The faculty decided to review and revise the curriculum to strengthen the communication outcome.
The desired level of achievement of 850 was not met for Communication. The faculty continue to review, modify and implement strategies to support communication outcome.

The desired level of achievement of 850 for communication was met. The faculty decided to maintain the present curriculum and continue to enhance the communication outcome.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** NUR 111 –First Level Nursing - Communication | **Outcome/Objective:** Communicate effectively in diverse settings

Faculty plan to determine if the rate should be more or less than previous years and determine if corrections are needed in ...  
In 2010, the desired level of 85% was not only achieved but exceeded the expectations of the nursing faculty, the national norm of 88% and the Virginia norm of 87%. It was attributed to revisions in the curriculum and to use of standardized testing and practice tests for all students. The RN NCLEX rates continue to be monitored and compared to the national and Virginia mean on an annual basis. The results have been and are shared with faculty and nursing advisory committee and with students. Nursing Success testing strategies have been implemented since 2007 and shown that they have made an impact on student success.

In 2011, the desired level of 85 % was not measured as results are pending in late 2011 or January, 2012. Faculty plan to determine if the rate should be more or less than previous years and determine if corrections are needed in the curriculum. Next assessment of the NCLEX pass rate scheduled for Fall 2012.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** National Council Licensing Examination (NCLEX) RN | **Outcome/Objective:** Goal 4: The graduates are eligible to sit for and complete the NCLEX-RN leading to licensure as a Registered Nurse

Faculty reviewed the curriculum in Spring and Summer 2011 to increase depth with management concepts. Next assessment will be ..

NUR111- Momentum- the Desired level of achievement for Management of patient care of 85% or better was achieved. Faculty assessed the examinations per semester in Spring 2011 and Summer 2011 based on item difficulty and discrimination and relevance of content. Next assessment in Fall 2011.

NUR 111- Online track- the desired level of 850 score was not achieved. The faculty have reviewed in Spring 2011 the curriculum and will place more management principles in the curriculum. Next assessment in Summer 2011 and Fall, 2011.

NUR 150 -The desired level of achievement for management of 850 score was not
achieved.
Faculty reviewed the curriculum in Spring and Summer 2011 to increase depth with management concepts. Next assessment will be in Fall, 2011.
NUR 150- The desired level of achievement of 85% passing management items was achieved. Nursing faculty continued to review item difficulty and discrimination and relevance of test items for management at end of Spring, 2011 and to be assessed again in Summer 2011 and Fall 2011.
NUR 150- ELI- The desired level of achievement of 850 score was not achieved. The concept of management was reviewed at end of Spring 2011 by faculty to determine emphasis of management required in the curriculum. Next assessment in Summer 2011 and Fall 2011.
NUR 180- The desired level of achievement of 850 score was achieved for management of care and excelled beyond to 904. Faculty assessed the score at the end of the semester in Spring 2011 and intend to maintain the present curriculum for the management student learning outcome. Next assessment in Summer 2011 and Fall 2011.
NUR 201- The desired level of achievement of 850 score for management was achieved and excelled the desired level. Faculty assessed the course at the end of Spring 2011 and concluded that the curriculum is on course with management. The next assessment in Summer 2011 and Fall 2011.

NUR 222- The desired level of achievement of 850 score for management of care was not achieved. Faculty reviewed the curriculum in Spring 2011 to implement teaching strategies related the management of patient care. Next assessment in Summer 2011 and Fall 2011.
NUR 255- The desired level of 850 score for management was not achieved. Faculty reviewed the curriculum at end of Spring 2011 and enhanced the management principles. Next Assessments in Summer 2011 and Fall 2011.
NUR 255- traditional track- ELI online- the desired level of 850 score was achieved. Faculty evaluated the management components at the and Spring 2011 see that curriculum can be maintained. Next assessment in Summer 2011 and Fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: NUR 111- First level Nursing 1 Management - | Outcome/Objective: Demonstrate the ability to manage care

Graduates are advised to look into other states for employment and or to seek a BSN.
In Spring, 2011, the desired level of achievement of 85% graduate employment for the Class of 2010 could not be measured in a satisfactory manner as the numbers of replies from graduates were exceedingly low. The faculty were disappointed with the results and are planning on a different method of survey or enhance the present one. Graduates are advised to look into other states for employment and or to seek a BSN. The graduate telephone survey has been scheduled for the end of Fall 2011 with assessment of data. Assessed each semester. In Fall, 2010 and Spring 2011, The Advisory Committee 100% of the qualitative comments in the Minutes indicated that NOVA nursing graduate should broaden their horizons for employment beyond Northern Virginia and to consider starting the BSN added value for employment
acceptance. The Advisory Minutes expected to be assessed in Fall 2011 and again in Spring 2012 to see if there are any new strategies or issues. Faculty plan to discuss the issues with students through discussions and student advisement discussions. The desired level of 85% satisfaction with student clinical was achieved and in most cases excelled. Students were very pleased with their clinical areas of experience and seem confident in their nursing care and skills. End of Course evaluations occur per semester and were assessed in Fall 2010, Spring 2011, and Summer 2011. To be assessed again in Fall, 2011 and Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Graduate telephone survey for RN position employment |
  Outcome/Objective: Goal 2: The associate Degree program prepares students to practice in various community-based settings.

Graduations/Retention rates were determined at the Graduation of Class of 2010. Next assessment to be at the end of the...

In Spring, 20111, the desired level of 85% traditional graduation retention rate was achieved and for the Momentum/online the graduate rate excelled expectations. The differences in rates were attributed to the higher GPA status requirements and expectations for the Momentum and online tracks. The nursing program graduation rates continue to be tracked and results should be shared with the nursing advisory committee and with nursing faculty and students.

In 2011, the desired level of less than 15% attrition was achieved. The attrition rate is determined every semester- Fall 2010, Spring 2011, and Summer 2011. Faculty evaluate the rate every semester and determine if there are any issues interfering with the benchmark desired. Faculty are satisfied with the attrition rate as their efforts to support students have been achieved. Next assessments in Fall, 2011 and Spring 2012.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: NOVA Nursing Division graduation / retention rates are based on the number of incoming student admissions including the add... |
  Outcome/Objective: Goal 3: The students enrolled in the Nursing Division complete curriculum requirements in the prescribed length of time.
The desired level of 850 score was set by the nursing faculty for all students to attain in ...

The desired level of 850 score was set by the nursing faculty for all students to attain in the Nursing Division. The desired level of 850 for critical thinking and the nursing process was met and excelled expectations of the faculty. No revisions or modifications are planned for the curriculum for Summer 2010. Next assessment for these courses due Summer 2011.

The desired level of 100% passing the nursing course examinations was achieved for critical thinking and nursing process. No revisions at this time. Next assessment is Summer 2011.

NUR 222- The desired level of achievement was 100 % for the completion of integrated Nursing Process and critical thinking case studies during Summer 2010. Next assessment is in Summer of 2011.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** NUR 222- Second Level Nursing – Principles and Concepts 11  
- **Outcome/Objective:** Utilize the Nursing Process, critical thinking strategies and Maslow’s hierarchy of Needs to provide nursing care along the ...
practice nursing within the three roles of the Associate Degree nurse as determined by employer and ...

The next assessment was scheduled for Summer 2011.
The desired level of 850 score for cultural competence was achieved and excelled expectations of the faculty. No revisions or modifications are planned for the curriculum. Assessments were completed for Summer 2010 and the next assessment is in Summer 2011.
The desired level of 100% passing the nursing course examinations was achieved for the cultural competence. Assessment was completed for Summer 2010 and the next assessment has been scheduled for Summer 2011.
The desired level of 100% completion was attained in Summer 2010. The next assessment was scheduled for Summer 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: NUR 222- Second Level Nursing – Principles and Concepts 11  |
Outcome/Objective: Provide culturally competent care to clients with common well defined health needs in the community

The Nursing Division will continue to monitor employer satisfaction thru distribution of surveys among advisory group members...
In Fall 2010, the desired level of achievement of 100% satisfaction was achieved by use of quantitative comments and qualitative ratings made by the advisory committee. The Nursing Division will continue to monitor employer satisfaction thru distribution of surveys among advisory group members at end of each semester, Fall 2010, Spring, 2011. Total Nursing faculty is informed of the results. Minor revisions have been made to the clinical and campus lab expectations of the students based on Advisory/Employer member survey results. Next assessment in late Fall 2011 and Spring 2011.

In Spring 2011, the desired level of 90% achievement was attained for employer satisfaction. In response to the comments by employers, The Nursing Division Faculty plans to enhance the basic skills and basic care of the nursing student while in the campus lab and in the clinical setting at the end of each semester. The data was analyzed in Spring 2011 and should be assessed again in Summer and Fall 2011 and Spring 2012. Nursing Faculty have incorporated advisory comments into procedures required in the nursing campus lab and critical elements for testing. In Fall, 2010, the desired level of achievement of 85 % for the first and second year was attained for the nursing course exams. However the nursing course examinations continue to be monitored by Faculty for validity and reliability at the end of each semester with Fall 2010 and assessed again in Spring, Summer and Fall 2011. Minor revisions have been based on item difficulty or discrimination and relevance to nursing content. In Fall 2010, the desired level of achievement of 100% completion of case studies/patient care directed scenarios was attained. Nursing Faculty have observed
that student learning is reinforced as evident by improvement in nursing course exam grades and standardized tests scores. Case studies/patient scenarios are reviewed by faculty per semester for clinical relevancy and validity at the end of Fall, 2010 semester. Faculty reviewed again in Spring, Summer and Fall, 2011 and again in Spring 2012.

In Spring, 2011, the desired level of achievement of 100% completion of case studies /patient care directed scenarios was attained. The Nursing faculty have also introduced a computer patient simulation laboratory student experience to enhance the case study and patient directed approach as well as clinical experience. Relevancy and validity of Patient Simulated Scenarios are evaluated by faculty and campus lab instructors at end of Fall 2011 and to be assessed again in Spring 2012. No revisions were made to the selection of scenarios for student learning.

In Fall, 2010 and Spring, 2011, the desired level of achievement of 100% completion of practice tests has been attained. Practice tests will continue as a part of the nursing course grade. Practice tests used by students are assessed by faculty per semester and during the Fall 2010 and Spring 2011 semester. Faculty assessment continues in Fall, 2011 and Spring 2012.

In Fall 2010 and Spring 2011, the desired level of achievement of 850 score was reached by 86% of the nursing students. Comprehensive standardized tests continue to be integrated and administered for NUR 111, NUR 150, NUR 180, NUR 201, NUR 221, NUR 222 and NUR 255. A RN Exit examination was administered in Spring 2010, Summer 2010, Spring 2011 and Summer 2011 in the last semester of the nursing program to indicate success in passing NCLEX. Validity and Reliability are monitored by faculty. The next RN exit exam has been planned for Spring 2012. Results of all RN Exit exams were evaluated by the Nursing Faculty for strengths and limitations of the Nursing Curriculum. Minor revisions were made depending on significant data. Faculty were very pleased with results of RN Exit exam and continue to use this exam to assess the Nursing Division.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
 Measure: Advisory /Employer committee surveys  | Outcome/Objective: Goal 1: The program provides opportunities for students to become competent graduates.
Mission / Purpose

The curriculum is designed to provide an individual with a sufficient level of knowledge, understanding, and proficiency to perform the tasks associated with meeting a client's needs. These tasks can be performed by a trained, non-lawyer assistant working under the direction and supervision of a lawyer. A paralegal or legal assistant will have a basic understanding of the general processes of American law, along with the knowledge and proficiency required to perform specific tasks under the supervision of a lawyer in the fields of civil and criminal law. Occupational objectives include employment in corporate law firms, government agencies, and any of the varied law related fields.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: Program Goals: To encourage students to complete their degree

Program Goals: Program goal: to encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization Fact Book 2006-2007 Through 2010-2011

Number of Graduates by Program and Specialization Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Continued upwards 5-year trend.

Findings (2010-2011) - Achievement Target: Met

2010-11: 40
2009-10: 51
2008-09: 28
2007-08: 36
2006-07: 33

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal is assessed again next year
Established in Cycle: 2010-2011
Although the program saw a decrease in graduates from the previous year, the number of graduates continues its upwards trend s...

O 12: Program Goals: To increase the success rate of students in their required courses

Program Goals: Program: to increase the success rate of students in their required courses

**Related Measure:**

**M 2: Grade Distribution by Course for required courses Success Rate by Discipline 2008 2009 2010**

Grade Distribution by Course for required courses

Success Rate by Discipline 2008, 2009, 2010

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**

College average.

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 110</td>
<td>78</td>
<td>93</td>
<td>71</td>
</tr>
<tr>
<td>LGL 115</td>
<td>92</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>LGL 117</td>
<td>94</td>
<td>87</td>
<td>61</td>
</tr>
<tr>
<td>LGL 125</td>
<td>80</td>
<td>80</td>
<td>64</td>
</tr>
<tr>
<td>LGL 126</td>
<td>92</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td>LGL 215</td>
<td>93</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>LGL 217</td>
<td>67</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>LGL 218</td>
<td>95</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>
Success Rate by Discipline
2010: 78.2%
2009: 88.7%
2008: 85.2%
College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This program goal is assessed again next year
Established in Cycle: 2010-2011
Although the success rate for Fall 2010 decreased from the previous fall semester, students in LGL courses continue to pass th...

**O 13: Program Goals: To increase the number of program placed students in the program.**

Program Goals: Program: to increase the number of program placed students in the program.

**Related Measure:**

**M 3: Distribution Of Program Placed Students By Curriculum And Award Type (Factbook 10-11 Table 1.14)**

Distribution Of Program Placed Students

By Curriculum And Award Type (Factbook 10-11 Table 1.14)

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Increase in number of program-placed students

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>243</td>
<td>238</td>
<td>261</td>
<td>255</td>
<td>290</td>
</tr>
</tbody>
</table>

Fall 2009 to Fall 2010: 14% increase

Fall 08 to Fall 09: 2% decrease
Fall 05 to Fall 09: 12% increase

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

The total increased 14% from Fall 2009 to Fall 2010.
Established in Cycle: 2010-2011

After a slight decrease in the number of program-placed students, this total increased 14% from Fall 2009 to Fall 2010. This mee...

This program goal is assessed again next year
Established in Cycle: 2010-2011

After a slight decrease in the number of program-placed students, this total increased 14% from Fall 2009 to Fall 2010. This mee...
**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**The total increased 14% from Fall 2009 to Fall 2010.**

After a slight decrease in the number of program-placed students, this total increased 14% from Fall 2009 to Fall 2010. This meets the program's target. This program goal will be assessed again next year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Distribution Of Program Placed Students By Curriculum And Award Type (Factbook 10-11 Table 1.14) | **Outcome/Objective:** Program Goals: To increase the number of program placed students in the program.

**This program goal is assessed again next year**

Although the program saw a decrease in graduates from the previous year, the number of graduates continues its upwards trend since 06-07; this increase meets the program's achievement target

This program goal is assessed again next year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of Graduates by Program and Specialization Fact Book 2006-2007 Through 2010-2011 | **Outcome/Objective:** Program Goals: To encourage students to complete their degree

**This program goal is assessed again next year**

Although the success rate for Fall 2010 decreased from the previous fall semester, students in LGL courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

This program goal is assessed again next year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Grade Distribution by Course for required courses Success Rate by Discipline 2008 2009 2010 | **Outcome/Objective:** Program Goals: To increase the
success rate of students in their required courses

This program goal is assessed again next year
After a slight decrease in the number of program-placed students, this total increased 14% from Fall 2009 to Fall 2010. This meets the program's target. This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students By Curriculum And Award Type (Factbook 10-11 Table 1.14) | Outcome/Objective: Program Goals: To increase the number of program placed students in the program.
Detailed Assessment Report
2010-2011 Phlebotomy Career Studies Certificate

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 13:SLO: Develop problem-solving skills in the pre-analytical phase of specimen collection

SLO: Develop problem-solving skills in the pre-analytical phase of specimen collection

**Related Measure:**

M 8:MDL 105, final exam
MDL 105, final exam

Source of Evidence: Field work, internship, or teaching evaluation

**Achievement Target:**
The results will be satisfactory.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010 and Spring 2011
Of the 23 students who successfully completed the didactic course 79%
23/29 scored above average (9 grade of A, 14 grade of B) on the final didactic exam, MDL 105.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

We have decided to evaluate student success in this content/SLO area at the end of the fall and spring semesters
*Established in Cycle: 2010-2011*

The results were satisfactory. The achievement target was met. We will continue to evaluate student success in this content/SLO ...

O 14:SLO: Relate knowledge of body systems with the most common diagnostic laboratory testing for each system

SLO: Relate knowledge of body systems with the most common diagnostic laboratory testing for each system

**Related Measure:**

M 9:ASCP External Exam Statistics
ASCP External Exam Statistics

Source of Evidence: Administrative measure - other

**Achievement Target:**
Passing exam

**Findings (2010-2011) - Achievement Target: Met**
Fall 2010 and Spring 2011
9 graduates sat for the External Exam; 89% 8/9 scored 68% above the minimum passing score in the content area.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

We have decided to continue to evaluate student success in this content/SLO area
*Established in Cycle: 2010-2011*
The results were satisfactory. The achievement target was met. We will continue to evaluate student success in this content/SLO ...

**Increase graduation**
*Established in Cycle: 2010-2011*
Increase graduation

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 7:Program Goals: Student retention at a rate equivalent to the previous year**
Program Goals: Student retention at a rate equivalent to the previous year

**Related Measure:**

**M 2:Retention rate**
Retention rate

Student Information System (SIS) class rosters - progression from didactic course, MDL 105 to clinical course, MDL 196.

Source of Evidence: Existing data

**Achievement Target:**
Maintain student retention rate

**Findings (2010-2011) - Achievement Target: Met**
There were 28 students enrolled during the fall/spring 10-11 academic year. The retention rate was 89% showing a slight decrease from the previous year; 7% change; 26/27

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Retention remained steady over the previous year.**
*Established in Cycle: 2010-2011*

Retention remained steady over the previous year. In looking at overall statistical data, the results were considered satisfac...
**O 9: Program Goals: Provide students with the knowledge and skills necessary to pass certification examinations**

Program Goals: Provide students with the knowledge and skills necessary to pass certification examinations

**Related Measure:**

**M 4: Number of successful students passing the national exam (as reported by students)**

Number of successful students passing the national exam (as reported by students)

Source of Evidence: Alumni survey or tracking of alumni achievements

**Achievement Target:**

Graduate survey will indicate a high pass rates on the national exam.

**Findings (2010-2011) - Achievement Target: Not Met**

As of August 1, 2011, 14 graduates had applied to sit for the national certification exam. Eight graduates have taken the exam with a 88% pass rate

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

We have decided to continue to evaluate student success in this content/SLO area

*Established in Cycle: 2010-2011*

The number of eligible graduates taking the exam is not satisfactory. Our target of 100% pass rate was not met. However; 88% pas...

**O 15: Program Goals: Prepare technical personnel capable of performance**

Prepare technical personnel capable of performance in venipuncture and dermal puncture collection, handling, and processing

**Related Measure:**

**M 10: Graduation Totals:**

Graduation Totals:

OIR research report No.70-11

Source of Evidence: Activity volume

**Achievement Target:**

Increase graduation

**Findings (2010-2011) - Achievement Target: Not Met**

A total number of 23 students graduated in the fall/spring 2010-2011 academic year which compares to 26 graduates (excluding an added section summer term 2010) the previous year.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

We have decided to assess the new process at the end of the fall 2011 and spring 2012 semesters.
Established in Cycle: 2010-2011
The results were satisfactory, but the target was not met. Maximum cohort 30 students – 15 each semester. With the assistance of...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

We have decided continue to evaluate student success in this content/SLO area
The results were satisfactory. The achievement target was met. We will continue to evaluate student success in this content/SLO area by reviewing the annual statistical data published by the external examination agency

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ASCP External Exam Statistics | Outcome/Objective: SLO: Relate knowledge of body systems with the most common diagnostic laboratory testing for each system

We have decided continue to evaluate student success in this content/SLO area
The number of eligible graduates taking the exam is not satisfactory. Our target of 100% pass rate was not met. However; 88% pass rate for the program is slightly higher than the 2010 ASCP statistics of 82% pass rate nationwide. We will continue to evaluate student success in this content/SLO area.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of successful students passing the national exam (as reported by students) | Outcome/Objective: Program Goals: Provide students with the knowledge and skills necessary to pass certification examinations

Increase graduation
Increase graduation

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ASCP External Exam Statistics | Outcome/Objective: SLO: Relate knowledge of body systems with the most common diagnostic laboratory testing for each system

Retention remained steady over the previous year.

Retention remained steady over the previous year. In looking at overall statistical data, the results were considered satisfactory.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Retention rate | Outcome/Objective: Program Goals: Student retention at a rate equivalent to the previous year

We have decided to assess the new process at the end of the fall 2011 and spring 2012 semesters.

The results were satisfactory, but the target was not met. Maximum cohort 30 students - 15 each semester. With the assistance of Student Services we have revised and streamlined the admission and application process in an effort to bring enrollment to capacity. We have decided to assess the new process at the end of the fall 2011 and spring 2012 semesters.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduation Totals: | Outcome/Objective: Program Goals: Prepare technical personnel capable of performance

We have decided continue to evaluate student success in this content/SLO area

The results were satisfactory. The achievement target was met. We will continue to evaluate student success in this content/SLO area at the end of the fall and spring semesters.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: MDL 105, final exam | Outcome/Objective: SLO: Develop problem-solving
Mission / Purpose

The program is designed for students for diverse career options within the field of photography and digital imaging. Course work will stress both technical and aesthetic elements, enabling students to solve a wide range of visual problems with imagination and originality.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Solve technical and aesthetic problems independently and creatively

Solve technical and aesthetic problems independently and creatively

**Related Measure:**

M 1: PHT 135: Multiple choice exam question (attached)

PHT 135: Multiple choice exam question (attached)

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

PHT 135: Multiple choice exam question (attached)

**Findings (2010-2011) - Achievement Target: Met**

In Fall 2010 all PHT135 students were assessed. This involved 3 faculty members in 3 sections. The total sample was 41 students.

- Alexandria (26) 78% correct
- Woodbridge (8) 100% correct

All sections' correct answers 34 = 83%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Faculty decided that the achievement level should be 80%. The achievement level of 83% met the criteria for success. However, Established in Cycle: 2010-2011

Faculty decided that the achievement level should be 80%. The achievement level of 83% met the criteria for success. However, th...

O 2: Discuss images in terms of the history and theory of the medium

Discuss images in terms of the history and theory of the medium

**Related Measure:**

M 2: PHT 110: Multiple choice exam question (attached)
PHT 110: Multiple choice exam question (attached)

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
PHT 110: Multiple choice exam question (attached)

**Findings (2010-2011) - Achievement Target: Met**

In Fall 2010 all PHT 110 students were assessed. This involved 2 faculty members in 3 sections. The total sample was 60 students.

· Alexandria (8wksHB) (34) 82% correct
· Woodbridge (16wksHB) (17) 89% correct

All sections' correct answers 51 = 85%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Faculty decided that the achievement level should be 80%. The achievement level of 85% met the criteria for success. Assessed Established in Cycle: 2010-2011

Faculty decided that the achievement level should be 80%. The achievement level of 85% met the criteria for success. Assessed...

O 3: Identify career options in the field

Identify career options in the field

**Related Measure:**

M 3: PHT227: Short essay (attached)
PHT227: Short essay (attached)

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
PHT227: Short essay (attached)

**Findings (2010-2011) - Achievement Target: Met**

In Fall 2010 all PHT227 students were assessed. This involved 1 faculty member in 1 section in Alexandra campus. The total sample was 23 students.

· 17 students earned 10 points out of 10
· 2 students earned 9 points out of 10 (both were unrealistic about what they need to do next)
· 2 students earned 8 points out of 10 (1 failed to present accurate information about how close he is to his goals now and was unrealistic
about to do next. 1 failed to present information about how close he is to his goals with clarity and was unrealistic about to do next.)

· 2 students earned 7 points out of 10 (1 failed to address what he needs to next. 1 did not provide information about her goals and what she needs to do next with clarity, and was unrealistic about where she stands now.)

91% earned 8 points and above

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty decided that the achievement level should be 80%. The achievement level of 91% met the criteria for success. Assessed bi
Established in Cycle: 2010-2011

Faculty decided that the achievement level should be 80%. The achievement level of 91% met the criteria for success. Assessed ...

O 4:Control the image capture process.
Control the image capture process.

Document:
• Photography Exam Questions

Related Measure:

M 4:PHT 100: Multiple choice exam question (attached)
PHT 100: Multiple choice exam question (attached)

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
PHT 100: Multiple choice exam question (attached)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty decided that the achievement level should be 80%. The achievement level of 88.7% (shutter speed question) met the
Established in Cycle: 2010-2011

Faculty decided that the achievement level should be 80%. The achievement level of 88.7% (shutter speed question) met the crit...

O 5:Discuss work in the medium with correct and appropriate vocabulary
Discuss work in the medium with correct and appropriate vocabulary

Related Measure:
Achievement Target:
PHT 101: Multiple choice exam question (attached)

Findings (2010-2011) - Achievement Target: Met
In Spring 2011 all PHT101 students were assessed. This involved 3 faculty members in 3 sections. The total sample was 28 students.

- Alexandria (12) 92.3% correct
- Woodbridge (13) 86% correct

All sections' correct answers 25 = 89.3%

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Faculty decided that the achievement level should be 80%. The achievement level of 89.3% met the criteria for success.
Established in Cycle: 2010-2011

Faculty decided that the achievement level should be 80%. The achievement level of 89.3% met the criteria for success. This SL...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 6: To provide quality occupational training for diverse career options in the field of photography.
To provide quality occupational training for diverse career options in the field of photography.

Related Measure:

M 6: Graduate Survey Summary
Graduate Survey Summary
2-year graduate survey summary 2010 report from OIR

Continue to consult with Photography Curriculum Advisory Board about current trends in the profession.
Continue to consult with Photography Curriculum Advisory Board about current technology needed for keeping instruction current.

Professional development

Source of Evidence: Administrative measure - other

Achievement Target:
Graduate Survey Summary

2-year graduate survey summary 2010 report from OIR

Continue to consult with Photography Curriculum Advisory Board about current trends in the profession.

Continue to consult with Photography Curriculum Advisory Board about current technology needed for keeping instruction current.

Professional development

**Findings (2010-2011) - Achievement Target: Partially Met**

Primary Goal in Attending NOVA

Transfer to a university = 0%

Occupational training = 0%

Improve job skills = 20%

Personal enrichment = 80%

All respondents reported their goal was attained.

5 graduates responded to the Graduate Survey.

Overall Rating of College Instruction

Course Content = 3.00 (college 3.20)

Faculty Teaching Ability = 2.8 (college 3.21)

Occupational Status 6 months after graduating

FT employed = 80%

PT employed = 20%
Unemployed (looking) = 0%

Unemployed (not looking) = 0%
The advisory Board recommended having a photography business course.

The Advisory Board recommended upgrading technology and equipment to support the updated curriculum.

One professor attended the National Society for Photographic Education Conference.

One professor had an exhibition of her artwork at the American University Museum-Katzen Arts Center. A public art installation and many public events coincided with this exhibition.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty decided that the achievement level should be 75%. The graduate survey indicated a 100% success rate. Therefore the established in Cycle: 2010-2011

Faculty decided that the achievement level should be 75%. The graduate survey indicated a 100% success rate. Therefore the ach...

O 7: To enroll, retain and graduate more students
To enroll, retain and graduate more students

Related Measure:

M 7: FTES data

FTES data
- Fact Book 2005-2006 through 2010-2011 from OIR

Graduation data
- Number of NOVA Graduates By Degree and Specialization: 2010-2011 from OIR

Number of program placed students
- Distribution of Program Placed Students By Curriculum and Award Type 2006-3010 from OIR

Success rates
- Success rates by Discipline - from OIR

Source of Evidence: Administrative measure - other
Achievement Target:
FTES data
- Fact Book 2005-2006 through 2010-2011 from OIR

Graduation data
- Number of NOVA Graduates By Degree and Specialization: 2010-2011 from OIR

Number of program placed students
- Distribution of Program Placed Students By Curriculum and Award Type 2006-3010 from OIR

Success rates
- Success rates by Discipline - from OIR

Findings (2010-2011) - Achievement Target: Partially Met

FTE Fall 2010 128.3
FTE Fall 2009 123.7
FTE Fall 2008 106.3
FTE Fall 2007 103.5

Graduation data
2010-2011 = 13
2009-10 = 9
2008-09 = 8
2007-08 = 11

Program placed data
Fall 2010 = 120
Fall 2009 = 135
Fall 2008=125
Fall 2007 = 119
Fall 2010

PHT Success Rate 73.3%
Fall 2009

PHT Success Rate 71.9%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

FTES have increased. To promote further growth, continue to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes
Established in Cycle: 2010-2011

FTES have increased. To promote further growth, continue to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Faculty decided that the achievement level should be 75%. The graduate survey indicated a 100% success rate. Therefore the achievement level was met.

Faculty decided that the achievement level should be the college average. Students rated both Course Content and Faculty Teaching Ability under the college level. The achievement level was not met. In Spring 2012, faculty plan to survey students in selected advanced classes at midterm for feedback about instruction and course content. The survey results should be considered to determine what changes need to be made.

Faculty decided that the achievement level should be a majority of recent graduates employed. Achievement level was met.

Hosted a lecture by Judy Herrmann from ASMP in November 2010. Over 80 students attended the event. The event was open to public to serve the community in addition to providing the lecture to our students. Judy Herrmann expressed her interest in giving lectures again in the future. Photography program recorded the lecture to make it available for students in classes. Faculty decided that achievement level should be to expose students to current trends and resources for the business of photography. The achievement level was met.

Tech Plan and ETF funding are used annually to upgrade technology. At Alexandria campus, 1 Print Viewing Stand, 3 sets of standard lighting control tools for video and still production, 1 flash, 3 sets of lights, 1 professional quality scanner, and 6 professional quality video cameras were added. In addition, 32 new 27" iMacs were updated. At the Woodbridge campus the following items were updated: additional color calibration equipment, scanning software, ink jet printer, archival print washer, two mat cutters, two paper cutters, one flatbed scanner, 10 lav mics, 5 shotgun mics (and accessories), 1 lighting kit, and 1 gaffer kit (and accessories.) Faculty decided that the achievement level should be adequate funding of technology. This year that goal was met.
During the next academic year, knowledge gained at the conference should be incorporated into classroom teaching. This brings enhanced visibility to the photography program. Students are inspired when they observe their arts faculty as active creative artists. Faculty decided that level of achievement this year should be support to attend professional conferences and the goal was met.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Graduate Survey Summary | Outcome/Objective: To provide quality occupational training for diverse career options in the field of photography.

Faculty decided that the achievement level should be 80%. The achievement level of 83% met the criteria for success. However, Faculty decided that the achievement level should be 80%. The achievement level of 83% met the criteria for success. However, the success rate for Alexandria campus was 78%. In Spring 2012, all faculty at Alexandria campus are to provide review materials in Blackboard and monitor the result in the next report.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PHT 135: Multiple choice exam question (attached) | Outcome/Objective: Solve technical and aesthetic problems independently and creatively

Faculty decided that the achievement level should be 80%. The achievement level of 85% met the criteria for success. Assessed Faculty decided that the achievement level should be 80%. The achievement level of 85% met the criteria for success. Assessed biannually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: PHT 110: Multiple choice exam question (attached) | Outcome/Objective: Discuss images in terms of the history and theory of the medium
Faculty decided that the achievement level should be 80%. The achievement level of 88.7% (shutter speed question) met the criteria for success. However, the achievement level for the DOF question was 71.3%. In 2009-2010 the achievement level for the DOF question was also lower than the shutter speed question. Faculty decided to provide review materials especially for the DOF in Blackboard in Spring 2012 and monitor the result in the next report.

In 2009-2010 the success rate (64.5%) for ELI courses was substantially lower than other courses. The template used by the online ELI sections of PHT 100 was revised during the spring 2010. Students are directed to additional on-line resources including a virtual camera and additional links to the textbook publisher’s web site. The percentage of correct answers for the question on shutter speed rose from 64.5% to 90.5%. The percentage of correct answers for the question on depth of field rose from 61.3% to 88%. Faculty decided the criteria for success were met. The ELI course redesign was successful.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PHT 100: Multiple choice exam question (attached) |
Outcome/Objective: Control the image capture process.

Faculty decided that the achievement level should be 80%. The achievement level of 89.3% met the criteria for success.

This SLO is scheduled to be assessed in Spring 2012 again.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PHT 101: Multiple choice exam question (attached) |
Outcome/Objective: Discuss work in the medium with correct and appropriate vocabulary

Faculty decided that the achievement level should be 80%. The achievement level of 91% met the criteria for success. Assessed biannually

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** PHT227: Short essay (attached) | **Outcome/Objective:** Identify career options in the field

**FTES have increased. To promote further growth, continue to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes**

FTES have increased. To promote further growth, continue to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes as well as traditional 16-week sessions. Continue to identify courses with potential to grow and add sections to meet demand. Continue to promote classes and degree programs aggressively.

Faculty decided that the achievement level should be an increase in FTES. The goal was met.

This year number of graduates increased by 4. The goal was met because faculty decided that the achievement level should be an increase.

Faculty decided that the achievement level should be an increase. The program goal was not met. Faculty continue to promote degree program aggressively by informing adjunct instructors about degree choice and course selections. Have planned to use flyers to promote program placement.

Faculty decided that the achievement level should be 75%. The program goal was not met. In Spring 2012, Faculty will inform students about services that college provides (tutoring, writing center, etc...). In spring 2012, faculty at Alexandria campus, where the AAS degree is offered, are scheduled to conduct a midterm informal evaluation in PHT100, 101, and 110 to improve communication. Work with adjunct instructors to ensure that they assist students with course selection in Spring 2012.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** FTES data | **Outcome/Objective:** To enroll, retain and graduate more students
Mission / Purpose

The PTA Program is designed to prepare students to utilize exercise, specialty equipment and other treatment procedures to prevent, identify, correct and alleviate movement dysfunction. The program design provides students with the philosophical, theoretical, and clinical knowledge necessary to deliver high-quality patient care. Ultimately, students are prepared as skilled technical health care providers who work under the direction and supervision of a physical therapist to provide selected components of physical therapy treatments. Upon successful completion of the program, students must take and pass a licensing examination to begin their career as a physical therapist assistant (PTA). Students are prepared for employment in a variety of health-care settings including acute care hospitals, outpatient clinics, extended care facilities, rehabilitation centers, contract agencies and schools.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: Solve clinical problems and make treatment decisions based on the plan of care established by the physical therapist.

Solve clinical problems and make treatment decisions based on the plan of care established by the physical therapist.

Related Measure:

M 7: Criterion #9 on the Clinical Performance Instrument (CPI): “Participates in patient status judgments within the clinical environment based on the plan of care established by the physical therapist”. Sample behaviors listed include "Uses a clinical problem solving process that includes considering decision rules (eg, codes, protocols), thinking, data collection, and interpretive process".

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

The achievement target was that 100% of students would achieve scores of 90% or above on criterion #9.

Findings (2010-2011) - Achievement Target: Not Met

Data for 29 students in the final clinical experience PTH 232 was recorded by 29 clinical instructors (CIs) in the spring of 2011. Three core faculty members oversaw 9-10 student/CI pairs. CPIs were reviewed by the core faculty member responsible for PTH 232 and results were reported to the 4 core faculty members at the May 2011 end of year faculty meeting.

The achievement target was that 100% of students would achieve scores of 90% or above on criterion #9. The result of the analysis was that 27 of 29 students (93%) achieved a score of 90% or above on criterion #9. The students who did not meet the criterion failed PTH 232 and will repeat the
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

An Action Plan was developed for the failing students, and the clinical experience remediated.
Established in Cycle: 2010-2011
The achievement target was not met. An Action Plan was developed for the failing students, and the clinical experience...

O 12: Communicate effectively when working with patients, families, colleagues, and other health care professionals.
Communicate effectively when working with patients, families, colleagues, and other health care professionals.

Related Measure:

M 8: Criterion #6 on the Clinical Performance Instrument (CPI): Communicates in ways that are congruent with situational needs”.
Criterion #6 on the Clinical Performance Instrument (CPI): Communicates in ways that are congruent with situational needs”.

Source of Evidence: Administrative measure - other

Achievement Target:
The achievement target was that 100% of students would achieve scores of 90% or above on criterion #6.

Findings (2010-2011) - Achievement Target: Not Met
Data for 29 students in the final clinical experience PTH 232 was recorded by 29 clinical instructors (CIs) in the spring of 2011. Three core faculty members oversaw 9-10 student/CI pairs. CPIs were reviewed by the core faculty member responsible for PTH 232 and results were reported to the 4 core faculty members at the May 2011 end of year faculty meeting. The achievement target was that 100% of students would achieve scores of 90% or above on criterion #6. The result of the analysis was that 28 of 29 students (96%) achieved a score of 90% or above on criterion #6. The student who did not meet the criterion failed PTH 232 and will repeat the clinical rotation.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

An Action Plan was developed for the failing students, and the clinical experience remediated..
Established in Cycle: 2010-2011
The achievement target was not met. An Action Plan was developed for the failing student, and the clinical experience...
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 8: Goal 1: NVCC PTA program faculty are dedicated to enhancing student retention and student success in the PTA program.

NVCC PTA program faculty are dedicated to enhancing student retention and student success in the PTA program.

**Related Measure:**

M 3: The PTA Program's Graduation Rate

The PTA Program's Graduation Rate will be at or above the national level as reported by CAPTE annually as the "Mean Graduation Rate."

The program's graduation records are provided by the Dean of Allied Health.

The PTA program faculty will annually review the PTA program continuation requirements to ensure that students are adequately prepared to persist in the PTA program. The achievement target is that 97% of students who successfully complete the first semester courses of the first year of the program will successfully complete the second semester. In this instance, the impact of altering the program policy to permit only 2 attempts to pass a checkout in PTH 121 was examined. The effectiveness of creating a new student modalities manual and implementing a less stressful schedule for the first two checkouts was examined.

The PTA faculty will examine the impact of raising the passing course grade in the 2010-2011 school year from 73% to 75%. This will be done by reviewing the final grades posted in the Blackboard Grading Center of students in all courses.

Source of Evidence: Existing data

**Achievement Target:**

The PTA Program's Graduation Rate will be at or above the national level as reported by CAPTE annually as the "Mean Graduation Rate."

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

The graduation rate for 2011 was 68%. 41 students were admitted in Fall 2009, and 28 graduated in Spring 2011. Data was collected by the Assistant Dean in May 2011 from graduation records provided by the Dean of Allied Health. The National Average data for 2011 graduates is not available at the writing of this report; the average for 2010 was 73%, but this counts students who graduate within 3 years of enrolling, rather than those who graduate "on time". The program's graduation rate for 2010 was 61%. The 7% increase in the graduation rate from 2010 to 2011 includes 2 students who were originally part of the Class of 2010; they returned to repeat a failed clinical experience and graduated in 2011. The Class of 2011 data also excludes 3 students in the original class of 2011 currently repeating courses who will graduate in 2012.

The achievement rate for the class of 2010 was 90%. After an analysis of the correlation between requiring a third checkout attempt and ultimately failing out of the program, in the fall of 2009, a new policy was implemented
that reduced the number of checkout attempts permitted in PTH 121 from 3 to 2. No students in the Class of 2011 failed Spring courses, an achievement rate of 100%. It appears that reducing the number of checkout attempts in the first semester helps ensure that students who persist into the second semester are retained. Faculty then began to seek ways to reduce the number of students who fail two checkouts. In Fall 2010, the course instructor implemented changes in the timing of the other two checkouts, sterile technique and whirlpool. These two checkouts are now spaced a week apart and students are told in advance which of the two they will be taking first. Only 6 of the 80 whirlpool and sterile technique checkouts occasioned a retake and 5 were successfully passed on the second attempt. In summer 2010, our lab manager created new lab manuals for two checkouts, ultrasound and traction, in order to improve independent learning. In Fall 2010, only 3 students failed the ultrasound checkout; 1 successfully passed on the retake. Only 1 failed the traction checkout and was successful on the retake. A total of 3 students in Fall 2010 vs 5 in Fall 2009 failed PTH 121 due to failed checkouts, suggesting the improvements were effective in decreasing student attrition in PTH 121.

Five failing grades were earned in the first semester of the first year in Fall 2010. One student earned a 73.29% in PTH 121 and a 62% in PTH 105. The second student earned a 73.95% in PTH 121 and a 72% in PTH 151. The third student earned a 71% in PTH 151. Under the previous 73% policy, two of the grades would have been passing, but the students had a second sub 73% grade which would have necessitated taking an extra year to finish the program. Under the current 75% policy, these two students earned 2 Fs and were dismissed from the program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**The four core faculty members constantly look at graduation rate data to determine effective admissions criteria.**

*Established in Cycle: 2010-2011*

The four core faculty members constantly look at graduation rate data to determine effective admissions criteria. The program ra...

**O 9:Goal 2: graduates will be employed as physical therapist assistants and practice under the direction and supervision of a licensed PT.**

**Related Measure:**

**M 4:Pass Rate on the National Licensure Exam taken through the Federation of State Boards of Physical Therapy (FSBPT)**

Pass Rate on the National Licensure Exam taken through the Federation of State Boards of Physical Therapy (FSBPT)

Source of Evidence: Certification or licensure exam, national or state
Achievement Target:
The achievement target is an overall pass rate of 90%.

Findings (2010-2011) - Achievement Target: Met
Data was provided to the Assistant Dean in the spring of 2011 for the Class of 2010. It was analyzed by the four core faculty members.
First Time Pass Rate for the class of 2010 was 77%. Ultimate pass rate for the class of 2010 was 95%. The national pass rate for 2010 was 83% for first time takers; the ultimate rate is not yet available. The first time pass rate for the Class of 2009 was 90%; ultimate pass rate for the class of 2009 was 95%. The national pass rate for 2009 was 82% for first time test takers and the ultimate pass rate was 93%.
In 2008 the first time pass rate was 94%; the ultimate pass rate was 100%. The national first time pass rate was 81% and the ultimate rate was 94%
The achievement target is an overall pass rate of 90%. Although there is a dip in the first time pass rate for 2010, the ultimate pass rate remains consistent with previous years.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Results are used to maintain accreditation status and in recruitment of new students into the program.
Established in Cycle: 2010-2011
The achievement target was met. Results are used to maintain accreditation status and in recruitment of new students into the pr...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

An Action Plan was developed for the failing students, and the clinical experience remediated.
The achievement target was not met. An Action Plan was developed for the failing student, and the clinical experience remediated. Faculty continued to stress professional communication skills. These skills are taught and assessed in PTH 121, 122, 115, 105, and 225. They are practiced in clinical settings with actual patients in the PTH 105 clinical lab and in clinical rotations in PTH 131, 231 and 232.
In May 2011 a Therapeutic Communication module with patient scenarios was introduced in PTH 131 (first clinical rotation). Students in PTH 131 were also introduced to the new APTA Values Based Behaviors. This fall, the new Professional Behaviors (formerly Generic Abilities) is being taught in PTH 231 (second clinical experience) to this same cohort of students. The impact of these instructional additions on communication behaviors is planned for assessment following graduation of this class of students in May of 2012.
This student learning outcome is assessed every year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Criterion #6 on the Clinical Performance Instrument (CPI): Communicates in ways that are congruent with situational needs.

**Outcome/Objective:** Communicate effectively when working with patients, families, colleagues, and other health care professionals.

An Action Plan was developed for the failing students, and the clinical experience remediated. The achievement target was not met. An Action Plan was developed for the failing students, and the clinical experience remediated. Faculty continue to stress clinical problem solving and treatment decision making. These skills are taught and assessed in PTH 121, 122, 115, 105, and 225. They are practiced in clinical settings with actual patients in the PTH 105 clinical lab and in clinical rotations in PTH 131, 231 and 232. In Fall of 2010, faculty began introducing and grading the patient assessment portion of the patient documentation notes written for the PTH 121 student skills check out examinations starting with the first rather than the 5th examination in an effort to provide earlier and more frequent opportunities for students to receive feedback on their problem solving/treatment decision making skills. This cohort of students is scheduled to complete the final clinical rotation, PTH 232, in May 2012 and the impact of this change on Criterion 9 achievement is scheduled for assessment in Fall 2012. This student learning outcome is assessed every year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Criterion #9 on the Clinical Performance Instrument (CPI): “Participates in patient status judgments within the clinical ...  
**Outcome/Objective:** Solve clinical problems and make treatment decisions based on the plan of care established by the physical therapist.

Results are used to maintain accreditation status and in recruitment of new students into the program.

The achievement target was met. Results are used to maintain accreditation status and in recruitment of new students into the program. All four core faculty as well as the neuro rehab adjunct use the data provided by the FSBPT to make curriculum changes in areas of weakness on the Exam. This goal is assessed every year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Pass Rate on the National Licensure Exam taken through the Federation of State Boards of Physical Therapy (FSBPT)  
**Outcome/Objective:** Goal 2: graduates will be employed as physical therapist assistants and practice under the direction and supervision of
The four core faculty members constantly look at graduation rate data to determine effective admissions criteria. The four core faculty members constantly look at graduation rate data to determine effective admissions criteria. The program raised the GPA for admittance from 2.0 to 2.5 for the Class of 2010 in order to admit a student better prepared for the academic rigors of the program. Since some Class of 2010 students were deferred from the previous year; the Class of 2011 is the first class in which all members met the 2.5 GPA requirement for admission. The stronger academic preparation may have contributed to the increased graduation rate. Faculty will continue to explore methods to increase student graduation rates. A number of PTA and other Allied Health programs use the results of the TEAS test as part of a selective admissions process. The director of the program applied for and received a grant to administer the TEAS to the seated Class of 2012 to explore the correlation between TEAS scores and student performance to determine if the program should consider TEAS testing as a part of competitive admissions in the future. The data is currently being analyzed; a report will be submitted to the granting Foundation in December. This goal is assessed every year.

The 4 core faculty members are satisfied that the changes in PTH 121 have been effective; these changes will remain in place. Faculty will continue to follow continuation trends, and will next examine the

The 4 core faculty members are satisfied that raising the passing grade from 73% to 75% has been effective in decreasing student attrition in the spring semester. This change will remain in place. Faculty will continue to follow the impact of this policy change. This goal is assessed every year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: The PTA Program’s Graduation Rate | Outcome/Objective: Goal 1: NVCC PTA program faculty are dedicated to enhancing student retention and student success in the PTA program.
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 12: To encourage students to complete certificate in professional writing

To encourage students to complete certificate in professional writing

**Related Measure:**

**M 1: Number of Graduates by Program and Specialization**

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Performance in subsequent schooling feedback

**Achievement Target:**

Maintain or increase number of graduates.

**Findings (2010-2011) - Achievement Target: Met**

The number of graduates has remained the same for the past three years, meeting the program’s achievement target.

Number of program graduates:

- 2010-2011: 3
- 2009-10: 3
- 2008-09: 3
- 2007-08: 1
- 2006-07: 1

O 13: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

**Related Measure:**

**M 2: Distribution Of Program Placed Students**

Distribution Of Program Placed Students

By Curriculum And Award Type

(Factbook 10-11 Table 1.14)

Source of Evidence: Activity volume

**Achievement Target:**

Maintain or increase number of program placed students.
Findings (2010-2011) - Achievement Target: Not Met
While the number of program-placed students decreased from the previous year, it has continued its 5-year trend of increasing, meeting the program's achievement target.

FALL 2006 17
FALL 2007 20
FALL 2008 22
FALL 2009 30
FALL 2010 23
Mission / Purpose

The curriculum is designed to prepare students to produce diagnostic images of the human body through safe application of x-radiation. The radiographer is a central member of the health care team and assists the radiologist; a physician specialized in body image interpretation. This program emphasizes "hands-on" practice of instructional methods in a state-of-the-art laboratory at the Medical Education Campus in Springfield followed by clinical experience at various affiliating health care organizations. Upon successful completion of degree requirements, the student will be eligible to take the American Registry of Radiologic Technology examination leading to certification as a Registered Technologist in Radiography: A.R R.T. (R).

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply Knowledge of radiation protection to minimize patient dose.
Apply Knowledge of radiation protection to minimize patient dose.

Related Measure:

M 1: Clinical evaluation

Clinical evaluation

Source: American Registry of Radiologic Technologist (ARRT) National certification examination:

Category: Radiation Protection

Source of Evidence: Administrative measure - other

Achievement Target:
clinical evaluation and clinical competency checklists

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Cohort students 43

A sampling of clinical evaluation and clinical competency checklists demonstrate an average score of 94.3 in the category of radiation protection

ARRT Results: (Cohort-37 students)
This demonstrated the majority of students in the program demonstrated good radiation protection skills. Established in Cycle: 2010-2011

O 2: Apply Knowledge of anatomy and positioning to accurately image anatomical structures
Apply Knowledge of anatomy and positioning to accurately image anatomical structures

Related Measure:

M 2: Clinical evaluation
Clinical evaluation
Source: American Registry of Radiologic Technologist (ARRT) National certification examination:

Category: Radiographic Procedures
Source of Evidence: Administrative measure - other

Achievement Target: clinical evaluation and clinical competency checklists

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Cohort students: 43
A sampling of clinical evaluation and clinical competency checklists demonstrates an average score of 94.2 in the category of radiographic procedures
ARRT Results: (Cohort-37 students)

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.
O 3: Provide patient care essential to radiological science

Provide patient care essential to radiological science

Related Measure:

M 3: Clinical evaluation

Clinical evaluation

American Registry of Radiologic Technologist (ARRT) National certification examination:

Category: Patient Care and Education

Source of Evidence: Administrative measure - other

Achievement Target:
clinical evaluation and clinical competency checklists

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Cohort students: 43

A sampling of clinical evaluation and clinical competency checklists demonstrates an average score demonstrates an average score of 94.5 in the category of patient care

ARRT Results: (Cohort-37 students)

2009-2010- 8.2 NOVA/ 8.7 national results
2010-2011- 8.9/ no national results

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.

Established in Cycle: 2010-2011

This SLO has shown has demonstrated improvement from the last cohort. This objective should be monitored again next year. Faculty dec...
Clinical evaluation
Source: Clinical evaluation from RAD 231, Advanced Clinical Procedure

Source of Evidence: Administrative measure - other

**Achievement Target:**
clinical evaluation and clinical competency checklists

**Findings (2010-2011) - Achievement Target: Not Reported This Cycle**

Cohort students: 43

A sampling of clinical evaluation and clinical competency checklists demonstrates an average score of 93.5 in this category

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Action Plan Detail section of this report.

Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.
*Established in Cycle:* 2010-2011
This SLO needs to be reviewed in more detail to determine areas for improvement. Faculty decided to review new instructional ma...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 5:Goal 1: Improve competitive admission policy for the Radiography Program for review and approval by college administration**

Improve competitive admission policy for the Radiography Program for review and approval by college administration

**Related Measure:**

**M 5:Retention Rates**
Retention Rates

Source of Evidence: Administrative measure - other

**Achievement Target:**
Increased retention rates

**Findings (2010-2011) - Achievement Target: Met**

Implementation of competitive admission policy and curriculum began in fall 2010. There were 90 applicants for 45 seats. The top applicants were selected by specific criteria. 45 students were admitted to the program. 43 students are starting their second year in the program.
2010-5% attrition between first and second year

2009-23% attrition rate between first and second year

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Discussion of criteria for competitive admission is evolving to further improve the system.**

*Established in Cycle: 2010-2011*

Competitive admission has reduced attrition in the program which will result in higher retention rates. Discussion of criteria...

**O 6: Goal 2: Improve or equal student performance on the national certification exam (ARRT) from previous year**

Improve or equal student performance on the national certification exam (ARRT) from previous year

**Related Measure:**

**M 6: National certification passing rate and number of successful students passing the exam.**

National certification passing rate and number of successful students passing the exam.

Source: American Registry of Radiologic Technologist (ARRT) National certification examination:

Source of Evidence: Administrative measure - other

**Achievement Target:**

Increased passing rates

**Findings (2010-2011) - Achievement Target: Met**

86% of students who took the ARRT exam in 2010 passed the examination. Currently 97% of the students who took the ARRT exam in 2011 passed the exam, however all students have not yet completed the exam

There was an 11% increase in passing rates between 2010 and 2011.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Several curricular changes such as supportive on-line exercises within the past year seems to have resulted in an increased ...**

*Established in Cycle: 2010-2011*

Several curricular changes such as supportive on-line exercises within the past year seems to have resulted in an increased pass...
O 7: Goal 3: Increase the number of graduates entering the workforce
Increase the number of graduates entering the workforce

O 8: Goal 4: Increase retention between first and second year of program
Increase retention between first and second year of program

Related Measure:

M 7: Graduates rates
Graduate rates
Source: OIR Report 70-11
Source of Evidence: Administrative measure - other

Achievement Target:
Increased graduation rates

Findings (2010-2011) - Achievement Target: Met

2008-2010 Cohort-61 entering student/
47 graduates (77% graduate rate)
2009-2011 Cohort-55 entering students /43 graduates (78 % graduate rate

There was a 7% increase in graduates between the 2008-2010 cohort and 2009-2011 cohort

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Implementation of competitive admission began in fall of 2010 in an effort to improve this goal.
Established in Cycle: 2010-2011

The graduation rates improved by 7%, however the program is accepting less students as recommended by the Radiography Advisory...

M 8: Increase retention between first and second year of program
Increase retention between first and second year of program
Source of Evidence: Administrative measure - other

Achievement Target:
Increased retention rates
Findings (2010-2011) - Achievement Target: Not Met

2009 - 2011 Cohort retention rate 76%
2008- 2010 Cohort retention rate 78%

Retention rates have dropped 2 percent over the last 2 cohorts

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Implementation of competitive admission began in fall of 2010 in an effort to improve this goal.
Established in Cycle: 2010-2011
The retention rates have dropped by two percent. The can be explained by the reduction in class size. The entering cohort in 20...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Discussion of criteria for competitive admission is evolving to further improve the system.

Competitive admission has reduced attrition in the program which will result in higher retention rates. Discussion of criteria for competitive admission is evolving to further improve the system. Radiography Advisory Board schedule this review for fall 201 for further recommendations

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Retention Rates | Outcome/Objective: Goal 1: Improve competitive admission policy for the Radiography Program for review and approval by college administration

Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.

This SLO has remained relatively stable over the last 2 cohorts. This objective should be monitored again next year. Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.
This SLO has shown has demonstrated improvement from the last cohort. This objective should be monitored again next year. Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Clinical evaluation | Outcome/Objective: Provide patient care essential to radiological science

Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.
This SLO needs to be reviewed in more detail to determine areas for improvement. Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Clinical evaluation | Outcome/Objective: Work in an ethical, legal, safe and effective manner in diagnostic imaging

Implementation of competitive admission began in fall of 2010 in an effort to improve this goal.
The retention rates have dropped by two percent. The can be explained by the reduction in class size. The entering cohort in 2008 was 61 students, the cohort in 2009 was 55 students. Implementation of competitive admission began in fall of 2010 in an effort to improve this goal. Review by Radiography Advisory Board and faculty for further recommendations in fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Increase retention between first and second year of program | Outcome/Objective: Goal 4: Increase retention between first and second year of program
Implementation of competitive admission began in fall of 2010 in an effort to improve this goal.

The graduation rates improved by 7%, however the program is accepting less students as recommended by the Radiography Advisory Board due to fewer positions available upon graduation. Implementation of competitive admission began in fall of 2010 in an effort to improve this goal. Review by Radiography Advisory Board in fall 2011 for further recommendations.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Graduates rates | Outcome/Objective: Goal 4: Increase retention between first and second year of program

Several curricular changes such as supportive on-line exercises within the past year seems to have resulted in an increased ...
Several curricular changes such as supportive on-line exercises within the past year seems to have resulted in an increased passing rate on the ARRT examination. This information should be reviewed by Radiography Advisory Board in fall 2011 for further recommendations

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: National certification passing rate and number of successful students passing the exam. | Outcome/Objective: Goal 2: Improve or equal student performance on the national certification exam (ARRT) from previous year

This demonstrated the majority of students in the program demonstrated good radiation protection skills.

This demonstrated the majority of students in the program demonstrated good radiation protection skills. The SLO improved from 2010. This SLO is monitored annually. Faculty decided to review new instructional materials in fall 2011 to determine how these statistics can be improved.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Clinical evaluation | **Outcome/Objective:** Apply Knowledge of radiation protection to minimize patient dose.
Detailed Assessment Report  
2010-2011 Respiratory Therapy, A.A.S.

**Mission / Purpose**

The curriculum is designed to prepare students as effective members of the health care team in assisting with diagnosis, treatment, management, and preventive care of patients with cardiopulmonary problems. Upon successful completion of the program, students are eligible to take the Entry Level examination leading to certification as a Certified Respiratory Therapist (CRT) and state licensure. The student is prepared to take the advanced level examinations leading to a registered Respiratory Therapist (RRT).

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Communicate effectively with respiratory care and other healthcare professionals**

Communicate effectively with respiratory care and other healthcare professionals

**Related Measure:**

**M 1: RTH253-Affective Clinical Evaluation #s 5, 6, 7, 8, 10 completed by clinical faculty on each student.**

RTH253-Affective Clinical Evaluation #s 5, 6, 7, 8, 10 completed by clinical faculty on each student. Tool found at [www.Dataarc.ws](http://www.Dataarc.ws)

On a Likert scale of 1-5 each student to receive grades of 3 or greater in each category

Source of Evidence: Administrative measure – other

**Achievement Target:**

On a Likert scale of 1-5 each student to receive grades of 3 or greater in each category

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010

2011 grads- 15-16 students successfully completed RTH253 (the 3rd of 4 clinical practice courses)

Scores were all 3 or above

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Review 2012 grads at Faculty Meeting - Jan 2012**

*Established in Cycle: 2010-2011*

Reviewed at Faculty meeting - Jan 2011. 1 student did not complete requirements for RTH253. Will complete this course in Spring 2...
O 2: Perform the psychomotor and demonstrate the cognitive skills in all areas of adult non-critical care

Perform the psychomotor and demonstrate the cognitive skills in all areas of adult non-critical care

**Related Measure:**

**M 2: Students to achieve > 85%**

A. RTH151 Cognitive - Exam questions #1-11
   Students to achieve >85%

B. Psychomotor - Clinical competencies
   Students to achieve > 85%

C. RTH131 - Clinical competencies
   Students to achieve >85%

Source of Evidence: Administrative measure - other

**Achievement Target:**
Students to achieve > 85%

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010 (2012 grads)

A. RTH151 written exam students achieved >85% (91%).

B. RTH196- 24 of 25 passed the clinical competencies

C. RTH131 - 23 of 24 passed clinical competencies

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Review 2013 grads at Faculty Meeting- Jan2012.**

*Established in Cycle: 2010-2011*

Reviewed 1/6/11. Goal was met.
A. Review 2013 grads at Faculty Meeting- Jan2012.

B. Students with appropriate clinical...
O 3: Perform the psychomotor and demonstrate the cognitive skills in the areas of respiratory therapy home care...

Perform the psychomotor and demonstrate the cognitive skills in the areas of respiratory therapy home care, patient education/disease management, pulmonary rehabilitation and cardiac diagnostics

**Related Measure:**

**M 3:** Students to achieve > 85%

A. RTH217-Cognitive Home Care/PR- Final exam questions #1, 4, 7, 10, 16, 30. Students to achieve > 85%

B. RTH295-Cognitive ECG- Questions # 36-50

Students to achieve > 85%

C. RTH295-Clinical lab competency ECG Students to achieve 3 on a 1-3 scale

Source of Evidence: Administrative measure - other

**Achievement Target:**

Students to achieve > 85%

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010 (2011 grads)

A. 15 of 15 students achieved >85% (89%)

B. 15 of 15 students achieved >85% (94%)

C. 16 of 16 students achieved 3 on ECG competency

O 4: Perform the psychomotor and demonstrate the cognitive skills in all areas of adult critical care

Perform the psychomotor and demonstrate the cognitive skills in all areas of adult critical care

**Related Measure:**

**M 4:** Final Exam Questions #1,2,3,22,23,26,27,28 > 85%

A. RTH236 - Cognitive Adult Ventilation- Final Exam Questions #1,2,3,22,23,26,27,28 > 85%
B. Clinical competencies: Adult weaning - non invasive ventilation

Source of Evidence: Administrative measure - other

**O 5:** Perform the psychomotor and demonstrate the cognitive skills in all areas of neonatal/pediatric critical care
Perform the psychomotor and demonstrate the cognitive skills in all areas of neonatal/pediatric critical care

**Related Measure:**

**M 5:** Students to achieve > 85%

A. RTH225 - Cognitive Neo/Peds - Questions #1-8, 20-28, 37, 52
Students to achieve > 85%

B. Clinical competencies: Neonate Resuscitation and HFO vent setup.
Scale 0-2
Students to achieve > 85%

Source of Evidence: Administrative measure - other

**Achievement Target:**
Students to achieve > 85%

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011 (2011 grads)
A. 16 of 16 students achieved a grade of >85% (88%)

B. Clinical Competencies - each student achieved a score of >85% on each competency

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Assessed again (2012 grads) May 2012**

Established in Cycle: 2010-2011
Assessed again (2012 grads) May 2012
O 6: Apply the knowledge of Respiratory Therapy information into patient case studies and scenarios.

Apply the knowledge of Respiratory Therapy information into patient case studies and scenarios.

**Related Measure:**

M 6: Each student is assessed by at least 2 faculty members & Each student is assessed by at least 2 faculty members.

A. RTH296 - Case Study presentation

Each student is assessed by at least 2 faculty members.

The total assessment must be > 85%

B. RTH253 - Case Study presentation

Each student is assessed by at least 2 faculty members.

Source of Evidence: Administrative measure - other

**Achievement Target:**
The total assessment must be > 85%

**Findings (2010-2011) - Achievement Target: Met**

A. Summer 2010 (2011 grads)

14 of 16 students passed this oral presentation with an assessment grade of > 85%.

B. 2010 Fall (2011 grads)

17 of 17 students passed this oral presentation with an assessment grade of > 85%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Assess again Dec 2011**

Established in Cycle: 2010-2011
Assess again Dec 2011

O 7: Demonstrate ethical and professional conduct in the classroom, laboratory and clinical settings.

Demonstrate ethical and professional conduct in the classroom, laboratory and clinical settings.

**Related Measure:**
M 7: RTH253-Affective evaluation #s 1, 2, 3, 4, 9 completed by clinical faculty on each student.

RTH253-Affective evaluation #s 1, 2, 3, 4, 9 completed by clinical faculty on each student. Tool found at www.Dataarc.ws.

On a Likert scale of 1-5 each student to receive grades of 3 or greater in each category

Source of Evidence: Administrative measure - other

**Achievement Target:**
On a Likert scale of 1-5 each student to receive grades of 3 or greater in each category

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010

2011 grads- 15-16 students successfully completed RTH253 (the 3rd of 4 clinical practice courses). 1 student will repeated course in Spring 2011

Scores were all 3 or above

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Reviewed at Faculty meeting-Jan 2011**

*Established in Cycle: 2010-2011*

Reviewed at Faculty meeting-Jan 2011

The goal has been met

Review again (2012 grads) at Faculty Meeting -Jan 2012

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

O 8: Goal 1: The Respiratory Therapy program will maintain an attrition rate of less than 40% as set by CoARC standards

The Respiratory Therapy program will maintain an attrition rate of less than 40% as set by CoARC standards

**Related Measure:**

M 8: Review total number of enrolled students and number of students that were unsuccessful.
Review total number of enrolled students and number of students that were unsuccessful. Some students in the cohort will be considered In Progress (IP) and therefore will not be accounted for in the attrition rate until they are fully withdrawn or graduate from the RTH program

Source of Evidence: Administrative measure - other

**Achievement Target:**
CoARC standard for attrition is Threshold standard used. Less than 40% attrition was the goal.

**Findings (2010-2011) - Achievement Target: Met**

28 new students for 2011 grad class. (2009-2011)

Retention = 61%
Attrition = 39%

Total student enrollment for both years = 28+29=57

2008-10 Retention= 72% Attrition= 28%

11% higher attrition from previous year class of 2012:

29 new students
19 with cohort and 3 IP

Retention = 66%
Attrition = 34%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

CoARC standard for attrition is Threshold standard used. Less than 40% attrition was the goal.  
Established in Cycle: 2010-2011

CoARC standard for attrition is Threshold standard used. Less than 40% attrition was the goal.

The attrition goal has been ...
O 9: Goal 2: The Respiratory Therapy program will maintain a passing rate on the CRT National exam of >75% as set by CoARC standards

The Respiratory Therapy program will maintain a passing rate on the CRT National exam of >75% as set by CoARC standards

**Related Measure:**

**M 9:** NBRC National certification 1st time pass rate and number of successful students passing the exam the 1st time.

NBRC National certification 1st time pass rate and number of successful students passing the exam the 1st time. Data is extrapolated out of the NBRC database for CRT pass rates. [www.nbrc.org](http://www.nbrc.org)

1st time pass rates are used here as all students have passed this exam for the past 6 years. Interest from the department to improve on this to having all students pass this exam the 1st time.

**Source of Evidence:** Administrative measure - other

**Achievement Target:**

The Respiratory Therapy program will maintain a passing rate on the CRT National exam of >75% as set by CoARC standards

**Findings (2010-2011) - Achievement Target: Met**

15 grads May 2011. 14/15 passed on 1st attempt.

93% (2009-2011). All have passed

94% (16 of 17) students in the 2008-10 passed on 1st attempt. 17 of 17 now passed. 1 advanced placement came with CRT.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

Revealed results at Faculty meeting in August 2011 and are to reveal results to the Advisory Committee Meeting in October 2011.

*Established in Cycle: 2010-2011*

Revealed results at Faculty meeting in August 2011 and are to reveal results to the Advisory Committee Meeting in October 2011...

O 10: Goal 3: The Respiratory Therapy Program will maintain a passing rate on the RRT National NBRC exams of > 50% as set by CoARC

The Respiratory Therapy Program will maintain a passing rate on the RRT National NBRC exams of > 50% as set by CoARC

**Related Measure:**

**M 10:** The NBRC maintains records of each school's passing rate. [www.nbrc.org](http://www.nbrc.org)
The NBRC maintains records of each school's passing rate. www.nbrc.org

Source of Evidence: Administrative measure - other

**Achievement Target:**
The Respiratory Therapy Program will maintain a passing rate on the RRT National NBRC exams of > 50% as set by CoARC

**Findings (2010-2011) - Achievement Target: Met**

73% 11 of 15 of students have passed the RRT exams as of 9/2011 (2011 grads)

56% 10 of 18 have passed the RRT exams as of 9/2011. (2010 grads)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**The Program pass rate exceeded the set standard.**
**Established in Cycle: 2010-2011**

The Program pass rate exceeded the set standard.
Program Goal was met.

**O 11:Goal 4: The Respiratory Therapy Program will maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation**
The Respiratory Therapy Program will maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation date

**Related Measure:**

**M 11:Phone call survey to graduates/talk to employers**
Phone call survey to graduates/talk to employers

**JOB PLACEMENT 2010 GRADS**

Source of Evidence: Administrative measure - other

**Achievement Target:**
The Respiratory Therapy Program will maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation date

**Findings (2010-2011) - Achievement Target: Met**

Employment for the 2010 graduating class is 78% (14 of 18)
Employment for the 2009 graduating class is 88% (15 of 17)
Employment for the 2011 grads is 67% (10 of 15) as of 9/2011. (4 months post graduation)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Review at the RTH Program Advisory Committee in April 2012.**
*Established in Cycle: 2010-2011*

Review at the RTH Program Advisory Committee in April 2012.
Program goal has been met. Continue to monitor. Total r...

**O 12: Goal 5: The Respiratory Therapy Program will graduate well trained, well educated respiratory care practitioners**

The Respiratory Therapy Program will graduate well trained, well educated respiratory care practitioners

**Related Measure:**

**M 12**: Employer and Graduate Surveys. Categories: Cognitive, Psychomotor, Affective
Survey tools listed on DATAARC at [www.dataarc.ws](http://www.dataarc.ws)

Employer and Graduate Surveys. Categories: Cognitive, Psychomotor, Affective
Survey tools listed on DATAARC at [www.dataarc.ws](http://www.dataarc.ws)

Source of Evidence: Administrative measure - other

**Achievement Target:**

Likert scale 1-

Graduates and employers are contacted by email and then phone to obtain a >60% return rate (CoARC mandated return rate is 50%)

**Findings (2010-2011) - Achievement Target: Met**

Gather Results each year in April for graduating class of May of preceding year. Therefore, students have been graduated for almost 1 year.

2010 May grads-Survey taken Spring 2011. 67% return
Survey results: each category scored a 3 or higher on a Likert scale

2010 Employer Survey. 86% return

2011 Survey results: each category scored a 3 or higher on a Likert scale
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Assess Spring 2012 for May 2011 grads
Established in Cycle: 2010-2011

12 of 18 or 67% graduate surveys returned.
12 of 14 or 86% employer surveys were returned. Will follow up on 5 students th...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Assess again Dec 2011
Assess again Dec 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Each student is assessed by at least 2 faculty members & Each student is assessed by at least 2 faculty members. | Outcome/Objective: Apply the knowledge of Respiratory Therapy information into patient case studies and scenarios.

Assess again( 2012 grads)- Dec 2011
Assess again( 2012 grads)- Dec 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students to achieve > 85% | Outcome/Objective: Perform the psychomotor and demonstrate the cognitive skills in all areas of adult critical care

Assess Spring 2012 for May 2011 grads

12 of 18 or 67% graduate surveys returned
12 of 14 or 86% employer surveys were returned. Will follow up on 5 students that recently were employed

Goal was met for 2010 graduating class
Goal was met for 2009 graduating class
Assess Spring 2012 for May 2011 grads

Established in Cycle: 2010-2011
Implementation Status: Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Employer and Graduate Surveys. Categories: Cognitive, Psychomotor, Affective Survey tools listed on DATAARC at www.dataarc.ws
- **Outcome/Objective:** Goal 5: The Respiratory Therapy Program will graduate well trained, well educated respiratory care practitioners

*Assessed again (2012 grads) May 2012*
Assessed again (2012 grads) May 2012

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Students to achieve > 85% |
- **Outcome/Objective:** Perform the psychomotor and demonstrate the cognitive skills in all areas of neonatal/pediatric critical care

**CoARC standard for attrition is Threshold standard used. Less than 40% attrition was the goal.**
CoARC standard for attrition is Threshold standard used. Less than 40% attrition was the goal.

The attrition goal has been met this year.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Review total number of enrolled students and number of students that were unsuccessful. |
- **Outcome/Objective:** Goal 1: The Respiratory Therapy program will maintain an attrition rate of less than 40% as set by CoARC standards

**Revealed results at Faculty meeting in August 2011 and are to reveal results to the Advisory Committee Meeting in October 2011.**
Revealed results at Faculty meeting in August 2011 and are to reveal results to the Advisory Committee Meeting in October 2011.

Program goal was exceeded.
Department goal was 7% less

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: NBRC National certification 1st time pass rate and number of successful students passing the exam the 1st time. | Outcome/Objective: Goal 2: The Respiratory Therapy program will maintain a passing rate on the CRT National exam of >75% as set by CoARC standards

Review 2012 grads at Faculty Meeting - Jan 2012
Reviewed at Faculty meeting - Jan 2011. 1 student did not complete requirements for RTH253. Will complete this course in Spring 2011 and RTH254 in Summer 2011 for Summer grad date. This student completed all requirements in Summer 2011. Goal was met. Review 2012 grads at Faculty Meeting - Jan 2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: RTH253-Affective Clinical Evaluation #s 5, 6, 7, 8, 10 completed by clinical faculty on each student. | Outcome/Objective: Communicate effectively with respiratory care and other healthcare professionals

Review 2013 grads at Faculty Meeting - Jan 2012.
Reviewed 1/6/11. Goal was met.
A. Review 2013 grads at Faculty Meeting - Jan 2012.
B. Students with appropriate clinical skills have moved on to the summer semester. Assess again May 2012
C. Students with appropriate clinical skills have moved on to the Summer semester. Assess again August 2012

Unsuccessful students may re-apply to the program if this was their 1st attempt

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students to achieve > 85% | Outcome/Objective: Perform the psychomotor and demonstrate the cognitive skills in all areas of adult non-critical care
Review at the RTH Program Advisory Committee in April 2012.

Review at the RTH Program Advisory Committee in April 2012.

Program goal has been met. Continue to monitor.

Total results for May 2011 grads scheduled to be in 2011-2012 report

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Phone call survey to graduates/talk to employers | Outcome/Objective: Goal 4: The Respiratory Therapy Program will maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation

Reviewed at Faculty meeting-Jan 2011

Reviewed at Faculty meeting-Jan 2011

The goal has been met

Review again (2012 grads) at Faculty Meeting -Jan 2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: RTH253-Affective evaluation #s 1, 2, 3, 4, 9 completed by clinical faculty on each student. | Outcome/Objective: Demonstrate ethical and professional conduct in the classroom, laboratory and clinical settings.

The Program pass rate exceeded the set standard.

The Program pass rate exceeded the set standard.

Program Goal was met.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: The NBRC maintains records of each school's passing rate. www.nbrc.org | Outcome/Objective: Goal 3: The Respiratory Therapy Program will maintain a passing rate on the RRT National NBRC exams of > 50% as set by CoARC
Mission / Purpose

The curriculum is designed to cover the courses necessary to sit for the Virginia Real Estate Broker's Licensing Exam.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program goal: to encourage students to complete their degree.

Program goal: to encourage students to complete their degree.

Related Measure:

M 1: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Administrative measure - other

Achievement Target:

Increased thenNumber of Graduates by Program and Specialization.

Findings (2010-2011) - Achievement Target: Not Met

Brokerage:
2010-2011: 0
2009-10: 0
2008-09: 0
2007-08: 1
2006-07: 1

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

There have been no certificate graduates.

Established in Cycle: 2010-2011

As a reflection of the housing market in the current economy, there have
been no certificate graduates. The cluster has planned ...

This program goal will be assessed again next year
Established in Cycle: 2010-2011
As a reflection of the housing market in the current economy, there have been no certificate graduates. The cluster has planned ...

O 2: Program goal: To increase the success rate of students in their required courses.
Program goal: to increase the success rate of students in their required courses.

Related Measure:

M 2: Grade Distribution by Course for required courses.
Grade Distribution by Course for required courses
Success Rate by Discipline
2010
2009
2008
Source of Evidence: Administrative measure - other

Achievement Target:
College average.

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Success</td>
<td>% Success</td>
<td>% Success</td>
</tr>
<tr>
<td>REA</td>
<td>100</td>
<td>78</td>
<td>84</td>
</tr>
<tr>
<td>REA</td>
<td>116</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>REA</td>
<td>217</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>REA</td>
<td>245</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Success Rate by Discipline
2010: 78.9%
2009: 82.7%
2008: 78.6%

College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

*Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the target.*

*Established in Cycle: 2010-2011*

Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

*This program goal is assessed again next year*

*Established in Cycle: 2010-2011*

Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

*Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the target.*

Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

This program goal is assessed again next year.

*Established in Cycle: 2010-2011*

*Implementation Status:* Planned

*Priority:* Medium

**Relationships (Measure | Outcome/Objective):**

*Measure:* Grade Distribution by Course for required courses.

*Outcome/Objective:* Program goal: To increase the success rate of students in their required courses.
There have been no certificate graduates.
As a reflection of the housing market in the current economy, there have been no certificate graduates. The cluster has planned to discuss this with the advisory board in the next year. This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Program goal: to encourage students to complete their degree.

This program goal is assessed again next year

Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grade Distribution by Course for required courses. |
Outcome/Objective: Program goal: To increase the success rate of students in their required courses.

This program goal is assessed again next year
As a reflection of the housing market in the current economy, there have been no certificate graduates. The cluster has planned to discuss this with the advisory board in the next year. This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Program goal: to encourage students to complete their degree.
Mission / Purpose

This program is designed to prepare students to sit for the Certified Residential Appraiser exam required for licensing by the federal Appraisal Qualifications Board. The program complies with the requirements adopted by the Appraisal Qualification Board effective January 1, 2008. In addition to completing this program, students must take the USPAP course through continuing education to qualify for the Virginia Certified Residential Appraiser License. Students must also have an associate degree or higher from an accredited college. In lieu of the required degree, 21 semester credit hours covering the following subject matter must be completed: English composition; principles of economics (micro or macro); finance; algebra, geometry or higher mathematics; statistics, computer science; and business or real estate law. Students must also complete an apprenticeship for this class of license.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: To encourage students to complete their degree

Program goal: to encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization.

Number of Graduates by Program and Specialization.

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Administrative measure - other

Achievement Target:

Increased the number of graduates by program and specialization

Findings (2010-2011) - Achievement Target: Not Met

Appraisal:

2010-2011: 0
2009-10: 0
2008-09: 0
2007-08: 0
2006-07: 2

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
There have been no certificate graduates.

Established in Cycle: 2010-2011
As a reflection of the housing market in the current economy, there have been no certificate graduates. The cluster has planned ...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: To increase the success rate of students in their required courses
Program goal: to increase the success rate of students in their required courses.

Related Measure:

M 2: Grade Distribution by Course for required courses; Success Rate by Discipline.

Grade Distribution by Course for required courses

Success Rate by Discipline

2010
2009
2008

Source of Evidence: Administrative measure - other

Achievement Target:
College average.

Findings (2010-2011) - Achievement Target: Met

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>REA</td>
<td>100</td>
<td>78</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REA</td>
<td>116</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REA</td>
<td>217</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REA</td>
<td>245</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Success Rate by Discipline

2010: 78.9%
2009: 82.7%
2008: 78.6%

College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

*Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the target.*

*Established in Cycle: 2010-2011*

Students in REA courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

This program goal will be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Grade Distribution by Course for required courses; Success Rate by Discipline.  
- **Outcome/Objective:** To increase the success rate of students in their required courses

**There have been no certificate graduates.**

As a reflection of the housing market in the current economy, there have been no certificate graduates. The cluster has planned to discuss this with the advisory board in the next year. This program goal is assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Number of Graduates by Program and Specialization. |
  Outcome/Objective: To encourage students to complete their degree
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 3:1. Students will be able to use mathematical reasoning to draw logical conclusions and make well-reasoned decisions

1. Students will be able to use mathematical reasoning to draw logical conclusions and make well-reasoned decisions

**Related Measure:**

**M 3:CHM 112 Lab**

CHM 112 Lab

*1a. The Kinetics of a chemical reaction will be studied and the data obtained from the reaction will be used to determine the rate equation and activation energy.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
 Achievement target 75%

**Findings (2010-2011) - Achievement Target: Met**

Data collection: Fall 2010 and Spring 2011

153 students 6 faculty

11 CHM 112 Lab sections. Grades of 0 for students who did not attend lab were not included.

Average % on lab was 93 %

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**The SLO is assessed in the next round.**

Established in Cycle: 2010-2011

The SLO is assessed in the next round.

O 4:2. Students will understand the scientific method and recognize methods of inquiry that lead to scientific knowledge

2. Students will understand the scientific method and recognize methods of inquiry that lead to scientific knowledge
Related Measure:
M 4:BIO 101-10 multiple choice questions to assess lab work in lab entitled “What Is This Thing Called Science”, 6 questions in quiz

BIO 101-10 multiple choice questions to assess lab work in lab entitled "What Is This Thing Called Science", 6 questions in quiz entitled "Scientific Method"

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Achievement Target - minimum score of 70%

Findings (2010-2011) - Achievement Target: Partially Met

Data collection - Summer 2010
Data was collected from 3 sections of BIO 101
Faculty = 3, Students = 66
All instructors used the same test and the same rubric.
Three classes each had an average of 81%.

Data collection - Fall 2010
Data was collected from 11 sections of BIO 101
Faculty = 5, Students = 269
All instructors used the same test and the same rubric.
Using 100% as perfect, the average scores for each test item and overall achievement are

Item 1 - 76.9%
Item 2 - 81.4%
Item 3 - 92.6%
Item 4 - 47.2%
Item 5 - 79.2%
Item 6 - 97.8%
Overall - 79.2%
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The SLO is assessed in the next round.
The SLO is assessed in the next round.

Established in Cycle: 2010-2011

M 5:BIO 101 – *2a, quiz with 7 multiple choice questions, 1 short answer, and 2 calculations
BIO 101 - *2a, quiz with 7 multiple choice questions, 1 short answer, and 2 calculations

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Achievement target - minimum score of 70%

Findings (2010-2011) - Achievement Target: Met
Data collection - Fall 2010
Data was collected from 17 sections of BIO 101
Faculty = 12, Students = 417
Using 100% as perfect, the average score for the quiz is 73.8%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The SLO is assessed in the next round.
The SLO is assessed in the next round.

Established in Cycle: 2010-2011

M 6:BIO 101 – *2b, multiple choice questions, 10 questions
BIO 101 - *2b, multiple choice questions, 10 questions

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Achievement target - minimum score of 70%

Findings (2010-2011) - Achievement Target: Not Met
Data collection - Fall 2010
Data was collected from 9 sections of BIO 101,
Faculty = 6, Students = 222
Using 100% as perfect, the average score for all students was 68.6%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The SLO is assessed in the next round.**

*Established in Cycle: 2010-2011*

Faculty have been asked to examine teaching methods and re-evaluate. The SLO has been scheduled for the next round.

**M 7: BIO 101 - quiz with 7 multiple choice questions and 1 short answer question**

BIO 101 - quiz with 7 multiple choice questions and 1 short answer question

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Achievement target: 70%

**Findings (2010-2011) - Achievement Target: Met**

Data collection - Fall 2010

Data was collected from 6 sections of BIO 101

Faculty = 6, Students - 131

Using 100% as perfect, the average scores for each test item and overall performance is given

Item 1 - 69.5%
Item 2 - 68.7%
Item 3 - 91.6%
Item 4 - 84.7%
Item 5 - 83.2%
Item 6 - 99.2%
Item 7 - 77.1%
Item 8 - 90.8%
Overall: 83.1%
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The SLO is assessed in the next round.

Established in Cycle: 2010-2011

The SLO is assessed in the next round.

O 5:3. Students will use graphical methods to organize and interpret data.

3. Students will use graphical methods to organize and interpret data.

Related Measure:

M 8:CHM 112 Lab

CHM 112 Lab
*3a, The Kinetics of a chemical reaction will be studied and the data obtained from the reaction will be used to determine the activation energy

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Achievement target 75%

Findings (2010-2011) - Achievement Target: Met

Data collection: Fall 2010 and Spring 2011

153 students 6 faculty

11 CHM 112 Lab sections. Grades of 0 for students who did not attend lab were not included.

Average % on lab was 93 %

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The SLO is assessed in the next round.

Established in Cycle: 2010-2011

The SLO is assessed in the next round.

O 6:4. Students will explain the atomic structure of basic chemical elements.

4. Students will explain the atomic structure of basic chemical elements
Related Measure:

**M 9:CHM 111 *4a, multiple choice quiz**

CHM 111 *4a, multiple choice quiz

-3 common questions

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Achievement Target - minimum score of 70% for each item.

**Findings (2010-2011) - Achievement Target: Met**

Data collection - Summer 2010

Data was collected from 5 sections of CHM 111

Faculty = 5; Students = 138

All instructors used the same rubric to assess the same quiz questions, applying the rubric to their own students' quizzes at the time of grading the quiz.

Using 100% as perfect, the average scores for the test items and overall achievement are

- Item 1 - 91.3%
- Item 2 - 94.2%
- Item 3 - 85.5%

Data collection - Fall 2010

Data was collected from 7 sections of CHM 111

Faculty = 7, Students 198

Using 100% as perfect, the average scores for each test item is given

- Item 1 - 91.9%
- Item 2 - 94.4%
- Item 3 - 88.4%

Achievement Target - minimum score of 70%
Data collection Spring 2011

Data was collected from 8 sections of CHM 111

Faculty = 6, Students 209

Using 100% as perfect, the average scores for each test item is given

Item 1 - 92%
Item 2 - 89%
Item 3 - 88%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

The achievement target was met in each semester the SLO was assessed. Overall scores remained consistent. The SLO has been established in Cycle: 2010-2011

The achievement target was met in each semester the SLO was assessed. Overall scores remained consistent. The SLO has been established in Cycle: 2010-2011

**O 7:5. Students will be able to explain the principles of chemical bonding in the formation and properties of molecules**

5. Students will be able to explain the principles of chemical bonding in the formation and properties of molecules

**Related Measure:**

M 10:CHM 111 *5a, 4 Multiple choice questions given on CHM 111 exams or the Final.

CHM 111

*5a, 4 Multiple choice questions given on CHM 111 exams or the Final.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

Achievement target is 70% average for all questions.
Findings (2010-2011) - Achievement Target: Partially Met

Data Collection: Spring 2011

Data was collected from

Faculty: 10 289 students

17 sections of CHM 111. All campuses

Results:

Item 1 - 85%
Item 2 - 85%
Item 3 - 49%
Item 4 - 52%

Data collection Spring 2010

Data was collected from

17 sections of CHM

12 faculty and 389 students.

Results:

Item 1 - 85%
Item 2 - 72%
Item 5 - 66%
Item 6 - 45%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

For Spring 2011, target was met for items 1 and 2. (As Achievement was not met for items 3 and 4 and the faculty need to review
Established in Cycle: 2010-2011

For Spring 2011, target was met for items 1 and 2. (As Achievement was not met for items 3 and 4 and the faculty need to revi...

O 8:7. Students will be able to use standard laboratory techniques to describe and quantify compounds or objects.

7. Students will be able to use standard laboratory techniques to describe and quantify compounds or objects.

Related Measure:
M 11: BIO 101-10 multiple choice questions to assess lab work in lab entitled “Chemistry of Life”

BIO 101-10 multiple choice questions to assess lab work in lab entitled "Chemistry of Life"

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Achievement Target for Mastery - minimum score of 70%

**Findings (2010-2011) - Achievement Target: Partially Met**

Data collection - Summer 2010

Data was collected from 3 sections of BIO 101

Faculty = 3, Students = 58

All instructors used the same test and the same grading rubric.

Three classes had had an average score of 72%.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

The achievement target was met in 2 of 3 sections. However, this was a BIO 101 class where the goal was introduction and pract... Established in Cycle: 2010-2011

The achievement target was met in 2 of 3 sections. However, this was a BIO 101 class where the goal was introduction and pract...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1:** To encourage students to complete their degree

To encourage students to complete their degree

**Related Measure:**


Source of Evidence: Academic direct measure of learning - other
**Achievement Target:**
28% increase from previous year

**Findings (2010-2011) - Achievement Target: Met**

2010-10: 237
2009-10: 185
2008-09: 155
2007-08: 160
2006-07: 157
2005-06: 107

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**O 2: To increase the number of program placed students in the program.**

To increase the number of program placed students in the program.

**Related Measure:**

**M 2: Distribution Of Program Placed Students by Curriculum And Award Type (Factbook 10-11 Table 1.14)**

Distribution Of Program Placed Students by Curriculum And Award Type (Factbook 10-11 Table 1.14)

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
15% increase from previous year

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,709</td>
<td>1,861</td>
<td>1,974</td>
<td>2,244</td>
<td>2,584</td>
</tr>
</tbody>
</table>
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal is asse
Established in Cycle: 2010-2011
The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal is asse...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

The SLO is assessed in the next round.

Faculty will examine teaching methods and re-evaluate. The SLO has been scheduled for the next round.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: BIO 101 – *2b, multiple choice questions, 10 questions |
Outcome/Objective: 2. Students will understand the scientific method and recognize methods of inquiry that lead to scientific knowledge

For Spring 2011, target was met for items 1 and 2. (As Achievement was not met for items 3 and 4 and the faculty need to review teaching methods. The SLO itself is also expected to be reconsidered when the CHM cluster meets in January 2012. The SLO may need to be adjusted to have bond polarity mastered in CHM 112.

In Spring 2010, Achievement target was met for items 1 and 2. Target was almost met for item 5. Item 6is molecule polarity and the target was not met. The CHM cluster meets in January 2012 and should discuss if mastery of this SLO should be in CHM 112. All 6 items are scheduled to be reassessed in Fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: CHM 111 *5a, 4 Multiple choice questions given on CHM 111 exams or the Final. | Outcome/Objective: 5. Students will be able to explain the principles
of chemical bonding in the formation and properties of molecules

The achievement target was met in 2 of 3 sections. However, this was a BIO 101 class where the goal was introduction and practice of the SLO. Mastery of SLO is expected in BIO 102. The SLO has been scheduled for the next round.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: BIO 101-10 multiple choice questions to assess lab work in lab entitled “Chemistry of Life” | Outcome/Objective: 7. Students will be able to use standard laboratory techniques to describe and quantify compounds or objects.

The achievement target was met in each semester the SLO was assessed. Overall scores remained consistent. The SLO has been scheduled for the next round.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CHM 111 *4a, multiple choice quiz | Outcome/Objective: 4. Students will explain the atomic structure of basic chemical elements.

The number of graduates increased again after a decrease two years ago, meeting the program's achievement target. This program goal is assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization. Fact Book 2005-2006 Through 2010-2011. | Outcome/Objective: To encourage students to complete their degree

The number of program-placed students continued to increase, meeting the program's achievement target. This program goal is assessed annually.
The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal is assessed annually.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Distribution Of Program Placed Students by Curriculum And Award Type (Factbook 10-11 Table 1.14) | **Outcome/Objective:** To increase the number of program placed students in the program.

*The SLO has been scheduled for the next round.*

The SLO has been scheduled for the next round.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** BIO 101 – *2a, quiz with 7 multiple choice questions, 1 short answer, and 2 calculations | **Outcome/Objective:** 2. Students will understand the scientific method and recognize methods of inquiry that lead to scientific knowledge

*The SLO has been scheduled for the next round.*

The SLO has been scheduled for the next round.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** CHM 112 Lab | **Outcome/Objective:** 3. Students will use graphical methods to organize and interpret data.

*The SLO has been scheduled for the next round.*

The SLO has been scheduled for the next round.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: BIO 101- quiz with 7 multiple choice questions and 1 short answer question | Outcome/Objective: 2. Students will understand the scientific method and recognize methods of inquiry that lead to scientific knowledge

The SLO to be assessed next round.

The SLO will be assessed in the next round.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: BIO 101-10 multiple choice questions to assess lab work in lab entitled “What Is This Thing Called Science”, 6 questions in quiz | Outcome/Objective: 2. Students will understand the scientific method and recognize methods of inquiry that lead to scientific knowledge

The SLO to be assessed next round.

The SLO to be assessed next round.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CHM 112 Lab | Outcome/Objective: 1. Students will be able to use mathematical reasoning to draw logical conclusions and make well-reasoned decisions
Mission / Purpose

The Associate of Science degree in Social Sciences is designed for persons who plan to transfer to a four-year college or university to complete a Bachelor of Science Degree (B.S.) in one of the social sciences. It also prepares students for some teacher certification programs. Students from the AS degree program major in a wide variety of fields, including: Anthropology, Economics, Government/Political Science, History, Mass Communications, Pre-law, Psychology, Public Administration, Social Work, and Sociology.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program Goals: To encourage students to complete their degree

Program Goals: To encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization

Fact Book 2005-2006 Through 2010-2011

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Continued increases in the number of students completing their degrees.

Findings (2010-2011) - Achievement Target: Met

2010-2011: 490
2009-10: 319
2008-09: 162
2007-08: 68 (first year with graduates)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

The number of graduates has continued to grow since the program started in 2007, meeting the program’s achievement target.

Established in Cycle: 2010-2011
The number of graduates has continued to grow since the program started in 2007, meeting the program's achievement target. This...

**This program goal is assessed again next year**  
*Established in Cycle: 2010-2011*

The number of graduates has continued to grow since the program started in 2007, meeting the program's achievement target. This...

**O 2: Program Goals: To increase the number of program placed students in the program.**

Program Goals: To increase the number of program placed students in the program.

**Related Measure:**

**M 2: Distribution Of Program Placed Students By Curriculum And Award Type**

Distribution Of Program Placed Students By Curriculum And Award Type  
(Factbook 10-11 Table 1.14)

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**  
Increased number of program placed students

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>1,028</td>
<td>1,797</td>
<td>2,474</td>
</tr>
</tbody>
</table>

Program initiated in Fall 2007.

38% increase since the previous year.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**The number of program-placed students continued to increase since 2007, meeting the program's achievement target.**  
*Established in Cycle: 2010-2011*

The number of program-placed students continued to increase since 2007, meeting the program’s achievement target. This program...
This program goal is assessed again next year

Established in Cycle: 2010-2011

The number of program-placed students continued to increase since 2007, meeting the program’s achievement target. This program...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

The number of graduates has continued to grow since the program started in 2007, meeting the program’s achievement target.

The number of graduates has continued to grow since the program started in 2007, meeting the program’s achievement target.

This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Program Goals: To encourage students to complete their degree

The number of program-placed students continued to increase since 2007, meeting the program’s achievement target.

The number of program-placed students continued to increase since 2007, meeting the program's achievement target.

This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students By Curriculum And Award Type |
Outcome/Objective: Program Goals: To increase the number of program placed students in the program.

This program goal is assessed again next year

The number of graduates has continued to grow since the program started in 2007, meeting the program’s achievement target.

This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Program Goals: To encourage students to complete their degree

This program goal is assessed again next year

The number of program-placed students continued to increase since 2007, meeting the program’s achievement target

This program goal is assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students By Curriculum And Award Type | Outcome/Objective: Program Goals: To increase the number of program placed students in the program.
Detailed Assessment Report
2010-2011 Teacher Education Specialization of Social Sciences A.S.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Students will identify and describe the licensure/certification requirements for teacher education (pre K-12).

Students will identify and describe the licensure/certification requirements for teacher education (pre K-12).

**Related Measure:**

M 1: midterm examination in which an essay related to their understanding of licensure requirements has been embedded

EDU 200 students will complete a midterm examination in which an essay related to their understanding of licensure requirements has been embedded. At least three faculty members will assess students’ answers to the essay question.

Source of Evidence: Writing exam to assure certain proficiency level

**Achievement Target:**
At least 70% of the students completing the midterm examination will earn a score of 85% or better on the embedded essay.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010

Data was collected for 6 out of 7 sections of EDU 200 = 122 students

- Three instructors graded the midterm essay which counted as 20% of the midterm grade. These instructors graded the essays together after the exam so that grading was consistent.

74% of the students received a 17 out of 20 points or better on the midterm essay.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

Undergraduate adviser for Education at George Mason University has been asked to do a presentation on licensure & transferring... Established in Cycle: 2010-2011

It was clear that some needed a more detailed understanding of their specific licensure requirements. Consequently, the undergrad...

O 2: Students will summarize, reflect upon and outline their field experiences in the public school systems during their 40 field pla
Students will summarize, reflect upon and outline their field experiences in the public school systems during their 40 field placement hours.

**Related Measure:**

**M 2: Students will complete a professional portfolio.**

As a course requirement, EDU 200 students will complete a professional portfolio. This portfolio will incorporate the students’ experiences during their field placements in the public schools. At least three faculty members will evaluate the student's portfolios using a rubric for determining if the required information is provided.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
At least 70% of students completing the professional portfolio will receive a score of 85% or higher, using the portfolio grading rubric for the evaluation.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010

Data was collected for 6 out of 7 sections of EDU 200 = 113 students

- Three instructors graded the portfolios using a common rubric.

82% of the students received a grade of 85% or better on the professional portfolio assignment. The chapters considered for this score were personal philosophy, ideal classroom, communication with parents, instructional strategies, use of technology in the classroom, and assessment techniques.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Feedback indicated that students had an easier time synthesizing thoughts for their Portfolios after using these formats.**

**Established in Cycle: 2010-2011**

This semester, instructors required the students to s

O 3: Students will compare and analyze principles, theories, and history of education in the U.S. to actual practice in the classroom

Students will compare and analyze principles, theories, and history of education in the U.S. to actual practice in the classroom.

**Document:**
- Teacher Educ Specialization Court Case Asgnmt

**Related Measure:**
**M 3:** Students will complete a court case research paper.
As a course requirement, EDU 200 students will complete a court case research paper. The case must be one that has impacted education. Additionally, the paper will require that students use their knowledge of principles, theories, and the history of education. At least two faculty members will evaluate the papers using a rubric for determining whether students have included the required information.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
At least 70% of the students completing the research paper will earn a score of 85% or better, using the court case rubric for grading.

**Findings (2010-2011) - Achievement Target: Met**

Spring 2011  
Number of Students Assessed: 104  
Number of Students who earned 85% or better: 93  
Percentage who achieved goal: 89.43%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Research has shown that teaching is a very successful strategy for learning.**
*Established in Cycle: 2010-2011*
Research has shown that teaching is a very successful strategy for learning. The presentations were good practice for future tea...

**O 4:** Students will summarize and give examples of the field of education; focusing on the inter-relationship of teaching, learning, students, and society.

**Related Measure:**

**M 4:** Students will create a portfolio which will test their understanding of the field of education; focusing on the inter-relationship of teaching, learning, students, and society.

As a course requirement, EDU 200 students will create a portfolio which will test their understanding of the field of education; focusing on the inter-relationship of teaching, learning, students, and society. At least three faculty members will evaluate the portfolio using a rubric to determine whether students have included the required information and concepts.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**
At least 70% of the students completing the portfolio will earn a score of 85% or better on the sections of the portfolio which deal with on the inter-relationship of teaching, learning, students, and society.
**Findings (2010-2011) - Achievement Target: Met**

Spring 2011  
Number of Students Assessed: 104  
Number of Students who earned 85% or better: 99

Percentage who achieved goal: 95%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

*We continue to do this in future semesters, hoping for the same highly successful results.*  
*Established in Cycle: 2010-2011*  
Spring 2011 semester, all professors teaching EDU 200 shared examples of portfolios with their students. Our students expressed...

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 7:** To expand the Teacher Education Program at Northern Virginia Community College so that classes are available at all main campuses  
To expand the Teacher Education Program at Northern Virginia Community College so that classes are available at all main campuses.

**Related Measure:**

**M 5:** Number of sections available and the campuses where they're offered

*Number of sections available.  
*Campuses where sections of EDU 200 are offered to students. Information is obtained through the VCCS SIS.

Source of Evidence: Activity volume

**Achievement Target:**  
Increase course offerings on various campuses.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2009 - Five sections of EDU 200 were available at three campuses and online through the Extended Learning Institute.

Spring 2010 - Seven sections of EDU 200 are available at the five main campuses and online through the Extended Learning Institute.

Fall 2010 - Seven sections of EDU 200 are available at the five main campuses and online through the Extended Learning Institute  
Spring 2011 - Seven sections of EDU 200 are available at the five main campuses and online. We will offer 8 sections in the spring of 2012.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

**In the spring of 2012, we are expected to offer 2 sections at the Annandale, Woodbridge, and Alexandria Campuses**

_Established in Cycle: 2010-2011_

In the spring of 2012, we are expected to offer 2 sections at the Annandale, Woodbridge, and Alexandria Campuses

---

**O 8:** To increase the number of students who complete the program

To increase the number of students who complete the Teacher Education Program and graduate with the Social Sciences with Teacher Education Specialization Associates Degree or the General Education with Teacher Specialization Degree by 10% or more each school year.

**Related Measure:**

_M 6:_ Number of students that graduate in the program. Information is obtained through the OIR Fact Book.

Number of students that graduate in the program. Information is obtained through the OIR Fact Book.

Source of Evidence: Performance in subsequent schooling feedback

**Achievement Target:**

Increase the number of students who complete the Teacher Education Program and graduate with the Social Sciences with Teacher Education Specialization Associates Degree or the General Education with Teacher Specialization Degree

**Findings (2010-2011) - Achievement Target: Met**

Number of graduates in the General Studies or Social Science Degrees with Teacher Specialization:

- 2008-2009 - 28 students
- 2009-2010 - 55 students - 49% Growth
- 2010-2011 - 64 students - 14% Growth

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

**Continued to meet with counselors on all campuses so that they understand how to advise our Teacher Education students.**

_Established in Cycle: 2010-2011_

Continued to meet with counselors on all campuses so that they understand how to advise our Teacher Education students. Conti...
O 9: To keep the percentage of students who successfully complete EDU 200 college wide each semester to 80% or better.

To keep the percentage of students who successfully complete EDU 200 college wide each semester to 80% or better.

**Related Measure:**

M 7: Number of students who complete EDU 200 with a passing grade each semester.

Number of students who complete EDU 200 with a passing grade each semester. Information is obtained through the OIR Grade Distribution Report for Northern Virginia Community College.

Source of Evidence: Performance in subsequent schooling feedback

**Achievement Target:**
Keep the percentage of students who successfully complete EDU 200 college wide each semester to 80% or better.

**Findings (2010-2011) - Achievement Target: Met**

Number of students who successfully complete EDU 200 College wide:

- Fall 2008 - 93%
- Fall 2009 - 87%
- Fall 2010 - 89%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Action Plan Detail section of this report.

We continue to increase our efforts to reach all EDU 200 students through strong advising, communication & instructional teaching. Established in Cycle: 2010-2011

We continue to increase our efforts to reach all EDU 200 students through strong advising, communication & instructional teaching...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

Continue to meet with counselors on all campuses so that they understand how to advise our Teacher Education students.

Continue to meet with counselors on all campuses so that they understand how to advise our Teacher Education students. Continue to advertise the Teacher Education Program so that students know it is available.

It should also be noted that some NOVA students graduate and pursue secondary licensure. These students are not included in our graduation numbers as they are not in the SS Teacher Education Degree Program which is specifically for elementary & special education. These students major in the subject areas they wish to teach. Program goal assessed annually.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of students that graduate in the program. Information is obtained through the OIR Fact Book. | Outcome/Objective: To increase the number of students who complete the program

Feedback indicated that students had an easier time synthesizing thoughts for their Portfolios after using these formats.
This semester, instructors required the students to s

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Students will complete a professional portfolio. | Outcome/Objective: Students will summarize, reflect upon and outline their field experiences in the public school systems during their 40 field pla

In the spring of 2012, we are expected to offer 2 sections at the Annandale, Woodbridge, and Alexandria Campuses
In the spring of 2012, we are expected to offer 2 sections at the Annandale, Woodbridge, and Alexandria Campuses

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of sections available and the campuses where they're offered | Outcome/Objective: To expand the Teacher Education Program at Northern Virginia Community College so that classes are available at all main campuse

Research has shown that teaching is a very successful strategy for learning.
Research has shown that teaching is a very successful strategy for learning. The presentations were good practice for future teaching. This SLO is assessed every semester. Formal results are reported annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Students will complete a court case research paper. | Outcome/Objective: Students will compare and analyze principles, theories, and history of education in the U.S. to actual practice in the classroom
undergraduate adviser for Education at George Mason University has been asked to do a presentation on licensure & transferring to a university each semester for our EDU 200 classes. In the future, we plan to try to schedule this presentation for our EDU 200 classes prior to taking the midterm exam. This SLO is assessed every semester. Formal results are reported annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: midterm examination in which an essay related to their understanding of licensure requirements has been embedded | Outcome/Objective: Students will identify and describe the licensure/certification requirements for teacher education (pre K-12).

We continue to do this in future semesters, hoping for the same highly successful results.
Spring 2011 semester, all professors teaching EDU 200 shared examples of portfolios with their students. Our students expressed that this was a great help. Additionally, we provided them with a rubric and detailed directions for compiling each section of their portfolios. We continue to do this in future semesters, hoping for the same highly successful results. This SLO is assessed every semester. Formal results are reported annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Students will create a portfolio which will test their understanding of the field of education; focusing on the inter-relationships | Outcome/Objective: Students will summarize and give examples of the field of education; focusing on the inter-relationship of teaching, learning, s

We continue to increase our efforts to reach all EDU 200 students through strong advising, communication & instructional teaching strategies. Program goal assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** Number of students who complete EDU 200 with a passing grade each semester.  
**Outcome/Objective:** To keep the percentage of students who successfully complete EDU 200 college wide each semester to 80% or better.
Detailed Assessment Report
2010-2011 Substance Abuse Rehabilitation Counselor Certificate

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program Goals: To encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization
Fact Book 2005-2006 Through 2009-2010

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Achievement Target: Met

2010-2011: 9
2009-10: 12
2008-09: 4
2007-08: 1
2006-07: 5

Target: continued upward trend for previous five years in graduate totals

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This program goal to be assessed again next year
Established in Cycle: 2010-2011

The number of graduates has increased over the past five years; this increase meets the program’s achievement target. This pro...

O 2: Program Goals: To increase the success rate of students in their required courses

Related Measure:
### M 2: Grade Distribution by Course for required courses

Grade Distribution by Course for required courses

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMS</td>
<td>121</td>
<td>92</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>HMS</td>
<td>141</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>HMS</td>
<td>251</td>
<td>83</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>HMS</td>
<td>266</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>HMS</td>
<td>142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMS</td>
<td>145</td>
<td>61</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>HMS</td>
<td>252</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>HMS</td>
<td>258</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>HMS</td>
<td>290</td>
<td>83</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Success Rate by Discipline**

2010: 89.9%
2009: 82.9%
2008: 80.4%
College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

Target: College average

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**This program goal to be assessed again next year**

*Established in Cycle: 2010-2011*

Students in HMS courses continue to pass those courses at a higher rate than the college average, meeting the program’s achiev...

**O 3: Program Goals: To increase the number of program placed students in the program.**

Program Goals: To increase the number of program placed students in the program.

**Related Measure:**

**M 3: Distribution Of Program Placed Students By Curriculum And Award Type**

Distribution Of Program Placed Students By Curriculum And Award Type

(Factbook 09-10 Table 1.14)

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>FALL 2006</th>
<th>FALL 2007</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>41</td>
<td>40</td>
<td>47</td>
<td>64</td>
</tr>
</tbody>
</table>
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal to be assessed again next year
Established in Cycle: 2010-2011

The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal will ...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

This program goal to be assessed again next year

Students in HMS courses continue to pass those courses at a higher rate than the college average, meeting the program's achievement target.

This program goal to be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grade Distribution by Course for required courses |
Outcome/Objective: Program Goals: To increase the success rate of students in their required courses

This program goal to be assessed again next year

The number of graduates has increased over the past five years; this increase meets the program's achievement target.

This program goal will be assessed again next year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Program Goals: To encourage students to complete their degree

This program goal to be assessed again next year

The number of program-placed students continued to increase, meeting the program's achievement target.
This program goal will be assessed again next year.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Distribution Of Program Placed Students By Curriculum And Award Type | **Outcome/Objective:** Program Goals: To increase the number of program placed students in the program.
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Program Goals: To encourage students to complete their degree

Program Goals: To encourage students to complete their degree

Related Measure:

M 6: Number of Graduates by Program and Specialization

Number of Graduates by Program and Specialization

Fact Book 2006-2007 Through 2010-2011

Source of Evidence: Activity volume

Achievement Target:
continued increases in number of graduates

Findings (2010-2011) - Achievement Target: Met

2010-2011: 7
2009-10: 3
2008-09: 2
2007-08: 2
2006-07: 3

Target: continued increases in number of graduates

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal assessed again next year
Established in Cycle: 2010-2011

The number of graduates has increased. This increase meets the program’s achievement target. This program goal will be assessed again next year.

O 2: Program Goals: To increase the success rate of students in their required courses

Program Goals: To increase the success rate of students in their required courses

Related Measure:
M 7: Grade Distribution by Course for required courses

Grade Distribution by Course for required courses

Success Rate by Discipline

2010

2009

2008

Source of Evidence: Administrative measure - other

**Achievement Target:**
college average

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRV</td>
<td>100</td>
<td>41</td>
<td>69</td>
</tr>
<tr>
<td>TRV</td>
<td>111</td>
<td>88</td>
<td>68</td>
</tr>
<tr>
<td>TRV</td>
<td>125</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>TRV</td>
<td>138</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>139</td>
<td></td>
<td>89</td>
</tr>
<tr>
<td>TRV</td>
<td>190</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>TRV</td>
<td>195</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>TRV</td>
<td>220</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>TRV</td>
<td>290</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>TRV</td>
<td>295</td>
<td>83</td>
<td>64</td>
</tr>
</tbody>
</table>
Success Rate by Discipline

2010: 72.1%
2009: 82.6%
2008: 75.5%

College Average for Course Success rate:

2010: 73%
2009: 73%
2008: 74%

Target: college average

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This program goal assessed again next year
Established in Cycle: 2010-2011

Students in TRV courses have either passed at the same or a higher rate than the college average for the past three years, mee...

O 3: Program Goals: To increase the number of program placed students in the program.

Program Goals: To increase the number of program placed students in the program.

Related Measure:

M 8: Distribution Of Program Placed Students

Distribution Of Program Placed Students

By Curriculum And Award Type
(Factbook 10-11 Table 1.14)

Source of Evidence: Administrative measure - other

Achievement Target:
Increase of 38% from the previous year

Findings (2010-2011) - Achievement Target: Met
Increase of 38% from the previous year

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**This program goal assessed again next year**

*Established in Cycle:* 2010-2011

The number of program-placed students continued to increase, meeting the program’s achievement target. This program goal will ...

**Action Plan Detail for This Cycle (by Established cycle, then alpha)**

**This program goal assessed again next year**

The number of graduates has increased. This increase meets the program’s achievement target.

This program goal is assessed again next year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of Graduates by Program and Specialization
- **Outcome/Objective:** Program Goals: To encourage students to complete their degree

**This program goal assessed again next year**

Students in TRV courses have either passed at the same or a higher rate than the college average for the past three years, meeting the program’s achievement target.

This program goal is assessed again next year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: Grade Distribution by Course for required courses |
  Outcome/Objective: Program Goals: To increase the success rate of students in their required courses

This program goal assessed again next year. The number of program-placed students continued to increase, meeting the program’s achievement target.

This program goal is assessed again next year.

  Established in Cycle: 2010-2011
  Implementation Status: Planned
  Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Distribution Of Program Placed Students |
  Outcome/Objective: Program Goals: To increase the number of program placed students in the program.
Detailed Assessment Report
2010-2011 Welding: Basic Techniques Career Studies Certificate

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 7: Program Goals: To encourage students to complete their degree
Program Goals: To encourage students to complete their degree

Related Measure:

M 1: Number of Graduates by Program and Specialization
Number of Graduates by Program and Specialization
Fact Book 2005-2006 Through 2009-2010

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
Monitoring continuous improvement.

Findings (2010-2011) - Achievement Target: Met

2010-2011: 1
2009-10: 2
2008-09: 0
2007-08: 0
2006-07: 4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

Program goal assessed annually.
Established in Cycle: 2010-2011

The number of graduates has increased after decreases for two years; this increase meets the program's achievement target. Thi...

O 8: Program Goals: To increase the success rate of students in their required courses
Program Goals: To increase the success rate of students in their required courses

Related Measure:

M 2: Grade Distribution by Course for required courses
Grade Distribution by Course for required courses
Success Rate by Discipline

2009
2008

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2010-2011) - Achievement Target: Met**

<table>
<thead>
<tr>
<th>WEL</th>
<th>Fall 2008 % Success</th>
<th>Fall 2009 % Success</th>
<th>Fall 2010 % Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>116</td>
<td>40</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>121</td>
<td>83</td>
<td>88</td>
<td>81</td>
</tr>
<tr>
<td>122</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>59</td>
<td>83</td>
<td>93</td>
</tr>
<tr>
<td>160</td>
<td></td>
<td>83</td>
<td>77</td>
</tr>
</tbody>
</table>

Success Rate by Discipline

2010: 83.6%
2009: 80.6%
2008: 59.6%

College Average for Course Success rate:
2010: 73%
2009: 73%
2008: 74%

Target: at or above college average
Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Program goal assessed annually.
Established in Cycle: 2010-2011

Students in WEL courses passed at a higher rate than the previous year and at a higher rate than the college average, this inc...

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Program goal assessed annually.
The number of graduates has increased after decreases for two years; this increase meets the program's achievement target.

Program goal assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization |
Outcome/Objective: Program Goals: To encourage students to complete their degree

Program goal assessed annually.
Students in WEL courses passed at a higher rate than the previous year and at a higher rate than the college average, this increase meets the program's achievement target.

This program goal assessed annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grade Distribution by Course for required courses |
Outcome/Objective: Program Goals: To increase the success rate of students in their required courses
O 14:SLO: Safely and effectively produce diagnostic radiographic and non-radiographic images.

SLO: Safely and effectively produce diagnostic radiographic and non-radiographic images.

Related Measure:

M 1: Completion of VET 122 radiography portfolio and small group presentation to instructor

a. Completion of VET 122 radiography portfolio and small group presentation to instructor using grading rubric for required skills.

b. Completion of VET 122 narrated skills video with self, peer and instructor critiques.

Source of Evidence: Academic direct measure of learning - other

Achievement Target:
The achievement target of 100% completion and documentation

Findings (2010-2011) - Achievement Target: Met

Spring 2011

a. Radiography portfolio and presentation completion for VET 122 (April 13, 2011) - minimum value 0%, maximum value 99%, average 80%, median 82%, range 119.5 points and a standard deviation of 26.42 points (out of 120).

All task components successfully completed by 15 of 16 total students (94%) submitting course portfolio and visually verified and documented by the instructor (April 2011).

b. Four Skills Videos for Spring 2011 VET 122:

Hospital Skills Video #1, 15 of 16 (94%) total students completed (January 31, 2011) - minimum value 25%, maximum value 100%, average 89%, median 95%, (out of 20 total pts).

Hospital Skills Video #2, 15 of 16 (94%) total students completed (February 14, 2011) - minimum value 20%, maximum value 100%, average 73%, median 83%, (out of 20 total pts).
*Hospital Skills Video #3*, 16 of 16 (100%) total students completed (March 21, 2011) - minimum value 25%, maximum value 100%, average 90%, median 98%, (out of 20 total pts).

*Hospital Skills Video #4*, 16 of 16 (100%) total students completed (April 4, 2011) - minimum value 30%, maximum value 100%, average 88%, median 95%, (out of 20 total pts).

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Review this item at next cycle**

_Established in Cycle: 2010-2011_

a. The program’s goal is that all VET students will successfully document competency by demonstrating the required tasks to in...

**O 20:SLO: Communicate in a professional manner in all formats – written, oral, non-verbal, and electronic**

SLO: Communicate in a professional manner in all formats - written, oral, non-verbal, and electronic

**Related Measure:**

**M 9: Completion of VET 105 course project and class presentation using grading rubric with visual observation by instructor of req**

a. Completion of VET 105 course project and class presentation using grading rubric with visual observation by instructor of required skills.

Source of Evidence: Administrative measure - other

**Achievement Target:**

all VET students will successfully document competency by demonstrating the required tasks to instructors.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010

a. Nutrition Report Group Outline & Cited Works (12 collected through Bb on November 8, 2010) - minimum value 90%, maximum value 100%, average 99%, median 100%, range 1 point and a standard deviation of 0.17 points (out of 10).

Nutrition Group Report (12 collected through Bb SafeAssign on November 29, 2010) - minimum value 84%, maximum value 99%, average 92%, median 94%, range 7.5 points and a standard deviation of 2.6 points (out of 50).
Nutrition Presentation Peer Evaluations (12 collected on December 6, 2010) - minimum value 94%, maximum value 100%, average 97%, median 97%, range 0.6 points and a standard deviation of 0.8 points (out of 10).

Nutrition Project Group Evaluations (35 collected on December 6, 2010) - minimum value 50%, maximum value 100%, average 87%, median 97%, range 10 points and a standard deviation of 2.8 points (out of 20).

Nutrition Project Self Evaluations (35 collected on December 6, 2010) - minimum value 60%, maximum value 100%, average 91%, median 95%, range 2 points and a standard deviation of 0.52 points (out of 5).

Nutrition Student Project Test Questions Evaluations (35 collected on December 4, 2010) - minimum value 70%, maximum value 100%, average 95%, median 100%, range 1.5 points and a standard deviation of 0.57 points (out of 5).

b. Course project and presentation completion for VET 105 (100%) - all task components successfully completed by each student (35 total students in course) and visually verified and documented by the instructor (November and December 2010)

Spring 2011

a. Student Newsletter Project (28 total students assessed from February to April 2011) - minimum value 81%, maximum value 104% (extra credit obtained), average 95%, median 96%, range 23 points and a standard deviation of 5.78 points (out of 10).

b. Course project and presentation completion for VET 235 (100%) - all task components successfully completed by each student (28 total students in course) and visually verified and documented by the instructor (April 2011)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Review this item at next cycle**

*Established in Cycle*: 2010-2011

a. The small group project contained both group and individual assessments to introduce students to positive interdependency w...

**O 21:SLO: Properly package, handle and store specimens for laboratory analysis**

*SLO*: Properly package, handle and store specimens for laboratory analysis

**Related Measure:**

**M 10:** Completion of VET 132 lab assignment and lab training

a. Completion of VET 132 lab assignment and lab training with visual observation
by instructor of required skills.

b. Test results for Fall 2010 VET 132: Mid-term selected M/C and T/F questions

Source of Evidence: Administrative measure - other

**Achievement Target:**
all VET students will successfully document competency by demonstrating the required tasks to instructors.

**Findings (2010-2011) - Achievement Target: Met**

**Fall 2010**

a. Lab assignment (November 17, 2010) for VET 132: 92.5% completed (25 of 27 total students) with 94% median assignment score, score range of 8 to 10 pts

- 13 students scored = 100%
- 9 students scored = 90%
- 3 students scored = 80%

All task components successfully completed by each student (27 total students in course - 100%) and visually verified and documented by the instructor and LVTs (December 2010)

b. Test results for Fall 2010 VET 132:

Mid-term (27 exams collected on October 13, 2010) - percent correctly answered for each of 5 specific exam questions,

1. 100% correct
2. 100% correct
3. 66% correct
4. 100% correct
5. 100% correct

**Spring 2011**

a. All task components successfully completed by each student (26 total students in course - 100%) and visually verified and documented by the instructor (May 2011)
b. Test results for Spring 2011 VET 133:

Mid-term (26 exams collected on March 21, 2011) - percent correctly answered for each of 3 specific exam questions,
1. 96% correct
2. 100% correct
3. 96% correct

Final (25 exams collected on May 5, 2011) - percent correctly answered for each of 8 specific exam questions,
1. 100% correct
2. 100% correct
3. 96% correct
4. 84% correct
5. 96% correct
6. 100% correct
7. 100% correct
8. 68% correct

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

Review these items at next cycle
Established in Cycle: 2010-2011

a. The program’s goal is that all VET students will successfully document competency by demonstrating the required tasks to in...

O 22:SLO: Properly carry out analysis of laboratory specimens
SLO: Properly carry out analysis of laboratory specimens

Related Measure:

M 11:Completion of VET 132 and 133 lab training
a. Completion of VET 132 lab training with visual observation by instructor of required skills.

b. Test results for Fall 2010 VET 132: Final selected M/C and T/F questions
a. Completion of VET 133 lab training with visual observation by instructor of required skills.

b. Test results for Spring 2011 VET 133: Mid-term and Final selected M/C questions

Source of Evidence: Administrative measure - other

**Achievement Target:**
100% completion and documentation was achieved.

**Findings (2010-2011) - Achievement Target: Met**

Fall 2010

a. All task components successfully completed by each student (27 total students in course - 100%) and visually verified and documented by the instructor and LVTs (December 2010)

b. Test results for Fall 2010 VET 132:

Final (27 exams collected on December 8, 2010) - percent correctly answered for each of 9 specific exam questions,

1. 100% correct
2. 93% correct
3. 89% correct
4. 100% correct
5. 56% correct
6. 100% correct
7. 74% correct
8. 96% correct
9. 100% correct

Spring 2011

a. All task components successfully completed by each student (26 total students in course - 100%) and visually verified and documented by the instructor (May 2011)
b. Test results for Spring 2011 VET 133:

Mid-term (26 exams collected on March 21, 2011) - percent correctly answered for each of 4 specific exam questions,

1. 96% correct
2. 100% correct
3. 77% correct
4. 88% correct

Final (25 exams collected on May 5, 2011) - percent correctly answered for each of 5 specific exam questions,

1. 100% correct
2. 96% correct
3. 84% correct
4. 92% correct
5. 88% correct

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Detail* section of this report.

**Review this item at next cycle**

*Established in Cycle: 2010-2011*

For 132: a. The program’s goal is that all VET students will successfully document competency by demonstrating the required ta...

**O 23:SLO: The Vet Tech Program will maintain and increase the number of students completing VET courses**

SLO: The Vet Tech Program will maintain and increase the number of students completing VET courses

**Related Measure:**

**M 12:** Data obtained from Fall 2010 Success Rate by Discipline and Fall 2010 Student Grade Distribution by Course for Loudoun campus

Data obtained from Fall 2010 Success Rate by Discipline and Fall 2010 Student Grade Distribution by Course for Loudoun campus

Source of Evidence: Administrative measure - other
Achievement Target:
increase the number of students completing VET courses

Findings (2010-2011) - Achievement Target: Not Met

Fall 2010

Total number of students passing VET courses = 361 (95.5%)
Total number of students not passing VET courses = 17 (4.5%)
Total VET courses offered = 10 (3 of 10 offered concurrently for on-campus and on-line program)

VET courses with Success Rate of 100% = 6
VET courses with Success Rates <100% and Student Withdrawals = 4
- VET 105 - Success Rate = 95%*
- VET 111 - Success Rate = 89%*
- VET 116 - Success Rate = 92%
- VET 211 - Success Rate = 90%

Total number of student withdrawals by VET course:
- VET 105 = 3 students*
- VET 111 = 4 students*
- VET 116 = 2 students
- VET 211 = 2 students

Total number of students with D or F by VET course:
- VET 105 = 0 students*
- VET 111 = 3 students*
- VET 116 = 1 students
- VET 211 = 2 students

*Includes both on-campus and on-line 1st year program students in separate course sections

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.
Students can retake VET courses when next offered without need to reapply to program

Established in Cycle: 2010-2011

The Program goal and requirement for student completion of the VET courses is 100% by achieving a ‘C’ grade or better in both ...

O 24:SLO: The Vet Tech Program graduates will be recognized for achieving mastery of skills and theoretical knowledge

SLO: The Vet Tech Program graduates will be recognized for achieving mastery of skills and theoretical knowledge in keeping with national standards.

Related Measure:

M 13: Have students maintain and submit for graduation essential skills books

Have students maintain and submit for graduation essential skills books as required by the American Veterinary Medical Association (AVMA).

Veterinary Technician graduates must successfully pass the Veterinary Technician National Exam (VTNE) in order to be licensed in the state of Virginia.

Source of Evidence: Administrative measure - other

Achievement Target:

improve the situation

Findings (2010-2011) - Achievement Target: Met

Skill sheets completed and collected = 100% (37 of 37 students graduating from the both Programs)

Pass rate VTNE Jul/Aug 2010 on-campus 1st time candidates = 100% *(3 of 3)

Pass rate VTNE Jul/Aug 2010 on-campus repeater candidates = 80% **(4 of 5)

Pass rate VTNE Nov/Dec 2010 on-campus 1st time candidates = 100% *(1 of 1); no repeaters this testing window

Pass rate VTNE Jul/Aug 2011 on-campus 1st time candidates = 92%* (23 of 25); no repeaters this testing window
*Benchmark Data VTNE National Pass Rates:

Jul/Aug 2010 = 76.9%
Nov/Dec 2010 = 56.9%
Jul/Aug 2011 = 76%

**Benchmark Data VTNE Repeater Pass Rates:

Jul/Aug 2010 = 27.2%
Nov/Dec 2010 = 38.5%
Jul/Aug 2011 = 37.5%

Related Action Plans (by Established cycle, then alpha):

For full information, see the Action Plan Detail section of this report.

This goal to be re-evaluated annually
Established in Cycle: 2010-2011

Each student was individually signed off on over 200+ skills required by the American Veterinary Medical Association (AVMA).
...

This goal to be re-evaluated annually
Established in Cycle: 2010-2011

The Vet Tech Fall 2011 retention rates of 76% for on-campus program and 91% average for on-line program are well above the Col...

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 17: Program Goals: The VET Program will increase the number of qualified VET graduates

Related Measure:

M 5: Data obtained from OIR

Data obtained from OIR-Number of NOVA Awards by Curriculum Code and Specialization-preliminary data (2010-2011) and College Graduates by Curriculum and Award Type (2010-2011) of VET graduates
Achievement Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Achievement Target: Met

Total number of graduates for 2010 = 37*
Total number of graduates for 2011 = 34*
*includes on-campus and on-line program graduates

Total annual graduate goal = 30
(20 graduates from traditional 2yr on-campus program and 10 graduates from nontraditional 3yr on-line program)

Related Action Plans (by Established cycle, then alpha):
For full information, see the Action Plan Detail section of this report.

This goal to be re-evaluated annually
Established in Cycle: 2010-2011

The number of program graduates is maintained above previous goal (113% for 2010-2011 year) to graduate students from both the...

O 19:Program Goals: The VET Program will achieve and maintain a student retention rate of 60% & or higher (college goal).
Program Goals: The VET Program will achieve and maintain a student retention rate of 60% & or higher (college goal).

Related Measure:

M 8:Comparison of number of students admitted vs. students still enrolled in their 2nd year of studies (based on class rosters)
Comparison of number of students admitted vs. students still enrolled in their 2nd year of studies (based on class rosters)

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Monitoring for continuous improvement.

Findings (2010-2011) - Achievement Target: Met

On-Campus Program Retention:
Number of 1st yr on-campus students admitted Fall 2009 = 38
Number of 2nd yr on-campus students Fall 2010 = 27
Percentage Retained = 71%*

Number of 1st yr on-campus students admitted Fall 2010 = 41
Number of 2nd yr on-campus students Fall 2011 = 31
Percentage Retained = 76%*

On-Line Program Retention:

Number of 1st yr on-line students admitted Fall 2009 = 23
Number of 2nd yr on-line students Fall 2010 = 16
Percentage Retained = 70%*

Number of 2nd yr on-line students Fall 2009 = 14
Number of 3rd yr on-line students Fall 2010 = 10
Percentage Retained = 71%*

Number of 1st yr on-line students admitted Fall 2010 = 21
Number of 2nd yr on-line students Fall 2011 = 17
Percentage Retained = 81%*

Number of 2nd yr on-line students Fall 2010 = 16
Number of 3rd yr on-line students Fall 2011 = 16
Percentage Retained = 100%*

*Benchmark value = 57% national average retention rate for veterinary technology programs as reported by the American Veterinary Medical
Total 125 students enrolled by program - Fall 2010 (OIR Fact Book)
Total 121 students enrolled by program - Fall 2011 (preliminary data)

Action Plan Detail for This Cycle (by Established cycle, then alpha)

Review these items at next cycle

a. The program's goal is that all VET students will successfully document competency by demonstrating the required tasks to instructors. The achievement target of 100% completion and documentation was achieved. Skills competency is sufficient. No further action needs to be taken.

b. The mid-term exam assessment shows 80% (4 of 5 correctly answered by all students) knowledge acquisition with average score of 93% The goal is that all students will receive a minimum score of 70% overall which was achieved for all but 1 question. Additional individual assessment of students prior to mid-term beginning Fall 2011 (at next offering of course) will allow for early intervention and tutoring if needed to reach the student assessment goal.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Completion of VET 132 lab assignment and lab training |
  Outcome/Objective: SLO: Properly package, handle and store specimens for laboratory analysis

Review this item at next cycle

a. The program's goal is that all VET students will successfully document competency by demonstrating the required tasks to instructor. One of 15 students did not submit portfolio and unofficially withdrew from Program on or about time assessment due. The achievement target of 100% completion and documentation was achieved for 94% of remaining enrolled students. Skills competency is sufficient. No further action needs to be taken.

b. The goal is that all students will receive a minimum assessment score of 70% with achievement target of 100% completion and documentation. Though the percent averages
of 89%, 73% 90% and 89% for 14 of 16 students who completed assessment exceeded the minimum score, this was not achieved for 3 students. Two of the three students did not submit one video (1 of 4) for assessment and the 3rd student submitted all four skills videos late but incomplete. Intervention for future students would be requirement of video oversight and review with clinical veterinary mentor (on-line program only, adjunct professor) prior to submission beginning in Spring 2012 (at next offering of course). This would preempt issues associated with incomplete or missing videos.

Review this item at next cycle.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Completion of VET 122 radiography portfolio and small group presentation to instructor | Outcome/Objective: SLO: Safely and effectively produce diagnostic radiographic and non-radiographic images.

Review this item at next cycle

a. The small group project contained both group and individual assessments to introduce students to positive interdependency with clinically relevant communication skills. The 3 group assignments averaged 99%, 92%, and 97%. The 3 individual assignments averaged 87

b. The program’s goal [jer1] is that all VET students will successfully document competency by demonstrating the required tasks to instructors. The achievement target of 100% completion and documentation was achieved. Skills competency is sufficient for professional oral and nonverbal communications as 1st yr entry-level students. This skill will be further assessed and mastered in 2nd yr VET 235 course. No further action needs to be taken

Review this item at next cycle.

[ jer1] I changed this because it is about SLOs and it seems you are talking about achievement targets; the way it was written, it seemed to be about program goals. If these are actually program goals (like retention), please let me know, some moving around might be necessary

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Completion of VET 105 course project and class presentation using grading rubric with visual observation by instructor of req | Outcome/Objective: SLO: Communicate in a professional manner in all formats – written, oral, non-verbal, and electronic
Review this item at next cycle

For 132:

a. The program's goal is that all VET students will successfully document competency by demonstrating the required tasks to instructors. The achievement target of 100% completion and documentation was achieved. Skills competency is sufficient. No further action needs to be taken.

b. The mid-term exam assessment shows average score of 90%. The goal is that all students will receive a minimum score of 70%. One question (#5) did not meet achievement goal. In subsequent semesters, this material will be reviewed prior to the final exam. Additional individual assessment of students during lab tasks will allow for early intervention and tutoring if needed to reach the Program assessment goal.

Review this item at next cycle.

For 133:

a. The program's goal is that all VET students will successfully document competency by demonstrating the required tasks to instructors. The achievement target of 100% completion and documentation was achieved. Skills competency is sufficient. No further action needs to be taken.

b. The mid-term exam assessment shows average score of 90% and the final exam assessment shows average score of 92%. The goal is that all students will receive a minimum score of 70% and both assessments have met achievement goal.

No further action needs to be taken. Review this item at next cycle

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Completion of VET 132 and 133 lab training | Outcome/Objective: SLO: Properly carry out analysis of laboratory specimens

Students can retake VET courses when next offered without need to reapply to program

The Program goal and requirement for student completion of the VET courses is 100% by achieving a 'C' grade or better in both theoretically and practical portions. All of the 1st semester courses (4 for the on-campus program and 2 for the on-line program) have a 89% to 95% completion rate. The two lowest completion rates correspond to the most challenging science courses, Veterinary Anatomy & Physiology (A&P) and Small Animal Diseases (SA Dz).

An almost equal number of students choose to withdraw as choose to persist until end of semester (A&P - 4 to 3 students and SA Dz - 2 to 2 students). Early intervention may assist students with mastering new medical terminology via mandatory peer-tutoring, and assigned laboratory partners. Veterinary faculty advisor will monitor student's overall progress in Program and assist student with academic decision-making. On-line students referred to ELI
academic coaches and on-line tutoring services. Encourage students to withdraw from course prior to 60% deadline beginning Fall 2011.

Students can retake VET courses when next offered without need to reapply to program.

This goal will be re-evaluated annually.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Data obtained from Fall 2010 Success Rate by Discipline and Fall 2010 Student Grade Distribution by Course for Loudoun campus | **Outcome/Objective:**  
SLO: The Vet Tech Program will maintain and increase the number of students completing VET courses

**This goal to be re-evaluated annually**  
The number of program graduates is maintained above previous goal (113% for 2010-2011 year) to graduate students from both the traditional on-campus and the on-line part-time program option. Since Fall 2008, the online program admits a new class of students and therefore yearly graduates.  
The Phase III facility expansion at the LO campus is near completion with occupancy anticipated January 2011. The increased laboratory facility will permit increased laboratory section offerings. The new facilities will allow for the admission of 8 additional on-campus students beginning Fall 2012. The on-line program will be able to conduct more periodic campus laboratories for skills assessment with the additional facilities capacity. Phase III occupancy before start of Spring 2012 semester permits plans for 3 new lab sections.

This goal to be re-evaluated annually

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Data obtained from OIR | **Outcome/Objective:** Program Goals: The VET Program will increase the number of qualified VET graduates

**This goal to be re-evaluated annually**  
Each student was individually signed off on over 200+ skills required by the American Veterinary Medical Association (AVMA).
The Program pass rate compared over three VTNE testing windows for first-time and repeater candidates remains well above the national range. The 100% completion rate on the skills sheets is our stated Program goal. National exam pass rates and completion rates are meeting Program targets.

Students are actively encouraged to take on-line structured review courses in preparation for the VTNE in additional to self- and small group study. Information for these courses, test prep book and references is provided in the fall and spring of their last year.

Faculty have piloted an career-specific SDV course beginning Fall 2010 and continuing for Fall 2011 to specifically address issues such as learning styles, time management and test taking. These groups of students have not taken their VTNE so no conclusion as to effect on candidates scores.

This goal to be re-evaluated annually.

<table>
<thead>
<tr>
<th>Established in Cycle:</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Status:</td>
<td>Planned</td>
</tr>
<tr>
<td>Priority:</td>
<td>High</td>
</tr>
</tbody>
</table>

Relationships (Measure | Outcome/Objective):
Measure: Have students maintain and submit for graduation essential skills books
| Outcome/Objective: SLO: The Vet Tech Program graduates will be recognized for achieving mastery of skills and theoretical knowledge

This goal to be re-evaluated annually.

The Vet Tech Fall 2011 retention rates of 76% for on-campus program and 91% average for on-line program are well above the College goal of 60% and the national average of 57% for veterinary technology programs.

Most of the students are lost during their first semester of studies to both academic and nonacademic reasons. This is anticipated in applied science curriculums. The addition of the elective SDV course designed specifically for vet tech students has encouraged early student bonding and desire to persist in the time-demanding on-campus program.

This goal to be re-evaluated annually.

<table>
<thead>
<tr>
<th>Established in Cycle:</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Status:</td>
<td>Planned</td>
</tr>
<tr>
<td>Priority:</td>
<td>High</td>
</tr>
</tbody>
</table>

Relationships (Measure | Outcome/Objective):
Measure: Have students maintain and submit for graduation essential skills books
| Outcome/Objective: SLO: The Vet Tech Program graduates will be recognized for achieving mastery of skills and theoretical knowledge

This goal to be re-evaluated annually.