ANNUAL PLANNING AND EVALUATION REPORTS
Educational Programs: 2009-2010

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

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

O 10: Prepare students to transfer to 4-year institutions

To prepare students for transfer to a four-year institution in the criminal justice degree program.

Related Measures:

M 1: Transfer rates

Source of Evidence: Existing data
- Graduate surveys: transfer rates to four institutions in VA

Achievement Target:

Students who specify that they want to transfer are able to transfer

Findings (2009-2010) - Achievement Target: Partially Met

Achievement Target - ORI Fall 2009 results reflect that 58% of the students whose goals were to transfer to a four year university were attained.

O 11: Degree completion

To encourage students to complete their degree

Related Measures:

M 2: Number of Graduates by Program Specialization

Source of Evidence: Existing data
Fact Book 2005-2006 through 2009-2010 Number of Graduates by Program and Specialization (Fact book 09-10 Table 2.6) Fact Book 2005-2006 through 2009-2010

Achievement Target:

Increase in number of students who graduate

Findings (2009-2010) - Achievement Target: Met

1 Due to WEAVEonline’s structure, if a program/unit meets its achievement targets, WEAVEonline does not provide action plan details.
O 12: Increase program placed students

To increase the number of program placed students in the program

Related Measures:

M 3: Program placement data

Source of Evidence: Existing data
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

Achievement Target:
Increase number of students program placed

Findings (2009-2010) - Achievement Target: Met

11% growth from previous year.

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

Different approach to finding data on transfer students

Cluster group realized that with GMU's continued changes in accepting NOVA ADJ credits, a large majority of ADJ students pursue the AS degree, making it difficult to effectively measure. A breakdown of students attending four year universities, other than GMU broken down by AS students majoring in ADJ, versus AAS students majoring in ADJ is a more effective measuring rod.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Transfer rates | Outcome/Objective: Prepare students to transfer to 4-year institutions
Detailed Assessment Report
2009-2010 American Sign Language English Interpretation, A.A.S.

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

O 1: Receptive and expressive proficiency in American Sign Language

Students will demonstrate an advanced level of receptive and expressive proficiency in American Sign Language, including knowledge of advanced linguistic structures and vocabulary.

Related Measures:

M 1: ASL 262: Final Exam scores. Final Exam will include a receptive and expressive portion of the test.

Source of Evidence: Academic direct measure of learning - other ASL 262: Final Exam scores. Final Exam will include a receptive and expressive portion of the test.

Achievement Target:

A grade of "C" or better on ASL 262 final exam.

Findings (2009-2010) - Achievement Target: Met

Data was collected for ASL 262 for the spring of 2010. Twenty-one students sat for the final exam (two students either withdrew or received an incomplete for the course). Twenty students received a grade of "C" or better for this exam. One student received a "D" and no students failed.

O 3: Interpret a 20 minute live and videotaped segment of American Sign Language into English

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

Related Measures:

M 2: INT 233 Final Exam Grade: Final Exam will be comprised of a videotaped selection that the students have never seen before and ...
times, ability to incorporate finger spelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

**M 7: INT 233 Final Exam Grade**

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

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 finger spelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

**Achievement Target:**

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

**Findings (2009-2010) - Achievement Target: Not Met**

Data collection was from the two sections of INT 233 in the spring of 2010. A total of 22 students took the final exam. Only 60% of the students were able to achieve a score of 65% or better.

**O 5: Transliterate a 20 minute live and videotaped segment of Contact Sign into English**

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

**Related Measures:**

**M 3: INT 141 Final Exam Grade: Final Exam will be comprised of a videotaped selection that the students have never seen before and...**

Source of Evidence: Video or audio tape (music, counseling, art)

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 finger spelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

**Achievement Target:**

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

**Findings (2009-2010) - Achievement Target: Partially 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 23 students took the final exam. One hundred percent of the students were able to score 70% or higher. Seventy-eight percent scored a grade of 80% or better.

...  

O 9: Evaluate an interpreting situation

Students will demonstrate the ability to evaluate an interpreting situation, choose the appropriate language/communication method, manage the environment, and work with team interpreters if available.

O 10: History, current trends, industry standards, and resources

Students will be able to describe the history of the interpreting profession and identify current trends, industry standards, and resources for professional development.

Related Measures:

M 4: INT 130 Course Grade for INT 130.

Source of Evidence: Video or audio tape (music, counseling, art)
Course Grade for INT 130

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

O 11: Program Goal 1: The program produces at least 30 FTES and 12 graduates per year.

Program Goal 1: The program produces at least 30 FTES and 12 graduates per year.

Related Measures:

M 5: Enrollment and graduation rates will be tracked

Source of Evidence: Academic direct measure of learning - other Enrollment and graduation rates will be tracked through OIR data and surveys sent out by the Program Head.

Achievement Target:

The program will produce at least 30 FTES and 12 graduates per year.

Findings (2009-2010) - Achievement Target: Not Met

During the 2008-2009 school year, there were a total of 57.13 FTES. Nineteen students took the capstone course in the summer of 2009 and fifteen students completed this internship course. In 2009-2010, twenty-one students were
enrolled in the second year interpreting courses which is our highest number to date. Fourteen of these students took the capstone course in the summer of 2010 and three more are registered for Fall 2010 and all are on track to graduate soon. In 2009-2010, there were 34 students who started the Interpreter Education program in the fall of 2009. Twenty-one students elected to continue in the spring 2010. This represents a 38% attrition rate. This is higher than was experienced in 2008-2009 (25%).

O 12: Program Goal 2: At least 90% of the graduates responding to the graduate survey report that they are employed in the interpreting

Program Goal 2: 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 Measures:

M 6: Annuals surveys distributed to graduates of the program.

Source of Evidence: Alumni survey or tracking of alumni achievements
Annuals surveys distributed to graduates of the program.

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 (2009-2010) - Achievement Target: Partially Met

Of the 15 students who passed the Internship course in the summer of 2009, 12 of the students are working in the interpreting field. The thirteenth student is pursuing a BA degree at Flagler College and the last two students did not respond to the survey (and have not been heard from by any of the remaining graduates). 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. Of the eight people who finished the Internship course in 2008, seven people reported that they are still working in the interpreting field. The eighth student decided to stay home to take care of her children. One student recently returned to Gallaudet University to pursue an MA degree in Deaf Education. Of these eight students, ALL have worked in educational environments at one point or another. Of the four people who completed the Internship course in 2006, all are still employed as interpreters. Three work for educational environments while the fourth moved to NY and works for an Interpreting Agency.

Action Plan Details for This Cycle (by Established cycle, then alpha)
The criteria for success were met. No further enhancements are needed at this time

The criteria for success were met. No further enhancements are needed at this time

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ASL 262: Final Exam scores. Final Exam will include a receptive and expressive portion of the test. | Outcome/Objective: Receptive and expressive proficiency in American Sign Language

Final exam material re-evaluation

The decision has been made to re-evaluate final exam materials to make sure that it is at the appropriate level.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: INT 233 Final Exam Grade: Final Exam will be comprised of a videotaped selection that the students have never seen before and ... | Outcome/Objective: Interpret a 20 minute live and videotaped segment of American Sign Language into English

Articulation agreement with universities and network with area schools

The department continued to establish an articulation agreement with Gallaudet University and other four-year programs to insure that students can continue their studies. Since so many students seem to gravitate towards educational interpreting, the department has made plans to continue to insure that this topic is covered through regular classes and to develop further relationships with area public schools. As a result, the Department Head has contacted several local school districts to request that a representative be assigned to the Curriculum Advisory Committee. This committee meets once a semester to discuss issues and collaborations between the community and the department.
Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure:  
  Outcome/Objective: Program Goal 2: At least 90% of the graduates responding to the graduate survey report that they are employed in the interpreting …

Change criteria for success

Based on the grading for the state qualifying exam, faculty have decided that the criteria for success should be a grade of 65% or better. This level on the state qualifying exam would qualify students to become employed in the public schools. Although it is still disappointing that only 60% of the students received a score of 65% or higher, this is a marked improvement from last year where only 23% of the students were able to achieve this goal. The faculty will continue to work on providing hands-on practice opportunities to students.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure:  
  Outcome/Objective: Interpret a 20 minute live and videotaped segment of American Sign Language into English

Changed criteria for success

Based on the grading for the state qualifying exam, faculty have decided that the criteria for success should be a grade of 80% or better. This level on the state qualifying exam would qualify students to become employed in the public schools. The mean score for this portion of the final exam indicates that on average, students are achieving this SLO. Last year 27% of the students did not receive a score of 80% or better while this year there was a slight decrease in this number to 23%.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure:  
  Outcome/Objective: Final Exam will be comprised of a videotaped selection that the students have never seen before and …
**Outcome/Objective:** Transliterate a 20 minute live and videotaped segment of Contact Sign into English

**Criteria for success should be a grade of 80% or better**

Based on the grading for the state qualifying exam, faculty have decided that the criteria for success should be a grade of 80% or better. This level on the state qualifying exam would qualify students to become employed in the public schools. Last year 73% of the students received a score of 80% or higher. This year 77% of the students received a score of 80% or higher, indicating an increase of 4%.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**High school comprehensive marketing plan**

There has been a significant increase in the number of students completing the program. The department recognized the need to reach out to high schools and continue recruitment efforts. The department continued to develop a comprehensive marketing plan. In addition, if the number of FTES increases and the number of classes offered increases, the department has decided that it will need to recruit more qualified faculty members to teach these courses. To this end, the Department Head will advertise on the ASLTA (American Sign Language Teachers Association) website starting in the spring of 2011. In addition, in the fall of 2010, the Department Head has made a commitment to contact the graduate department of Gallaudet University to see if there are any MA level interns interested in completing their internship at NOVA. Finally, the attrition rate has increased for the second year in a row. The department worked to identify the factors that influence whether a student decides to stay in the program through its completion by creating a survey for students to complete at the end of fall classes in the first year to determine how many plans to continue and the reasons others plan to leave the program.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

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

- **Measure:** Enrollment and graduation rates will be are tracked
- **Outcome/Objective:** Program Goal 1: The program produces at least 30 FTES and 12 graduates per year.
Mission/Purpose

Program Purpose Statement: 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 3: Prepare students for success in the HVACR industry.

Prepare students for success in the HVACR industry.

Related Measures:

M 1: Entrance testing 9/10:

Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Entrance testing 9/10: First semester AIR121 students tested the 2nd week of classes.

Achievement Target:

This is a very high score

Findings (2009-2010) - Achievement Target: Met

Average grade: 40%. This is a very high score.

M 3: Employer surveys.

Source of Evidence: Employer survey, incl. perceptions of the program
Employer surveys.

Achievement Target:

Continuous improvement

Findings (2009-2010) - Achievement Target: Met

Assessed 4/10: 60% has employed NOVA students 100% of those say the students are well prepared with the fundamentals. 60% say the students have
performed well. 80% say the program is a good value. 80% are pleased with the program. Surveyed 4/10: 85% of students are placed in jobs. This is very good for the currently poor job market.

M 4: Exit testing 9/10:

Source of Evidence: Academic indirect indicator of learning - other
Exit testing 9/10: Third semester AIR 238 students tested the 2nd week of classes

Achievement Target:
Continuous improvement

Findings (2009-2010) - Achievement Target: Met

Average grade: 68%

O 4: To update software for instructional purposes.

To update software for instructional purposes.

Related Measures:

M 5: To be reviewed by 3rd Party Accreditor.

Source of Evidence: Academic indirect indicator of learning - other
To be reviewed by 3rd Party Accreditor.

Achievement Target:
Continuous Improvement

Findings (2009-2010) - Achievement Target: Met

All new software programs were approved by HVAC Excellence. Our program is now current with industry standards.

O 5: To expose students to prospective employers.

To expose students to prospective employers.

Related Measures:

M 6: Surveys given to employers at the annual HVAC Job Fairs for NOVA students.

Source of Evidence: Employer survey, incl. perceptions of the program
Surveys given to employers at the annual HVAC Job Fairs for NOVA students.
Achievement Target:

Prefer 90% by 2nd year

**Findings (2009-2010) - Achievement Target: Partially Met**

85% of AIR program students are placed in HVACR jobs.

**O 6: To expose students to trade organizations.**

To expose students to trade organizations.

**Related Measures:**

**M 7: Student surveys to measure membership.**

Source of Evidence: Academic indirect indicator of learning - other
Student surveys to measure membership.

Achievement Target:

Prefer to see 75% membership.

**Findings (2009-2010) - Achievement Target: Partially Met**

As of 4/10: 40% of students are members of ASHRAE

**O 7: To have the HVACR program evaluated and accredited by an industry recognized 3rd party national organization.**

To have the HVACR program evaluated and accredited by an industry recognized 3rd party national organization.

**Related Measures:**

**M 8: A self-study was performed between 12/08 and 4/10.**

Source of Evidence: Academic indirect indicator of learning - other
A self-study was performed between 12/08 and 4/10. An on-site visit was performed 5/10.

Achievement Target:

Increases job opportunities to a national level for NOVA students. Increases student enrollment.

**Findings (2009-2010) - Achievement Target: Met**

As of 5/10 our AIR program is fully accredited by HVAC Excellence, an industry recognized third party accreditation organization.

**O 8: Increase the number of AIR program graduates**
Increase the number of AIR program graduates

**Related Measures:**

**M 9: NOVA Data for Evaluation and Planning Reports**

Source of Evidence: Existing data
NOVA Data for Evaluation and Planning Reports

**Achievement Target:**

To set a baseline for improvement

**Findings (2009-2010) - Achievement Target: Met**

AAS Degrees: 12 Certificate in A/c Refrigeration: 5 Career Studies Certificate: 1

**O 9: To increase the success rate of students in their required courses**

To increase the success rate of students in their required courses

**Related Measures:**

**M 10: Grade Distribution by Course for required courses**

Source of Evidence: Existing data
Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

**Achievement Target:**

Achievement Target Met Course success rate is above the college average for 2009.

**Findings (2009-2010) - Achievement Target: Met**

Fall 2008 % Success Fall 2009 % Success AIR 111 83 86 AIR 121 92 91 AIR 122 93 94 AIR 134 87 79 AIR 154 83 91 College Average for Course Success rate: 2009: 73% 2008: 74%

**O 10: To increase the number of program placed students in the program.**

To increase the number of program placed students in the program.

**Related Measures:**

**M 11: Distribution of Program Placed Students by Degree Type**

Source of Evidence: Existing data
Distribution of Program Placed Students by Degree Type (Fact book 09-10 Table 1.14)
Achievement Target:

Overall, number of student program placed has increased. Achievement target met.

Findings (2009-2010) - Achievement Target: Met

|-----------|-----------|-----------|-----------|-----------|-----|----|-----|-----|-----|

O 11: Good critical thinking skills; able to anticipate as well as solve them.

Good critical thinking skills; able to anticipate as well as solve them.

Related Measures:

M 12: Quizzes, tests, and lab projects

Source of Evidence: Academic direct measure of learning - other Quizzes, tests, and lab projects Need Testing by industry recognized 3rd Party. Recommend ESCO.

Achievement Target:

Evaluate effectiveness of program in meeting SLO. Make necessary changes in the program.

Findings (2009-2010) - Achievement Target: Met

Overall Passing rate = 86%

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

70% improvement.

Achievement target revised: 70% improvement. There should be a higher percentage of improvement. 72% is a minimum.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Exit testing 9/10: | Outcome/Objective: Prepare students for success in the HVACR industry.

Changed achievement target from 80% to 90%

Achievement target set higher: Prefer 90% by 2nd year. Employer surveys state that 80% are prepared.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Surveys given to employers at the annual HVAC Job Fairs for NOVA students. | Outcome/Objective: To expose students to prospective employers.

**Employer outreach**

Program made plans to provide more employers information about NOVA program. Program has been on target but needs to stay current.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Employer surveys. | Outcome/Objective: Prepare students for success in the HVACR industry.

**Prefer to see 75% membership.**

Achievement target increased: Prefer to see 75% membership.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Student surveys to measure membership. | Outcome/Objective: To expose students to trade organizations.

**Update students and test results**

Program has made the decision to improve existing test results and update students.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):

Measure: To be reviewed by 3rd Party Accrribitor.  | Outcome/Objective: To update software for instructional purposes.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 3: Be able to use budgeting and product costing techniques and methods to evaluate business operations

Be able to use budgeting and product costing techniques and methods to evaluate business operations

**Related Measures:**

M 3: ACC212, Principles of Accounting II, was evaluated using four predetermined exam questions

Source of Evidence: Academic direct measure of learning - other ACC212, Principles of Accounting II, was evaluated using four predetermined exam questions

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Using a sample size of 11 students from one section in Spring 2010, 73% correctly answered all four multiple choice questions regarding this topic.

O 4: Be able to apply generally accepted accounting principles (GAAP)

Be able to apply generally accepted accounting principles (GAAP)

**Related Measures:**

M 4: ACC211, Principles of Accounting I was evaluated using two predetermined exam questions

Source of Evidence: Academic direct measure of learning - other ACC211, Principles of Accounting I was evaluated using two predetermined exam questions

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Using a sample size of 17 students from one section in Spring 2010, 94% were able to correctly answer both related multiple choice questions.
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Goal 1 - Provide quality education for Principles of Accounting I and II

Goal 1 - Provide quality education for Principles of Accounting I and II

Related Measures:

M 1: Grade Reports and completion rates for ACC 211 and 212

Source of Evidence: Academic direct measure of learning - other Grade Reports and completion rates for ACC 211 and 212

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

ACC211: 62% of 1,861 students passed with C or better 16% withdrew from the class ACC212: 76% of 945 students passed with C or better 10% withdrew from the class

O 2: Goal 2 - Provide quality education for upper level accounting courses

Goal 2 - Provide quality education for upper level accounting courses

Related Measures:

M 2: Grade Reports and completion rates

Source of Evidence: Academic direct measure of learning - other Grade Reports and completion rates

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

Out of 926 students, 76% passed upper level accounting classes with a grade of C or better For 2009-2010, there were 36 graduates in the AAS Accounting program In the 2009 2-year Graduate Survey Summary, the following information was collected from accounting graduates: 75% of four graduates responding felt their NOVA education was excellent preparation for their present college studies. 92% of 12 graduates said their NOVA degree helped them attain an increase in salary, gain a promotion or find a better job with a new employer 73% of 15 respondents had full time employment six months after graduation
Action Plan Details for This Cycle (by Established cycle, then alpha)

Cluster meetings - survey

These three areas of the graduate survey showed an improvement over responses to the same questions in the 2007 survey (57%, 81% and 72%, respectively). This information is slated to be shared in the Spring 2011 cluster mtg.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Grade Reports and completion rates | Outcome/Objective: Goal 2 - Provide quality education for upper level accounting courses

Cluster meetings for solution

The pass rate for upper-level courses declined from 87% in 2008 and 83% in 2007. On the agenda for Spring 2011 cluster meeting is a discussion about the decrease. and ways to make sure accounting majors are more successful. These solutions have been incorporated into our program goals for 2011-2012. The number of graduates has increased from 27 in 2008-2009 and 23 in 2007-2008. Information will be shared at the Spring 2011 cluster meeting so we can discuss how to continue this positive trend.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Grade Reports and completion rates | Outcome/Objective: Goal 2 - Provide quality education for upper level accounting courses

Evaluate higher level course

Although this assessment is satisfactory, this outcome is scheduled to be reassessed in Spring 2011 using a larger sample size and evaluating a higher level course in order to attain a higher success rate.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):

Measure: ACC212, Principles of Accounting II, was evaluated using four predetermined exam questions. Outcome/Objective: Be able to use budgeting and product costing techniques and methods to evaluate business operations.

Success rate improvement

The success rate for ACC211 is slightly lower than in 2008 and the withdrawal rate has increased. This is on the agenda to be discussed with accounting faculty at the spring 2011 cluster meeting so we can review methods for increasing success for these accounting students and seek to implement those methods no later than Fall 2011. The success rate for ACC212 has increased steadily over the last four years which indicates that quality is improving. These results will be reported to all accounting faculty at the Spring 2011 cluster meeting.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Grade Reports and completion rates for ACC 211 and 212. Outcome/Objective: Goal 1 - Provide quality education for Principles of Accounting I and II.

This outcome will be reassessed in Spring 2011 using a larger sample size.

Changed sample size: This outcome was very satisfactory and will be reassessed in Spring 2011 using a larger sample size.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: ACC211, Principles of Accounting I was evaluated using two predetermined exam questions. Outcome/Objective: Be able to apply generally accepted accounting principles (GAAP).
Detailed Assessment Report  
2009-2010 Automotive Technology, A.A.S.

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

O 2: Use various test equipment

Use various test equipment to diagnose and repair defects, to determine the logical cause of the failure through complete and accurate analysis and discuss their findings.

Related Measures:

M 7: Assess student competencies

Source of Evidence: Performance (recital, exhibit, science project)
Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 122, AUT 241, and AUT 242.

Achievement Target:

The achievement target for this SLO is at least an 80% pass rate.

Findings (2009-2010) - Achievement Target: Met

Data was collected at the end of the Spring 2010 semester. A total of 104 students were assessed in 7 class sections by 5 instructors. 93 students passed the assessment with an average pass rate of 89%. The achievement target for this SLO is at least an 80% pass rate.

O 5: Explain operating principles

Explain the operating principles of automotive fuel systems, ignition systems, emissions, instrumentations, chassis control, and posses a working knowledge of current computerized Power train management systems,

Related Measures:

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

Source of Evidence: Performance (recital, exhibit, science project)
Use of NATEF-approved task sheets to assess specific student competencies. Assessments were conducted in AUT 121, AUT 122, AUT 242, and AUT 245.

Achievement Target:

The achievement target for the SLO is at least an 80% pass rate.

Findings (2009-2010) - Achievement Target: Met
Data was collected at the end of the spring 2010 semester. A total of 82 students were assessed in 6 class sections by 6 instructors. 76 students passed the assessment with an average pass rate of 93%.

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

**Faculty review of the assessment methodology and data collected from the Fall 2009 semester raised concerns about the composite**

Faculty reviewed assessment methodology and data collected from the Fall 2009 semester. Concerns were raised about the composite nature of lab contract grading. While the SLO criteria is integral with successful completion of most of the NATEF task list items, the faculty determined that a more direct assessment approach was needed. A redesigned assessment plan has been developed (see attachment) and is being implemented for the Spring 2010 semester.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** In-Progress
- **Priority:** High

**Program training equipment and funding**

Faculty discussed the need to develop curriculum and courses to prepare students for advanced-level automotive service and repair opportunities. An Alternate Fuels/Hybrid-Electric Vehicle Technician certificate program is currently under development. Program roll-out is scheduled for the 2011-2012 academic year. Continued assessment of program training equipment needs and funding availability.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Discontinued events at NOVA.**

Both of these events were well-attended by outside participants. However, the VAA has decided to no longer hold events at NOVA, due to parking and facilities-related issues. Recently, AC-Delco and Snap-On declined to hold training sessions at NOVA for similar reasons. The automotive program head has informed the division dean, the campus provost, and the campus business manager of these issues.
AUT 100 assessment

Student performance in each AUT 100 section was reviewed to assess differences in pass rates. Faculty have identified the importance of analyzing class data and determine what, if any, changes are necessary. The results have been added to be the next cross-campus cluster meeting in January 2011. In the meantime, monitoring of AUT 100 classes will continue throughout the 2010-2011 academic year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Northern Virginia Community College

Detailed Assessment Report
2009-2010 Clinical Data Coding Career Studies Certificate

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

O 6: Apply knowledge of the use of medical coding in diagnosis and treatment.

Apply knowledge of the use of medical coding in diagnosis and treatment.

Related Measures:

M 1: Written examinations and evaluations from the students professional practice experience.

Source of Evidence: Academic direct measure of learning - other
Written examinations and evaluations were from the students professional practice experience.

O 7: Use and maintain electronic applications and work processes to support clinical classification and coding.

Use and maintain electronic applications and work processes to support clinical classification and coding.

Related Measures:

M 2: Ability to use electronic coding applications in completion of assignments and clinical practice experience.

Source of Evidence: Academic direct measure of learning - other
Ability to use electronic coding applications in completion of assignments and clinical practice experience.

O 8: Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such

Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth.

Related Measures:

M 3: Evaluations from the student's professional practice experience.

Source of Evidence: Academic direct measure of learning - other
Evaluations from the student's professional practice experience.
Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9: GOAL 1: The CDC Program will modify the curriculum to stay current with healthcare regulations and accreditation requirements.

GOAL 1: The CDC Program will modify the curriculum to stay current with healthcare regulations and accreditation requirements.

Related Measures:

M 4: Yearly review of curriculum, and keeping current with healthcare regulations and accreditation. Review by HIM Advisory ...

Source of Evidence: Academic indirect indicator of learning - other Yearly review of curriculum, and keeping current with healthcare regulations and accreditation. Review by HIM Advisory Curriculum Committee.

Achievement Target:

Currently the CDC Program is revising its curriculum to include appropriate content necessary for American Health Information Management Association’s (AHIMA) accreditation process. Including the current healthcare coding regulations.

O 10: GOAL 2: Increase the number of graduates entering the workforce.

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

Related Measures:

M 5: Retention Rates, Graduate rates

Source of Evidence: Academic indirect indicator of learning - other Retention Rates, Graduate rates

Achievement Target:

2008 Cohort -18 graduates 2009 Cohort - 7 graduates, this is a significant reduction in the number of graduates.

O 11: GOAL 3: Prepare for the implementation of ICD-10-CM.

GOAL 3: Prepare for the implementation of ICD-10-CM.

Related Measures:

M 6: Successful completion of education by program faculty and integration of material into all coding coursework.
Source of Evidence: Academic indirect indicator of learning - other Successful completion of education by program faculty and integration of material into all coding coursework.

**Achievement Target:**

Faculty education has begun however is not yet complete, will continue training of faculty.

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

**Achievement Target Met.**

Achievement target met. This SLO will be monitored and assessed again next year.

**Established in Cycle:** 2008-2009  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Written examinations and evaluations from the students professional practice experience.  | **Outcome/Objective:** Apply knowledge of the use of medical coding in diagnosis and treatment.

**Changed textbook**

Changed textbook and instructional materials relating to Healthcare Delivery Systems. This SLO will be monitored and assessed again next year.

**Established in Cycle:** 2008-2009  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Evaluations from the student’s professional practice experience.  | **Outcome/Objective:** Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Increase number of students graduating

Increase number of students graduating

Related Measures:

M 1: Number of students graduating from program

Source of Evidence: Academic indirect indicator of learning - other
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.

Achievement Target:

Increase number of graduates

Findings (2009-2010) - Achievement Target: Met


O 2: Increase number of students program placed in BA MGMT program.

Increase the number of students who are program placed and taught in the Business Management program

Related Measures:

M 2: Program Placement in Business Management

Source of Evidence: Job placement data, esp. for career/tech areas
Number of students program placed according to FACT BOOK

Achievement Target:

Increase number of students program placed

Findings (2009-2010) - Achievement Target: Met


Action Plan Details for This Cycle (by Established cycle, then alpha)
Number of graduates continued to grow.

The number of graduates continued to grow, meeting the program’s achievement target. This program goal will be assessed again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of students graduating from program | Outcome/Objective: Increase number of students graduating

Program Placed students increased

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: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Program Placement in Business Management | Outcome/Objective: Increase number of students program placed in BA MGMT program.
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: graduation rate

Increase graduation rate

Related Measures:

M 1: Number of graduates

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

Achievement Target:
Increase graduation rate

Findings (2009-2010) - Achievement Target: Not Met


O 2: Program placement

Increase number of students who are program placed

Related Measures:

M 2: Program Placement

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

Achievement Target:
Increase number of students who are program placed

Findings (2009-2010) - Achievement Target: Met

FALL 2005 FALL 2006 FALL 2007 FALL 2008 FALL 2009 2,013 2,261 2,588 2,387 2,252 the number of program-placed students decreased by about 5% from the previous year.

Action Plan Details for This Cycle (by Established cycle, then alpha)
Changes for improvements
The number of graduates decreased from the previous year. Faculty discussed at the next cluster meeting ways this can be addressed and possible changes that could result in improvements. This program goal will be assessed again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of graduates | Outcome/Objective: graduation rate

Faculty discussed possible changes that could result in improvements

The number of program-placed students was decreased by about 5% from the previous year. Faculty discussed at the next cluster meeting ways this can be addressed and possible changes that could result in improvements. This program goal will be assessed again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Program Placement | Outcome/Objective: Program placement
Detailed Assessment Report
2009-2010 Architecture Technology, A.A.S.

Student Learning Outcomes, 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 Measures:

M 6: Course project - communicate graphically

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 2.72 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

O 2: Describe how buildings are presently constructed

Students will be able to describe how buildings are presently constructed.

Related Measures:

M 7: Course project - buildings presently constructed

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 2.51 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.
O 3: Describe how buildings have been designed and constructed from antiquity to the present

Students will be able to describe how buildings have been designed and constructed from antiquity to the present.

O 4: Analyze and describe how buildings are structurally supported

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

Related Measures:

M 9: Course project - how buildings are structurally supported

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 2.6 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

O 5: Describe the systems of heating, cooling and electrical distribution in buildings

Students will be able to describe the systems of heating, cooling and electrical distribution in buildings.

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 Measures:

M 10: Course project - site characteristics influence building design

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached
Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 2.57 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

O 7: Communicate graphically using computer applications

Students will be able to communicate graphically using computer applications.

Related Measures:

M 11: Course project - communicate graphically using computer applications

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 3.43 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

O 8: Methodically design a building

Students will be able to methodically design a building.

Related Measures:

M 12: Course project - methodically design a building

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached

Achievement Target:
Monitoring for continuous improvement.
Findings (2009-2010) - Achievement Target: Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 3.16 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

O 13: Draw upon historical precedents when designing a building

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

Related Measures:

M 8: Course project - historical precedents when designing a building

Source of Evidence: Project, either individual or group
Capstone Course Arc-232 projects See Capstone Course Project Evaluations Form Attached

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

29 projects were evaluated in May 2010 by two teams, one for each campus. The project evaluation teams rated the projects presented 2.75 for this SLO on a scale from 1-4. (3) represents well demonstrated and (2) represents marginally demonstrated.

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

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

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

Related Measures:

M 1: student survey

Source of Evidence: Student course evaluations on learning gains made
Student survey conducted May 2010 survey attached.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met
The student survey revealed that students rate their skills and knowledge in our eight learning objectives on average 3.06 on a scale from 1-4. Site Planning was the lowest (2.77) and manual drawing the highest (3.24).

**M 2: Number of students served**

Source of Evidence: Academic indirect indicator of learning - other
Number of students served.

Achievement Target:
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

313 Fact Book. This number varies slightly from year to year and has been consistent over the past five years.

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

To prepare students to continue their undergraduate education in Architecture.

**Related Measures:**

**M 3: number of graduates, student report**

Source of Evidence: Academic indirect indicator of learning - other
Number of graduates continuing their education; Fact book Table 2.6. Student report in telephone interviews or e-mails.

Achievement Target:
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Total number of 2008-2009 graduates- 19 Number continuing undergrad studies 14 to Catholic University See Attached e-mail 1 to Illinois Institute of Technology

**O 11: To prepare students to enter a Master of Architecture program.**

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

**Related Measures:**

**M 4: Number of students. Student interview reports.**

Source of Evidence: Academic indirect indicator of learning - other
Number of students continuing at Master of Architecture level. Student reporting through interviews.

**Achievement Target:**

Number of students continuing at Master of Architecture level. Student reporting through interviews.

**Findings (2009-2010) - Achievement Target: Partially Met**

2 to Virginia Tech.

**O 12: To provide the most current course offerings with appropriate Curriculum Development**

To provide the most current course offerings with appropriate Curriculum Development

**Related Measures:**

**M 5: Expanded course offerings.**

Source of Evidence: Academic direct measure of learning - other Expanded course offerings.

**Achievement Target:**

Add the course Arc-240 Designing Sustainable Built Environments to curriculum.

**Findings (2009-2010) - Achievement Target: Met**

Added new course to the curriculum Arc-240 Designing Sustainable Built Environments to be Offered in Spring 2011

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

**Arrangement with Virginia Tech.**

This arrangement with Virginia Tech. is unique. To transfer students from an AAS degree to a Master of Architecture program is outstanding.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** Medium

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

**Measure:** Number of students. Student interview reports. | **Outcome/Objective:**

To prepare students to enter a Master of Architecture program.
Enrollment numbers evaluated and reported

Plans have been made to report and evaluate enrollment numbers in 2011 report

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Expanded course offerings. **| Outcome/Objective:** To provide the most current course offerings with appropriate Curriculum Development

Measure SLO in May 2011

Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 2.51 appears to be somewhat low. We discussed needing a baseline number for comparison. It also appears that we are trying to measure too many things at the same time. In May 2011 we will measure this SLO and determine if action needs to be taken to improve in this area.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Course project - buildings presently constructed **| Outcome/Objective:** Describe how buildings are presently constructed

Measure this SLO in 2010

Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 2.57 appears to be somewhat low. We discussed needing a baseline number for comparison. It also appears that we are trying to measure too many things at the same time. Dec. 2010 we will measure this SLO in Arc-231 and determine if action needs to be taken to improve in this area

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned
Measure this SLO in Dec 2010

Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 3.16 appears to be more than satisfactory. It also appears that we are trying to measure too many things at the same time. Dec. 2010 we will measure this SLO in Arc-231.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Course project - site characteristics influence building design | Outcome/Objective: Describe how site characteristics influence the design and construction of buildings

Measure this SLO in Dec 2010.

Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 2.72 appears to be satisfactory. We discussed needing a baseline number for comparison. Dec. 2010 we will measure this SLO in Arc-231

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Course project - methodically design a building | Outcome/Objective: Methodically design a building

Measure this SLO in May 2011

Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 2.72 appears to be satisfactory. We discussed needing a baseline number for comparison. Dec. 2010 we will measure this SLO in Arc-231

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Course project - communicate graphically | Outcome/Objective: Communicate graphically using manual drawing

Measure this SLO in May 2011
Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 2.6 appears to be satisfactory. We discussed needing a baseline number for comparison. In May 2011 we will measure this SLO.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Course project - how buildings are structurally supported  
**Outcome/Objective:** Analyze and describe how buildings are structurally supported

**Measure this SLO in May 2011**

Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO 3.43 appears to be more than satisfactory. It We discussed needing a baseline number for comparison. In May 2011 we will measure this SLO.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Course project - communicate graphically using computer applications  
**Outcome/Objective:** Communicate graphically using computer applications

**Student satisfaction and employment prospects**

Achievement met. Students are very satisfied and confident exiting the program that they are employable.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** student survey  
**Outcome/Objective:** To prepare students for employment in the field of Architectural Technology.

Continued improvement to serve students
Results showed that students are very satisfied and confident exiting the program that they are employable. The program continued to serve a large number of students. We have consistently maintained a program productivity of 23 or better.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: student survey | Outcome/Objective: To prepare students for employment in the field of Architectural Technology.

Students' continuing education

Achievement met. The program has an outstanding result for percentage of students continuing their education.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: number of graduates, student report | Outcome/Objective: To prepare students to continue their undergraduate education in Architecture.

Will measure this SLO in Dec 2010

Faculty decided further monitoring is needed. Since this is the first time that we have attempted to measure this SLO with such rigor it is difficult to establish an achievement target. The resulting number for this SLO appears to be satisfactory. It also appears that we are trying to measure too many things at the same time. Dec. 2010 we will measure this SLO in Arc-231.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Course project - historical precedents when designing a building | Outcome/Objective: Draw upon historical precedents when designing a building
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Identify and troubleshoot malfunctions in systems.

Identify and troubleshoot malfunctions in systems.

**Related Measures:**

**M 1: Lab experiments**

Source of Evidence: Project, either individual or group
Weekly lab experiments follow lectures. Students are asked to collect data, and then compare the results (theories vs. real life applications)

**Achievement Target:**

Students will perform at least at or above average

O 2: Synthesize similar circuits and networks.

Synthesize similar circuits and networks.

**Related Measures:**

**M 2: Simulations**

Source of Evidence: Performance (recital, exhibit, science project)
Use of electronics workbench software and simulator use of breadboard and components

**Achievement Target:**

Students will be able to perform simulator and operate breadboard at average or higher score

O 13: Demonstrate ability to grasp the material

Demonstrate ability to grasp the material

**Related Measures:**

**M 13: Students were asked to write a summary or answer oral questions on the subject material**

Source of Evidence: Academic direct measure of learning - other
Students were asked to write a summary or answer oral questions on the subject material
Achievement Target:

Continuous Improvement

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

O 3: Graduates will have adequate background and experience to work in the field of electronics and computer technology

Graduates will have adequate background and experience to work in the field of electronics and computer technology

Related Measures:

M 3: Grade average for ETR 167 and ETR 113, Employers' Survey:

Source of Evidence: Academic indirect indicator of learning - other
Grade average for ETR 167 and ETR 113 Employers' Survey:

Achievement Target:

The results and feedback from both students and employers appear to have met the requirements.

Findings (2009-2010) - Achievement Target: Met

86% of students have successfully completed the two courses. Thirteen students' employers, such as Micron Tech, Verizon, and Post Office were contacted to check on the status of our graduates. They unanimously indicated that the background and the information our students receive match their requirements.

O 4: Build critical thinking and creativity

Build critical thinking and creativity

Related Measures:

M 4: Synthesize circuits and analyze networks by emulating lab experiments

Source of Evidence: Academic direct measure of learning - other
Synthesize circuits and analyze networks by emulating lab experiments · Use Electronics Workbench software and simulator · Use breadboard and components. Three formal lab reports and a final project were giving

Achievement Target:

More emphasis will be given to improve the writing skills and the math background prior to take those classes.

Findings (2009-2010) - Achievement Target: Partially Met
The following results were obtained: · Above average: 28% · Average: 34% · Below average: 38% 11 students were evaluated in ETR 167 and 17 in ETR 113

**O 5: Learn troubleshooting techniques**

Learn troubleshooting techniques

**Related Measures:**

**M 5: Identify and troubleshoot malfunctions in systems by conducting weekly lab experiments following the lectures. Students are asked** ...

Source of Evidence: Academic direct measure of learning - other
Identify and troubleshoot malfunctions in systems by conducting weekly lab experiments following the lectures. Students are asked to collect data, and then compare the results (theories vs. real life applications). The evaluation was counted as 30% of the grading system.

**Achievement Target:**

Continuous Improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

Results showed that 48% performed above average, 22% average, and 30% below average.

**O 6: Students will have the option to transfer to a four-year institution**

Students will have the option to transfer to a four-year institution

**Related Measures:**

**M 6: Transfer rate**

Source of Evidence: Existing data
Transfer rate

**Achievement Target:**

Continuous Improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

· As expected, success in pursuing the bachelor degree was favorably reported.
· 63% of students in the program drop out due to their insecurities about the ability to provide timely courses in order to earn their associate degree. Only 18% of students transferred to a 4-year institution because the majority earned the degree for promotion purpose.

**O 7: To train students to be self starters**
To train students to be self starters

**Related Measures:**

**M 7: Students were assigned to do projects and presentations in class and evaluated by fellow classmates**

Source of Evidence: Project, either individual or group
Students were assigned to do projects and presentations in class and evaluated by fellow classmates

**Achievement Target:**

Continuous Improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

It showed that halfway in the course 60% of students gained more confidence to conduct, or even initiate new projects on their own (with minimum supervision).

**O 8: To prepare students for research and development.**

To prepare students for research and development.

**Related Measures:**

**M 8: Hands-on experiments following the lecture, Assignments including web search and basic projects**

Source of Evidence: Academic direct measure of learning - other
- Hands-on experiments following the lecture
- Assignments including web search and basic projects

**Achievement Target:**

Results met the goal as planned.

**Findings (2009-2010) - Achievement Target: Met**

Some projects were impressive when demonstrated at the end of the semester in front of the class. Three students did an extensive research and presented topics on traffic lights and microprocessors using power points and hardware they built during the course of the semester.

**O 9: To train students to make important decisions on their own**

To train students to make important decisions on their own

**Related Measures:**
M 9: Presentation in class judged by the majority of classmates and monitored by the instructor

Source of Evidence: Presentation, either individual or group
Presentation in class judged by the majority of classmates and monitored by the instructor

Achievement Target:
Continuous Improvement

Findings (2009-2010) - Achievement Target: Partially Met
12% of students were able to carry through as judged by fellow classmates and under the supervision of the instructor.

O 10: To encourage students to continue through all courses and complete the degree

To encourage students to continue through all courses and complete the degree

Related Measures:

M 10: Number of Graduates by Program and Specialization

Source of Evidence: Existing data
Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

Achievement Target:
The number of graduates has increased. This increase meets the program’s achievement target.

Findings (2009-2010) - Achievement Target: Met

O 11: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

Related Measures:

M 11: Distribution of Program Placed Students

Source of Evidence: Existing data
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)
Achievement Target:

The number of program-placed students continued to increase, meeting the program's achievement target.

Findings (2009-2010) - Achievement Target: Met


O 12: To increase the success rate of students in their required courses

To increase the success rate of students in their required courses

Related Measures:

M 12: Grade Distribution by Course for required courses

Source of Evidence: Existing data
Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

Achievement Target:

Students in ERT courses continue to pass at a higher rate than the college average. This meets the achievement target.

Findings (2009-2010) - Achievement Target: Met

Fall 2008 % Success Fall 2009 % Success ETR 113 75 78 ETR 114 100 87 ETR 144 89 ETR 219 100 ETR 250 83 College Average for Course Success rate: 2009: 73% 2008: 74%

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

All students who transferred to a four-year institution were greatly satisfied.

All students who transferred to a four-year institution were greatly satisfied. Articulation with high school and local universities remained important priority.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Transfer rate | Outcome/Objective: Students will have the option to transfer to a four-year institution

The results satisfactory
Although the percentage is small, the results were determined satisfactory since the task was challenging.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Presentation in class judged by the majority of classmates and monitored by the instructor | Outcome/Objective: To train students to make important decisions on their own  

An anonymous survey showed that 67% of the present students were satisfied. The rest, who were absent, did not return the survey. Students have been warned those who lag behind the class to increase the amount of study at home and work as groups. Free tutoring service has been recently arranged and provided by Dr. Eftekhari, dean of MSE division.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Identify and troubleshoot malfunctions in systems by conducting weekly lab experiments following the lectures. Students are asked | Outcome/Objective: Learn troubleshooting techniques  

Internships or co-op with local employers.

Faculty have facilitated and encouraged internship or co-op with local employers. Students encouraged to apply for internship with NRL and NASA.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Hands-on experiments following the lecture, Assignments including web search and basic projects | Outcome/Objective: To prepare students for research and development.
Results were satisfactory. Faculty have arranged for students to visit industries or attend seminars at least once a semester. Students are also to encourage do internship with NASA and NRL

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Students were assigned to do projects and presentations in class and evaluated by fellow classmates | Outcome/Objective: To train students to be self starters

Students in ERT courses continued to pass at a higher rate than the college average. This met the achievement target.

Students in ERT courses continued to pass at a higher rate than the college average. This met the achievement target. This program goal will be assessed again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Grade Distribution by Course for required courses | Outcome/Objective: To increase the success rate of students in their required courses

The number of graduates has increased.

The number of graduates has increased. This increase met the program's achievement target. This program goal will be assessed again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of Graduates by Program and Specialization | Outcome/Objective: To encourage students to continue through all courses and complete the degree.

The number of program-placed students continued to increase, meeting the program's achievement target.

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: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students | Outcome/Objective: To increase the number of program placed students in the program.

There is a slight improvement from before, yet the goal is not quite met as expected. More emphasis will be given to improve the

There was a slight improvement from before, yet the goal has not quite met expectations. Improved writing skills and math background prior to taking those classes emphasized

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Synthesize circuits and analyze networks by emulating lab experiments | Outcome/Objective: Build critical thinking and creativity
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 9: Program Goal #1: To increase the number of Computer Science Majors who will graduate from NVCC.

Program Goal #1: Maps to Strategic Goal 1: 2005-15 To increase the number of Computer Science Majors who will graduate from NVCC.

Related Measures:

M 3: Review and analyze graduation rates provided by OIR report, "COLLEGE GRADUATES BY CURRICULUM AND AWARD TYPE."

Source of Evidence: Academic indirect indicator of learning - other
Review and analyze graduation rates provided by OIR report, "COLLEGE GRADUATES BY CURRICULUM AND AWARD TYPE."

Achievement Target:

Graduation rates showed a decline in CS graduation rates: Year Graduated 2003-4 98 2004-5 61 2005-6 43 2006-7 37 2007-8 44

Findings (2009-2010) - Achievement Target: Met

After the dot-com bubble burst in 2001-2, the program experienced a drop in the absolute number of CSC majors, the number of graduates, and the program graduation rate. Both the number of graduates and the graduation rate reached their nadir in the 2006-7 academic year, but the number of CSC majors fell to its lowest point in the 2008-9 academic year. All three measures have since risen:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Majors</th>
<th>Graduates</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-4</td>
<td>1136</td>
<td>98</td>
<td>8.6</td>
</tr>
<tr>
<td>2004-5</td>
<td>1136</td>
<td>98</td>
<td>8.6</td>
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<tr>
<td>2005-6</td>
<td>799</td>
<td>43</td>
<td>5.4</td>
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<tr>
<td>2006-7</td>
<td>740</td>
<td>37</td>
<td>5.0</td>
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<td>715</td>
<td>44</td>
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<tr>
<td>2008-9</td>
<td>691</td>
<td>46</td>
<td>6.7</td>
</tr>
<tr>
<td>2009-10</td>
<td>747</td>
<td>53</td>
<td>7.1</td>
</tr>
</tbody>
</table>

O 10: Increase course completion rates

Increase course completion rates

Related Measures:

M 5: Review and analyze three year averages of successful completion

Source of Evidence: Existing data
Review and analyze three year averages of successful completion of the courses taught in the program. Data was provided in the OIR reports "Grade Distribution by Course (Sections Collapsed)" for the fall semesters of 2007-9.
Achievement Target:

Increase over previous year.

Findings (2009-2010) - Achievement Target: Partially Met

For most of the CSC courses, the three year running average of success hovers between 67 - 75%. Two courses were anomalies, though: CSC 201 and 202. Their success rates were 57% and 60%, respectively. CSC Total Success Pct (%): 100 272 186 68 110 1824 1267 69 130 61 41 67 185 157 118 75 201 571 327 57 202 181 109 60 205 149 106 71 206 65 46 71

O 11: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

Related Measures:

M 6: Distribution of Program Placed Students

Source of Evidence: Existing data
Distribution of Program Placed Students • By Curriculum and Award Type • (Fact book 09-10 Table 1.14)

Achievement Target:

Improvement over previous year.

Findings (2009-2010) - Achievement Target: Partially Met


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

Data showed the number of students program placed since 2008 has increased

Data showed the number of students program placed since 2008 has increased, but overall down since 2005. Trend monitored closely

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Distribution Of Program Placed Students | Outcome/Objective: To increase the number of program placed students in the program.
Goals without Outcome/Objective Relationships Specified

G 1: Educate students in biotechnology concepts, methods, lab procedures & in the ethical & regulatory aspects of biotech industry

Student Learning Outcomes, without Goals, along with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Explain the fundamental scientific concepts in biotechnology.

Explain the fundamental scientific concepts in biotechnology.

Related Measures:

M 2: Thoughtful participation in Discussion boards about biotechnology concepts with a minimum of 2 thoughtful comments/questions to

Source of Evidence: Discussions / Coffee Talk

M 3: Written assignments submitted through BB about topics in Biotechnology including:

Source of Evidence: Written assignment(s), usually scored by a rubric

M 4: Midterm Exam covering first half of semester.

Source of Evidence: Writing exam to assure certain proficiency level
Midterm Exam covering first half of semester. Multiple choice, short answer, and problem questions were included.

M 5: Final Exam covering last half of the semester.

Source of Evidence: Writing exam to assure certain proficiency level
Final Exam covering last half of the semester. This exam consisted of all multiple choice questions.

**M 14: Final exam in BIO253**

Source of Evidence: Academic indirect indicator of learning - other
On the final exam in BIO253, students were given a set a multiple choice questions that covered topics in protein structure, DNA structure, replication, cancer, human genetics, gene expression, cell biology, and immunology. The exam is attached.

**Achievement Target:**

Greater than 80% pass rates are acceptable.

**Findings (2009-2010) - Achievement Target: Partially Met**

The sample size was very small, n=6. On 50% of the questions, all students answered correctly. On 35% of the questions, five out six students answered correctly. On 8% of questions, 4 out of 6 answered correctly. On 6% of questions, three out of six students answered correctly. Below are listed the average success rate for each of the science topics.

- Protein structure: 77.6%
- DNA structure and function: 97%
- Cancer: 100%
- Human genetics: 90%
- Gene expression: 88%
- Cell Biology: 73%
- Immunology: 75%

**O 2: Apply the scientific method including: planning and experimenting, collecting data, and analyzing and interpreting data.**

Apply the scientific method including: planning and experimenting, collecting data, and analyzing and interpreting data.

**Related Measures:**

**M 1: In Spring 2010, an evaluation rubric was developed in order to assess students in BIO 170: Biotechnology Methods**

Source of Evidence: Written assignment(s), usually scored by a rubric
In Spring 2010, an evaluation rubric was developed in order to assess students enrolled in BIO 170: Biotechnology Methods. Students were ranked from 1 (Novice), 2(Apprentice), 3 (Proficient) to 4 (Exemplary) in the following categories: Question/Purpose, Scientific Concepts, Experimental Design, Experimental Hypothesis, Data Gathering, and Conclusions. The student lab notebooks were collected and assessed to the criteria in each of these categories. Students also had to design and submit a laboratory experiment that they developed which consisted of all the parts listed above. This lab submission was used to assess the experimental design portion of the rubric since most of the labs performed did come from a biotechnology laboratory manual that was more focused on techniques than performing experiments.

**Achievement Target:**
Each student will receive a minimum of 3 in each category

**Findings (2009-2010) - Achievement Target: Partially Met**

- Ten students were enrolled in BIO170. The averages for each category (N=10) are below: Question/Purpose = 7 · Scientific Concepts = 5 · Experimental Hypothesis = 6 · Experimental Design = 7 · Data Gathering = 7 · Conclusion = 4

**O 15: Demonstrating Science Lab Safety**

Demonstrating Science Lab Safety

**Related Measures:**

**M 16: In Spring 2010, an evaluation rubric was developed to assess students understanding and demonstration of lab safety practices**

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

In Spring 2010, an evaluation rubric was developed to assess students understanding and demonstration of laboratory safety practices in BIO 170: Biotechnology Methods. Students were ranked from 1 (Novice), 2(Apprentice), 3 (Proficient) to 4 (Exemplary) in the following categories: Following directions, Choosing Appropriate Protective Wear, Maintaining Cleanliness, Hand Washing, Fire Safety, Talking about Safe Lab Practices Students were observed and their attention to the above safe lab practices were documented.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

- Ten students were enrolled in BIO170. The averages for each category (N=5) are below: Choosing Appropriate Protective Wear = 6 · Maintaining Cleanliness = 8 · Hand Washing = 6 · Fire Safety = 8 · Talking about Safe Lab Practices = 6

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 9: Recruit new students into NOVA Biotech Program.**

Recruit new students into NOVA Biotech Program.

**Related Measures:**

**M 6: Marketing efforts**

Source of Evidence: Academic indirect indicator of learning - other
Marketing efforts including visits of program Web site, distribution of marketing materials Number of students enrolled in AAS program and biotech classes Establishment of new scholarship program

**Achievement Target:**

Marketing efforts including visits of program Web site, distribution of marketing materials Number of students enrolled in AAS program and biotech classes Establishment of new scholarship program

### Findings (2009-2010) - Achievement Target: Partially Met

- Distribution of 240 flyers and/or brochures to local high schools, NOVA students, general community
- 1122 visits to the homepage of the Biotech Program Website
- Press releases in New and Messenger (April 3, 2010)
- Visits to two local high schools with 190 students attending presentation on NOVA Biotech Program
- On-site workshops (open house, CLEAR) = 51 students
- Enrollment in A.A.S. program · Fall 2008 = 23 · Fall 2009 = 61 · Fall 2010 = 91 · 50% increase between 2009 and 2010
- Enrollment in biotech classes · BIO170 (Spring 2010 @ LO): 10 students · BIO253 (Spring 2010 @ MA): 11 students
- Initiation of scholarship program, donated by Rividium, Inc. - no recipient selected

**M 7:** On-site workshops (open houses, CLEAR, etc) = 370 students

Source of Evidence: Academic direct measure of learning - other
- On-site workshops (open houses, CLEAR, etc) = 370 students

**Achievement Target:**

- 1704 visits to the homepage of the Biotech Program Website

**M 15: Marketing efforts; Number of students enrolled; Establishment of new scholarship program**

Source of Evidence: Academic indirect indicator of learning - other
Marketing efforts including visits of program Web site, distribution of marketing materials Number of students enrolled in AAS program and biotech classes Establishment of new scholarship program

**Achievement Target:**

Increased number of new students entering the program

### Findings (2009-2010) - Achievement Target: Partially Met

- Distribution of 240 flyers and/or brochures to local high schools, NOVA students, general community
- 1122 visits to the homepage of the Biotech Program Website
- Press releases in New and Messenger (April 3, 2010)
- Visits to two local high schools with 190 students attending presentation on NOVA Biotech Program
- On-site workshops (open house, CLEAR) = 51 students
Enrollment in A.A.S. program · Fall 2008 = 23 · Fall 2009 = 61 · Fall 2010 = 91
· 50% increase between 2009 and 2010 · Enrollment in biotech classes · BIO170 (Spring 2010@ LO): 10 students · BIO253 (Spring 2010 @ MA): 11 students · Initiation of scholarship program, donated by Rividium, Inc. - no recipient selected

**O 11: Retain Biotech Program students.**

Retain Biotech Program students.

**Related Measures:**

**M 9:**  • % of students who are successful in biotech courses

Source of Evidence: Academic indirect indicator of learning - other
• % of students who are successful in biotech courses • Number of biotechnology students withdrawing from the program • Number of biotechnology students graduating from the program

**Achievement Target:**

Monitor for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

· Success rate in biotech classes (defined as a grade of C or better) · BIO170 (Spring 2010@ LO): 10 students enrolled, 10 students complete with C or better (100%) · BIO253 (Spring 2010 @ MA): 11 students enrolled, 6 students completed with C or better (55%) · Students withdrawing from the program · 31 out of 60 students enrolled in Fall 2009 are still enrolled as of Fall 2010 (52%) · No graduates, to date.

**O 12: 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 Measures:**

**M 10:**  • Meetings of biotech advisory board

Source of Evidence: Academic indirect indicator of learning - other
• Meetings of biotech advisory board • Number of students employed as an intern or employee • Activities, tours with industry partners

**Achievement Target:**

Monitor for continuous progress
Findings (2009-2010) - Achievement Target: Met

- Spring 2010 meeting with advisory board to discuss internship and job placement
- Student took tours at Bode Technology and Covance Laboratories
- One of our new partners, Rividium, donated a $10,000 scholarship for a student entering the program in Fall 2010. One current biotech student is employed at a local biotech company.

M 13: Meeting of biotech advisory board; students employed

Source of Evidence: Academic indirect indicator of learning - other
- Meeting of biotech advisory board
- Number of students employed as an intern or employee
- Activities, tours with industry partners

Achievement Target:
Monitor for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

- Spring 2010 meeting with advisory board to discuss internship and job placement
- Student took tours at Bode Technology and Covance Laboratories
- One of our new partners, Rividium, donated a $10,000 scholarship for a student entering the program in Fall 2010. One current biotech student is employed at a local biotech company.

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

Incentives or penalties for more BB discussion

Faculty decided to place incentives or penalties for more BB discussion to make participation greater.

- Established in Cycle: 2008-2009
- Implementation Status: In-Progress
- Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Thoughtful participation in Discussion boards about biotechnology concepts with a minimum of 2 thoughtful comments/questions to |
- Outcome/Objective: Explain the fundamental scientific concepts in biotechnology.
Hypothesis writing skill

The one category where all students received a "1" was in the hypothesis. The long-term goal of this course is to have students build on what they learned in BIO170 and complete small-scale experiments using DNA technology. Because this was the first time it was run and most of the students had not had BIO170, the instructor focused on teaching the students techniques rather than having them perform experiments. Therefore, students were not asked to have a hypothesis for the lab exercises - resulting in a score of 1 for each. In the next offering of this course, faculty have agreed to concentrate on students completing detailed experiments and write up formal lab reports.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: In Spring 2010, an evaluation rubric was developed in order to assess students in BIO 170: Biotechnology Methods | Outcome/Objective: Apply the scientific method including: planning and experimenting, collecting data, and analyzing and interpreting data.

Required completion of BIO101.

The SLO team decided they were not satisfied with the retention and success rate of A.A.S. students. While encouraged about increasing enrollments, the SLO team have concerns that of the 90 students registering as being in the program, only 14 of the students have enrolled in any of the biotech courses to date. Furthermore, in examining the number of students enrolled in Fall 2009 that are still enrolled in Fall 2010, only 31 (out of 60) are still enrolled. This retention rate is 52%. Furthermore, only eight of those students currently or have been enrolled in biotech courses, even after being in the program for over a year. Success rates in the biotech courses are variable, in part due to a small number of students in each class with varying backgrounds and levels of motivation. In BIO170, 91% of students were successful; however, in the same semester, only 55% were successful. Of the five students that dropped, three did not have the required prerequisites and the other two had family emergencies. Because the course met just once a week, students who missed early on were much more likely to drop. This was exacerbated by several snow closings. With a few exceptions, students who completed the course received an A or B in the course. Faculty have discussed different options to increase retention and success. First of all, the SLO team discussed the need in fall 2010 to consider whether there can be a non-competitive application to the program with required prior completion of BIO101. Though this may drop enrollments initially, this will lead to mandatory advising and better ability to track students. In Fall 2010, work has begun to revise and enforce the prerequisite
requirements for the biotech courses in order to ensure that students are adequately prepared and take the courses in the intended order. Overall, better advising of new students (see above) has been a focus so that students take the courses in the appropriate order. Because the program was initiated in Fall 2008, there have been no graduates. We expect that our first students will graduate in Spring 2011.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: % of students who are successful in biotech courses |
Outcome/Objective: Retain Biotech Program students.

Increasing enrollments

Enrollments in the A.A.S, in Biotechnology continued to increase at a satisfactory level, with 91 students enrolled in Fall 2010. Enrollment in biotech courses remains low, though satisfactory increases were noted, especially with the BIO170 course. Enrollment in the face-to-face section of BIO253 was low compared to on-line section offered in Fall 2009. There was concern that many of the students in the biotech classes were not registered as being in the A.A.S. For example, in the BIO170 in Spring 2010, only 3 of 10 students were enrolled in the program. While it is possible that students may switch programs at a later date, increasing enrollments likely will mean that enrollment in courses will be limited to students who are program-placed in biotechnology curricula. Increasing enrollments remains a priority for the SLO team; however, the scheduling of additional courses or times has been challenging due to limitations in lab space at each campus. Classes can be offered more frequently and at a wider variety of times once the new labs being built on both campuses open (expected Spring 2012). It may also be possible to offer more courses as hybrids or on-line. We were not successful with finding a recipient of the scholarship: only one applicant was qualified. The donor of the scholarship declined to award it in this cycle. We will advertise this opportunity much earlier in the year and work with our local high school partners to have them identify potential recipients.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Marketing efforts; Number of students enrolled; Establishment of new scholarship program | Outcome/Objective: Recruit new students into NOVA Biotech Program.
More emphasis on the hypothesis creation, experimental design & data gathering, & interpretation of results will be incorporated

Achievement target was defined. 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 preparing and clearly communicating the scientific concepts that were being used/investigated and in clearly articulating and documenting the conclusions of the experiments performed. Furthermore, since most of the labs are not experimental, it may be more appropriate to assess this SLO in BIO251 or BIO252. It is expected that when this course runs again in the spring semester 2011, that more emphasis on the hypothesis creation, experimental design and data gathering, and interpretation of results will be incorporated into the course. However, in Fall 2010, it is planned that in BIO251 Protein Research, as part of the final exam, the students will submit a lab project where they will have designed an experiment, provided background information, and methods to collect, analyze, and interpret data. Also, by performing inquiry based experiments, writing lab reports, and keeping industry specific lab notebooks, assessment of their ability to meet this outcome can be accomplished.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: In Spring 2010, an evaluation rubric was developed in order to assess students in BIO 170: Biotechnology Methods
Outcome/Objective: Apply the scientific method including: planning and experimenting, collecting data, and analyzing and interpreting data.

This course slightly modified.
The SLO team has determined greater than 80% pass rates is acceptable. The topics that did not meet this benchmark were protein structure, cell biology, and immunology. Faculty have slightly modified the courses with the following: more emphasis given on protein structure, a topic that is not included in the textbook but is taught in lecture.
In cell biology, the major questions missed dealt with classification and biodiversity - these topics have been planned with better emphasis next this course is run.
Lastly, there were only two immunology questions but it is planned that students will be given more background information instead of it being assumed that they already have some background in this. This
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Final exam in BIO253 | Outcome/Objective: Explain the fundamental scientific concepts in biotechnology.

Lab Safety

Safety in the laboratory is of utmost importance in creating and keeping a safe and effective learning environment. In order to promote better awareness and to ensure that all safety requirements are observed with little or no prompting in each lab session, procedures for lab safety have changed. The students will design a worksheet checklist that they are to fill in at the beginning of each lab. This way they have "ownership" of the lab safety and more likely to be observant of it. This will happen in spring 2011.

The 3 areas that need some improvement are remembering to choose and put on lab goggles (this was the only protective wear that needed reminders with some regularity), remembering to wash hands when leaving the lab, and be better at identifying and making suggestions about safe lab practices to their peers in the lab. This course will run again in the spring of 2011, although under a different course number. Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: In Spring 2010, an evaluation rubric was developed to assess students understanding and demonstration of lab safety practices | Outcome/Objective: Demonstrating Science Lab Safety

Identified students for internships.

Results to date have been satisfactory as none of our students have been ready to graduate or be placed in an external internship. However, 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: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Meetings of biotech advisory board | Outcome/Objective: Collaborate with industry partners to plan for placement of students into internships and/or jobs
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 15: Provide dental hygiene care to a diverse patient population who present with slight, moderate, and severe periodontal disease

Provide dental hygiene care to a diverse patient population who present with slight, moderate, and severe periodontal disease and other oral conditions.

Related Measures:

M 14: Patient Assessment Clinical Skill Evaluations; Program Clinical Requirements Tracking Sheet; Student Surveys

Source of Evidence: Performance (recital, exhibit, science project)
DNH 245 Dental Hygiene V Patient Assessment Clinical Skill Evaluations
Program Clinical Requirements Tracking Sheet
Student Surveys

Achievement Target:

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 = 20 • Pediatric Patients = 1 • Adolescent Patients = 1 • Adult Patients = 16 • Geriatric Patients = 1 • Medically Compromised Patients = 1 Required ADA Case Types • ADA Periodontal Case Type I = 10 • ADA Periodontal Case Type II = 5 • ADA Periodontal Case Type III = 3 • ADA Periodontal Case Type IV = 2 Student Surveys • Student Learning Outcome is rated as follows: 5 = Excellent 4 = Above Average 3 = Average 2 = Fair 1 = Poor N/A = Not Applicable

Findings (2009-2010) - Achievement Target: Met

Spring 2010 DNH 245 Section #1 = 30 Students 17 Faculty DNH 245 Section #2 = 13 Students 8 Faculty Section 1 - Patient Clinical Skill Evaluations Average Student Performance = 94% Range of Scores = 89% to 98% Overall Student Performance Achieving Required Competency Level of 75% = 100%. Section 1 - Program Clinical Requirements Average Number of Pediatric Patients Treated = 4 Average Number of Adolescent Patients Treated = 2 Average Number of Adult Patients Treated = 18 Average Number of Geriatric Patients Treated = 6 Average Number of Patients Treated = 30 ADA Periodontal Case Type I Treated = 12 ADA Periodontal Case Type II Treated = 10 ADA Periodontal Case Type III Treated = 4 ADA Periodontal Case Type IV Treated = 4 Section 2 - Patient Clinical Skill Evaluations Average Student Performance = 96% Range of Scores = 94% to 98% Overall Student Performance Achieving Required Competency Level of 75% = 100%. Section 2 - Program Clinical Requirements Average
Number of Pediatric Patients Treated = 4  
Average Number of Adolescent Patients Treated = 2  
Average Number of Adult Patients Treated = 16  
Average Number of Geriatric Patients Treated = 4  
Average Number of Patients Treated = 26  
ADA Periodontal Case Type I Treated = 12  
ADA Periodontal Case Type II Treated = 6  
ADA Periodontal Case Type III Treated = 4  
ADA Periodontal Case Type IV Treated = 4  
Overall Results for Patient Clinical Skill Evaluations 
Average Student Performance = 95%  
Range of Scores = 92% to 98%  
Overall Student Performance Achieving Required Competency Level of 75% = 100%.

Overall Results for Program Clinical Requirements 
Average Number of Pediatric Patients Treated = 4  
Average Number of Adolescent Patients Treated = 2  
Average Number of Adult Patients Treated = 17  
Average Number of Geriatric Patients Treated = 5  
Average Number of Patients Treated = 28  
ADA Periodontal Case Type I Treated = 12  
ADA Periodontal Case Type II Treated = 8  
ADA Periodontal Case Type III Treated = 4  
ADA Periodontal Case Type IV Treated = 4 
Student Surveys (Second Year Spring 2010) 
Section 1 87% rated SLO Excellent 10% rated SLO Above Average 3% rated SLO Average 
Section 2 100% rated SLO Excellent 
Overall Results 91% rated SLO Excellent 7% rated SLO Above Average 2% rated SLO Average

O 16: 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 Measures:

M 15: Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments; Student Surveys

Source of Evidence: Performance (recital, exhibit, science project)
DNH 245 Dental Hygiene V Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments Student Surveys

Achievement Target:

Spring 2010 DNH 245 Section #1 = 30 Students 17 Faculty 
DNH 245 Section #2 = 13 Students 8 Faculty 
Spring 2010 - DNH 245 DENTAL HYGIENE V 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 2010) Section 1 60% rated SLO Excellent 27% rated SLO Above Average 13% rated
Findings (2009-2010) - Achievement Target: Met

Spring 2010 DNH 245 Section #1 = 30 Students 17 Faculty DNH 245 Section #2 = 13 Students 8 Faculty Spring 2010 - DNH 245 DENTAL HYGIENE V 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 2010) Section 1 60% rated SLO Excellent 27% rated SLO Above Average 13% rated SLO Average Section 2 69% rated SLO Excellent 8% rated SLO Above Average 23% rated SLO Average Overall Results 63% rated SLO Excellent 21% rated SLO Above Average 16% rated SLO Average

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, 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 Measures:

M 7: First Year Student Survey (Fall 2010); Second Year Student Survey (Spring 2010); Dental Hygiene Program Grad. Survey Class 2009

Source of Evidence: Academic indirect indicator of learning - other
First Year Student Survey (Fall 2010) Second Year Student Survey (Spring 2010) Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010)

Achievement Target:

Monitoring for continuous improvement
• DNH-Second Year Survey

**Findings (2009-2010) - Achievement Target: Met**

First Year Student Survey (Fall 2010) 40 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. 53% rated their preparation as excellent, 38% rated their preparation as above average and 9% rated their preparation as average. Second Year Student Survey (Spring 2010) 43 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. 70% rated their preparation as excellent, 19% rated their preparation as above average and 11% rated their preparation as average. Graduate Survey Class 2009 (Spring 2010) 41 graduates responded to the survey out of 61 graduates. The response rate was 67%. 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. 49% of the graduates rated their preparation as excellent, 32% rated their preparation as above average and 19% rated their preparation as average.

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 Measures:**

M 8: 2010 National Dental Hygiene Board Exam; Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010)

Source of Evidence: Academic indirect indicator of learning - other
2010 National Dental Hygiene Board Exam Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010)

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Met**

2010 National Dental Hygiene Board Exam Pass rate on the National Dental Hygiene Board Exam for the 2010 Class = 98%. 42 students took the exam. 1 student was a foreign trained dentist and had already taken and passed the exam prior to entering the program. Average Score = 86%. National Average = 82%. Graduate Survey Class 2009 (Spring 2010) 41 graduates responded to
the survey out of 61 graduates. The response rate was 67%. The results demonstrated 100% of the graduates rated their preparation as average to excellent. 54% of the graduates rated their preparation as excellent, 32% rated their preparation as above average and 14% rated their preparation as average.

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 Measures:**

**M 9: 2010 Northeast Regional Board Exam; 2010 Southern Regional Testing Agency Exam (SRTA); Dental Hygiene Program Grad Survey (2009)**

Source of Evidence: Academic indirect indicator of learning - other 2010 Northeast Regional Board Exam (NERB) 2010 Southern Regional Testing Agency Exam (SRTA) Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010)

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Met**

2010 Northeast Regional Board Exam (NERB) Pass rate on the NERB for the 2010 Class = 100%. 29 students took the exam. Average Score on the Written Component = 90%. Average Score on the Clinical Component = 97%. No data is available from the testing agency on the comparison of other cohorts taking the exam during this testing series. 2010 Southern Regional Testing Agency Exam (SRTA) Pass rate on the SRTA Exam for the 2010 Class = 100%. 14 students took the exam. Average Score on the Clinical Component = 88%. 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 2009 (Spring 2010) 41 graduates responded to the survey out of 61 graduates. The response rate was 67%. The results demonstrated 100% of the graduates rated their preparation as average to excellent. 51% of the graduates rated their preparation as excellent, 35% rated their preparation as above average and 14% rated their preparation as average.

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 Measures:**

**M 10: Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010)**
Source of Evidence: Alumni survey or tracking of alumni achievements
Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010)

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Met
Graduate Survey Class 2009 (Spring 2010) 41 graduates responded to the survey out of 61 graduates. The response rate was 67%. The results demonstrated 100% are employed as dental hygienists. The status for full-time employment is 44%. The status for part-time employment is 56%. 100% of the graduates who responded to the survey rated their preparation for clinical practice as average to excellent. 37% of the graduates rated their preparation as excellent, 36% rated their preparation as above average and 27% rated their preparation as average.

O 13: 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 Measures:

M 12: Course Completion Rates

Source of Evidence: Academic direct measure of learning - other
Course Completion Rates

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Met
Course Passing Failing Fall 2009 (First Year) DNH 111 Oral Anatomy 45 4 Failures 4 Withdrawals DNH Histology/Head Neck Anatomy 43 2 Failures 4 Withdrawals DNH 130 Oral Radiography 45 4 Withdrawals DNH 141 Dental Hygiene I 45 4 Withdrawals Overall Pass/Course Completion Rate = 96% Spring 2010 (First Year) DNH 120 Mgt of Emergencies 43 0 DNH 142 Dental Hygiene II 41 2 Failures DNH 145 General Oral Pathology 40 3 Failures DNH 146 Periodontics 42 1 Failure DNH 216 Pharmacology 42 1 Failure Overall Pass/Course Completion Rate = 93% Summer 2010 (First Year) DNH 143 Dental Hygiene III 39 1 Failure DNH 214 Practical Materials 40 0 Overall Pass/Course Completion Rate = 98% Overall Pass Rate for First Year Students = 87% Fall 2009 (Second Year) DNH 150 Nutrition 43 1 Withdrawal DNH 226 Public Health I 43 1 Withdrawal DNH 235 Mgt of Pain Anxiety 43 1 Withdrawal DNH 244 Dental Hygiene IV 43 1 Withdrawal Overall Pass/Course Completion Rate = 100%
O 14: 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 Measures:**

M 13: Program Completion/Graduation Rates

Source of Evidence: Academic indirect indicator of learning - other Program Completion/Graduation Rates

**Achievement Target:**

Monitoring for continuous improvement

**Findings** (2009-2010) - Achievement Target: Met

Class 2010 Initial Enrollment = 46 Final Enrollment = 43 Number of Graduates = 43 Attrition Rate for Class 2010 = 7% Completion Rate for Class 2010 = 93%

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

Dental Hygiene Program met this goal. No proposed course of action is indicated at this time.

The results from the First Year and Second Year Student Surveys and Graduate Survey for Class 2009 indicate the Dental Hygiene Program met this goal. No proposed course of action is indicated at this time.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** Medium

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

**Measure:** First Year Student Survey (Fall 2010); Second Year Student Survey (Spring 2010); Dental Hygiene Program Grad. Survey Class 2009 | **Outcome/Objective:** Goal 1 To prepare students to assess, plan, implement, and evaluate dental hygiene care for all types of patients.
Skill evaluation for the Outcomes of Treatment

The Dental Hygiene faculty is satisfied with the results. The following has been planned based on the results. The faculty feel since 100% of the dental hygiene students meet the 75% competency level and the competency level for Clinical Skill Evaluations for Patient Assessment 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 2011. The results will be available for the next reporting period. 41 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.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Patient Assessment Clinical Skill Evaluations for Re-Evaluation Appointments; Student Surveys | Outcome/Objective: Evaluate the outcomes of treatment for determining a patient’s subsequent treatment needs.

Goal was met: No proposed course of action indicated.

Overall the Dental Hygiene program met this goal. The overall course completion rate for First Year Students is 87%. The overall course completion rate for Second Year Students is 100%. The overall course completion rate for the Academic Year 2009 - 2010 is 92%. No proposed course of action is indicated at this time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Course Completion Rates | Outcome/Objective: To prepare students to successfully pass and complete courses in the Dental Hygiene program.
Goal was met: No proposed course of action is indicated.

No proposed course of action is indicated at this time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Program Completion/Graduation Rates | Outcome/Objective: To prepare students to successfully complete the Dental Hygiene program and graduate.

The results indicated the Dental Hygiene program met this goal. No proposed course of action is indicated at this time.

The results from the Graduate Surveys indicated 100% of the 2009 Dental Hygiene Graduates are employed as dental hygienists. Those who responded to the survey feel the 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.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010) | Outcome/Objective: Goal 4: To prepare students to obtain employment as dental hygienists.

Professional licensure exams scores high. No proposed course of action.

The results from the 2010 professional licensure exams and Graduate Survey Class 2009 indicate the Dental Hygiene program met this goal. The students have high regional professional licensure exam scores on both the clinical and written components. No proposed course of action is indicated at this time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: 2010 Northeast Regional Board Exam; 2010 Southern Regional Testing Agency Exam (SRTA); Dental Hygiene Program Grad Survey (2009) | Outcome/Objective: Goal 3: To prepare students to pass regional professional licensure examinations.

Student scores better than the national average. No proposed course of action is indicated at this time.

The results from the 2010 National Dental Hygiene Board Exam and the Graduate Survey for the Class 2009 indicate the Dental Hygiene program met this goal. The students continue to score better than the national average. No proposed course of action is indicated at this time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: 2010 National Dental Hygiene Board Exam; Dental Hygiene Program Graduate Survey Class 2009 (Spring 2010) | Outcome/Objective: Goal 2: To prepare students to successfully complete the National Dental Hygiene Board Examination.

Clinical Skill Evaluations for Patient Assessment.

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 has been high and consistent; therefore, the competency level for Clinical Skill Evaluations for Patient Assessment 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.

41 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 will be assessed again in Spring 2011.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Patient Assessment Clinical Skill Evaluations; Program Clinical Requirements Tracking Sheet; Student Surveys | Outcome/Objective: Provide dental hygiene care to a diverse patient population who present with slight, moderate, and severe periodontal disease
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: Determine proper technical equipment parameters to achieve optimum images of anatomical structures.

Determine proper technical equipment parameters to achieve optimum images of anatomical structures.

Associations:
Apply knowledge of anatomy, physiology and professional and clinical standards to accurately image anatomical structures. (12/20/10)

Related Measures:

M 10: JRC-DMS Part L; Student Evaluation Questionnaire

Source of Evidence: Academic direct measure of learning - other Joint Review Commission Diagnostic Medical Sonography Accreditation Document (JRC-DMS) Part L Student Evaluation Questionnaire Spring Semester May, 2010, see attached Student Survey. All didactic, clinical courses and scan labs demonstrate progressive skills through live demonstration competencies of all abdominal, pelvic and obstetrical anatomy. A competency is a set list of anatomical structures that must be demonstrated, imaged, and then documented within a set time under direct supervision and graded on a point system (as any other exam within the program).

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Met

Data collection; fall 2009 (8 2nd year students) spring 2010 (13 1st year and 7 2nd year students) Data was collected from via the JRCDMS Student Evaluation Survey (Part L) all students involved in the DMS program. All students rated their didactic and clinical skills at or above industry standards. *The data collected from the Student Surveys are based on their experiences both on (in lab) and off campus (at their clinical sites). Students are asked daily to demonstrate knowledge, clinical skills and anatomy recognition that meet the industry standard of the working professional. The clinical setting and the expectations set both on and off campus simulate expectations of the workforce and the ultrasound professional.

O 16: Effectively use written and verbal communication skills in the evaluation, documentation and description of findings
Effectively use written and verbal communication skills in the evaluation, documentation and description of normal and/or abnormal findings in a professional case presentation.

**Related Measures:**

- **M 11: JRC-DMS) Part F; Graduate Surveys; written assignments used throughout the entire program**

Source of Evidence: Performance (recital, exhibit, science project) Joint Review Commission Diagnostic Medical Sonography Accreditation Document (JRC-DMS) Part F Graduate Surveys The assignments/student work used refers to the written assignments used throughout the entire program (i.e. case presentations, case reviews, research projects, written papers, interview project). These assignments/student work relate to how a student's writing skills and verbal communication skills are evaluated throughout the program. All the projects are supervised and evaluated under the direct supervision of faculty and graded on a point system (as any other exam within the program).

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

Data collection; fall 2009 (8 2nd year students) spring 2010 (13 1st year and 7 2nd year students) Data was collected from all students involved in the DMS program. All students surveyed rated their required interpersonal communication skills at or above expected medical professional standards. *The data collected from the Graduate Surveys are based on their experiences both on (in lab) and off campus (at their clinical sites). Students are asked daily to demonstrate both their written and verbal communication knowledge, clinical skills and anatomy recognition that meet the expected medical professional standards. The clinical setting and the expectations set both on and off campus simulate expectations of the ultrasound professional.*

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

**O 13: Upon completion DMS graduates will meet industry standards for employment**

Upon completion DMS graduates will meet industry standards for employment

**Related Measures:**

- **M 7: Joint Review Commission Diagnostic Medical Sonography Accreditation Document (JRC-DMS) Part F; Employer Surveys Spring Semester**

Source of Evidence: Employer survey, incl. perceptions of the program

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

7 graduates - Spring Semester May, 2010. First cohort to graduate from the program 3 Surveys returned as of September 2010. All returned employer surveys rated graduates of the program at or above industry standard.

O 14: Continue to build program resources

Continue to build program resources

**Related Measures:**

M 8: Joint Review Commission Diagnostic Medical Sonography Accreditation Document Part E; program resource assessment survey May 2010


**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Met**

All (24) faculty and students rated the program and library resources and recently acquired ultrasound lab equipment at or above academic and industry standards.

O 15: Increase the program retention rates over the length of the entire program (21 months).

Increase the program retention rates over the length of the entire program (21 months).

**Related Measures:**

M 9: JRC-DMS Part F; Graduate Surveys; Pass rate of RDMS National SPI board exam on first attempt

Source of Evidence: Certification or licensure exam, national or state

**Achievement Target:**
Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

The collection of data has been acquired on the one and only graduating cohort. Student rated their diagnostic medical sonography knowledge base at or above industry standards. Graduate cited pertinent areas improved to help increase student retention semester to semester. Student felt that additional open scan labs would have helped all students be more successful in the program as well as additional ultrasound equipment in the lab. 13/13 students (100%) passed the ARDMS National SPI board exam on their first attempt 2010 Pass rates for the ARDMS national SPI board exam was 100% Students who are not successful in passing their SPI board exam would have to remediate before graduating from the program. Students passing the board exam at the completion of their first year in the program have immediate feedback on their standing within the program.

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

**Continued to monitor via graduate surveys.**

Discussed results with DMS Advisory Board for further action: The results of the Graduate Survey are discussed with the DMS Advisory Board annually. The DMS Advisory Board found the feedback from the Graduate Surveys satisfactory and would like to see follow up the next year for further follow up. Continue to monitor annually via graduate surveys. The next Advisory Board meeting is scheduled for Spring 2011. The Advisory Board will determine if any further action is needed at that time.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** JRC-DMS) Part F; Graduate Surveys; written assignments used throughout the entire program
- **Outcome/Objective:** Effectively use written and verbal communication skills in the evaluation, documentation and description of findings
Continued to monitor via Graduate Surveys.

Discussed 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. Continue to monitor annually via Graduate Surveys.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: JRC-DMS Part F; Graduate Surveys; Pass rate of RDMS National SPI board exam on first attempt | Outcome/Objective: Increase the program retention rates over the length of the entire program (21 months).

Continued to monitor via student and faculty Program Resource Assessment survey.

Discussed 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 Spring 2011. The Advisory Board will determine if any further action is needed at that time. However at the Spring 2010 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. Requests for program resources for academic year 2009-2010 were fully met and surpassed the request for additional ultrasound scan lab equipment acquired in March, 2010. Continue to monitor annually via student and faculty Program Resource Assessment survey.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Joint Review Commission Diagnostic Medical Sonography Accreditation Document Part E; program resource assessment survey May 2010 | Outcome/Objective: Continue to build program resources

Continued to monitor via Student Evaluation questionnaire.

Discussed results with DMS Advisory Board for further action: At the Spring 2010 Advisory Board meeting, the Advisory Board was satisfied with student
achievement of technical skills, equipment knowledge and recognition of anatomy. The Advisory Board felt that the target had been met based on the student feedback collected from the Student Surveys. The Advisory Board determined that they will continue to monitor the student feedback collected annually so that the program can continue to monitor students' skill levels both on and off campus and adjustments made as necessary. Continue to monitor annually via Student Evaluation questionnaire.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: JRC-DMS Part L; Student Evaluation Questionnaire |
Outcome/Objective: Determine proper technical equipment parameters to achieve optimum images of anatomical structures.

Discussed of results with DMS Advisory Board for further action.

The results to date are satisfactory, although one additional employer survey has been planned 6 months prior to the JRC-DMS accreditation site visit to satisfy their requirements of at least 50% returned surveys. Discussion of results with DMS Advisory Board for further action. The results of the Employer Survey discussed with the DMS Advisory Board annually. The next Advisory Board meeting is scheduled for Spring 2011. The Advisory Board will determine if any further action is needed at that time. However at the Spring 2010 Advisory Board meeting, it was determined to pursue the last (or more) employer surveys for additional feedback. Continued to monitor via Employer Survey

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Joint Review Commission Diagnostic Medical Sonography Accreditation Document (JRC-DMS) Part F; Employer Surveys Spring Semester |
Outcome/Objective: Upon completion DMS graduates will meet industry standards for employment
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: EMS Students will implement patient care assessments and treatments while performing in clinical and field internship settings

EMS Students will implement patient care assessments and treatments while performing in clinical and field internship settings, as observed by their preceptors, appropriate to their specific training level.

Related Measures:

M 9: Observations of preceptors of students' clinical assessments

Source of Evidence: Academic direct measure of learning - other
All EMS students perform a great deal of clinical assessments on living patients, in both hospital and field settings, while riding on ambulances. They are observed closely during these experiences by trained "preceptors," who are either experienced EMT's or advanced life providers (in the case of EMT-Basic students) or Paramedics or Registered Nurses (in the case of EMT-Intermediate or Paramedic students). Preceptors use carefully constructed evaluation tools (see attachment "EMS 120, Part A, B") for assessing the students during these clinical assessments. Conversely, the students use clinical assessment tools (also attached) to assess the patient during the same care interaction time frame. Student behaviors, both good and bad, are never discussed in front of a patient, but rather in a private setting at a later time frame. Additional documentation of that student assessment is given to the student at that time as well, and cumulative scores may be tallied towards a final grade.

Achievement Target:

Level of competency of patient assessment

Findings (2009-2010) - Achievement Target: Partially Met

In the Spring '10 semester, 3 sections of EMT students, with a total of 49 students were sampled. EMT-Basic students assess patients within the EMS 120 course. 89.2% of the EMS 120 students showed competency of patient assessment, averaging 20-25 patient contacts during their 12 hours of Emergency Department and 12 hours of Ambulance ride-along time. Students cannot continue in the EMS sequence without demonstrating clinical competencies in a safe and conscientious manner, and then achieving state certification.

O 12: Students of all EMS levels will demonstrate differential diagnosis competencies regarding a broad variety of medical conditions
Students of all EMS levels will demonstrate differential diagnosis competencies regarding a broad variety of medical conditions covering all age ranges, and will demonstrate appropriate treatment modalities, to their appropriate EMS skill level.

**Related Measures:**

M 10: A preceptor assesses the student by watching all their actions both with the patient, and also with the entire health care team

Source of Evidence: Academic direct measure of learning - other

As stated above, EMS students not only are required to perform a great deal (24-750 hours, depending on level) of clinical time during their program, but are always closely supervised and monitored by experienced and highly skilled preceptors. Part of the preceptors' job is to test the EMS students' differential diagnoses, and see if they were indeed, correct with their best guess as to what was wrong with the patient. In the EMS world, this can be a very difficult thing to do, as we lack a great deal of diagnostic equipment and information generally gained within the hospital, so we need to rely on other skills, and our "sixth sense," among other things. A preceptor assesses the student by watching all their actions both with the patient, and also with the entire health care team. They also watch the student's decision making and ability to prioritize actions and delegations to others. They closely listen and/or monitor the radio report and all other communication and documentation to the hospital, to help verify that the differential diagnoses was correct, or at least "in the ball park." Some of the assessment tools used are subjective, and later noted on the preceptor evaluation (see attachments, "ALS Clin, Part A-D"). The preceptor and student will then discuss privately during a debriefing session at a later time. The objective and quantitative assessment tools are also noted on the evaluation instrument and logged for student records.

**Achievement Target:**

Accuracy of EMS students' differential diagnoses

**Findings (2009-2010) - Achievement Target: Partially Met**

For the Spring '10 semester, in 7 sections, a total of 41 students were sampled. During Spring '10, we had 91.3% students demonstrate adequate competency on clinical skills, including differential diagnoses on a broad range of medical conditions within multiple hospital environments. These were within EMS 170 and 172, the two clinical courses for EMT-Intermediate students. Students cannot continue in the EMS sequence without demonstrating clinical competencies in a safe and conscientious manner.

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

O 5: 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 Measures:

M 3: Closely monitor results of Virginia State Written exam results

Source of Evidence: Academic indirect indicator of learning - other
Closely monitor results of Virginia State Written exam results

Achievement Target:

Basic students to pass state certifying written exam

Findings (2009-2010) - Achievement Target: Partially Met

For the Spring '10 term, NOVA students showed a 95.7% pass rate for the Virginia state written exam, as compared to 77% pass rate average for the rest of the EMT programs across the Commonwealth.

O 6: Goal #2: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-B

Goal #2: 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 practical exams, including both medical, trauma and random skills stations.

Related Measures:

M 4: Closely monitor results of Virginia State practical exam results. See attachments, for additional tools.

Source of Evidence: Academic indirect indicator of learning - other
Closely monitor results of Virginia State practical exam results. See attachments, for additional tools.

Achievement Target:

EMT-Basic students to pass state certifying practical exams, including both medical, trauma and random skills stations

Findings (2009-2010) - Achievement Target: Partially Met

For the Spring '10 term, NOVA students demonstrated a 91.2% pass rate, as compared to a 69% average pass rate for the EMT programs across the Commonwealth. This is a collective average, for all three stations: medical and trauma assessments and random skills.
Goal #3: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In

Related Measures:

M 5: Closely monitor National Registry test scores

Source of Evidence: Academic direct measure of learning - other
Closely monitor National Registry test scores This is a computer-based exam, taken off-site, with 150 questions, lasting 2 ½ hours.

Achievement Target:

EMT-Intermediate students to pass National Registry written exam.

Findings (2009-2010) - Achievement Target: Partially Met

For the Spring ‘10, 76.1% EMT-Intermediate students passed the National Registry written exam. 68% = national average

Goal #4: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In

Related Measures:

M 6: Closely monitor National Registry test site including practical skill stations,

Source of Evidence: Academic indirect indicator of learning - other
Closely monitor National Registry test site including practical skill stations, See attachment for example.

Achievement Target:

EMT-Intermediate students to pass National Registry practical exam (11 separate skill stations)

Findings (2009-2010) - Achievement Target: Partially Met

For the Spring ‘10 term, 78.9% EMT-Intermediate students passed the National Registry practical exam. 71% = national average pass on first attempt, 85% cumulative pass on third attempt.
Goal #5: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Pa

Goal #5: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Paramedic students to pass National Registry written exam.

**Related Measures:**

*M 7: Closely monitor National Registry test scores*

Source of Evidence: Academic indirect indicator of learning - other
Closely monitor National Registry test scores EMT-Paramedic students to pass National Registry written exam. This is a computer-adaptive exam, taken off-site, and could be as few as 40 questions, and as many as 180 questions, lasting as long as 3 hours.

**Achievement Target:**

EMT-Paramedic students to pass National Registry written exam.

**Findings (2009-2010) - Achievement Target: Partially Met**

For the Spring ‘10, 70% students passed the National Registry written exam. 68% = national average

Goal #6: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Pa

Goal #6: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Paramedic students to pass National Registry practical exam (12 separate skill stations).

**Related Measures:**

*M 8: Closely monitor National Registry test site including practical skill stations,*

Source of Evidence: Academic indirect indicator of learning - other
Closely monitor National Registry test site including practical skill stations, See attachment for example.

**Achievement Target:**

EMT-Paramedic students to pass National Registry practical exam (12 separate skill stations)

**Findings (2009-2010) - Achievement Target: Met**

For the Spring ‘10 term, 100% of students passed the practical exam. 85% = national average
Commitment was made to bring in additional instructors for mock practical scenarios, within 7-10 days prior to National Registry testing

While the EMS program is satisfied with the overall pass rate, we would like to see the initial pass rate on first attempt at a higher value. We have decided to increase time allotted to pure skills practice, and mock testing scenarios, at end of semester, adding demonstration videos and other teaching tools manufactured by Virginia OEMS in response to updated practical exam format. Instructors need to continually give students all scenarios, and all skills, and be careful not to "teach to the test." Made commitment to bring in additional instructors for mock practical scenarios, within 7-10 days prior to National Registry testing, as funding is allowed - use state certified evaluators, if possible. Commitment made to continually purchase additional equipment, for those students not able to test at NOVA, such that not have to work with unfamiliar equipment.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Closely monitor results of Virginia State practical exam results. See attachments, for additional tools. | Outcome/Objective: Goal #2: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-B

Commitment made to continually update skills and equipment as area protocols adapt and technologies improve

Continued efforts: Although these students show to be statistically adequate, the EMS program continually strives to increase skills competency on the practical testing. We will continue to run scenarios in SimLab, to increase degree of difficulty, continue to offer consolidated skills review course in multiple format shortly before testing date, to encourage student success. Utilize multiple evaluators within the review course held shortly before the test date, as state funding allows, so students have access to multiple teaching, learning and evaluator styles. Continually update skills and equipment as area protocols adapt and technologies improve (i.e. King airway, new in '08; ResQPod, new in '09; Glide Scope, new in '09, Capnography,'10

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):

**Measure:** Closely monitor National Registry test site including practical 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

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**Student assignment of online testing entity.**

Continued efforts: The EMS Department has continually watched this particular statistic remain essentially unchanged, yet we continually attempt to add enhancements to both the standard curriculum and our specific test review courses, to increase both testing competency and student testing comfort level. Student scores and demonstrated skills within the regular curriculum show knowledge base achievement and retention. We have purchased online practice testing tools and have mandatory assignments within the modicum, but students still state they are intimidated within computer testing center off-campus. We will continue to increase student assignment of online testing entity beginning Spring '11. Have increased usage of purchased hard-copy versions of mock NREMT exams, and are utilizing in Blackboard sites, as pre- and post-course exams, will increase usage in mandatory settings, to increase compliance with recalcitrant and/or computer "illiterate" students. Began in Spring '10, and we compare scores to NREMT pass rates. Decided to purchase new J B online testing program in January 2011, which gives students more appropriate feedback than current Platinum test program.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

Relationships (Measure | Outcome/Objective):

**Measure:** Closely monitor National Registry test scores | **Outcome/Objective:** Goal #5: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Pa

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**Continued to recruit and retain more of the same skilled and experienced levels of nursing preceptors, or better.**

The EMS Department is satisfied with the results of the SLO, for the EMT-Intermediate students. A significant factor for the success of the clinical courses, leading to the differential diagnoses SLO, as well as other clinical competencies, is that we have strived to hire skilled and experienced nursing preceptors, who are not only attuned to the EMS community, but also excel to be good instructors and effective communicators within the teaching arena. The program thinks the positive outcome of this SLO demonstrates that we've achieved this
goal, but since the preceptors have shown attrition due to the inadequate pay, we will endeavor to continue to recruit and retain more of the same, or better.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: A preceptor assesses the student by watching all their actions both with the patient, and also with the entire health care team | Outcome/Objective: Students of all EMS levels will demonstrate differential diagnosis competencies regarding a broad variety of medical conditions

Scenarios in SimLab, degree of difficulty; consolidated skills review course

Although these students show to be statistically adequate, the EMS program continually strives to increase skills competency on the practical testing. We decided to continue to run scenarios in SimLab, at an increased degree of difficulty, and to continue to offer consolidated skills review course in multiple format shortly before testing date, to encourage student success. Commitment to utilize multiple evaluators within the review course held shortly before the test date, as state funding allows, so students have access to multiple teaching, learning and evaluator styles. Continued efforts to continually update skills and equipment as area protocols adapt and technologies improve (i.e. King airway, new in '08; ResQPod, new in '09; GlideScope, new in '09, Capnography, ‘10).

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Closely monitor National Registry test site including practical 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

Made plans to more closely monitor the “failures” in the subsequent semesters

Continued efforts: The EMS Department while initially satisfied with this statistical result, believes there is no reason why this particular group cannot demonstrate nearly 100% competency, as there are very few skills involved at the EMT-Basic level. We would suspect that perhaps part of the "delta" between the 89.2% and 100% may be due to students not turning in paperwork in a timely fashion, etc. which is always a factor in clinically-heavy courses. We have decided to more closely monitor the "failures" in the subsequent semesters, and
see if they are true failures, as to lack of skills competency, or did they just fail to turn in their paperwork on time or other inability to follow directions, etc.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Observations of preceptors of students' clinical assessments  
- **Outcome/Objective:** EMS Students will implement patient care assessments and treatments while performing in clinical and field internship settings

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**Student assignment of online testing entity.**

Continued efforts: The EMS Department has continually watched this particular statistic remain essentially unchanged, yet we continually attempt to add enhancements to both the standard curriculum and our specific test review courses, to increase both testing competency and student testing comfort level. Student scores and demonstrated skills within the regular curriculum show knowledge base achievement and retention. We have purchased online practice testing tools and have mandatory assignments within the modicum, but students still state they are intimidated within computer testing center off-campus. We made plans to increase student assignment of online testing entity beginning Spring ’11. Have increased usage of purchased hard-copy versions of mock NREMT exams, and have been using in Blackboard sites, as pre- and post-course exams, to increase usage in mandatory settings, to increase compliance with recalcitrant and/or computer "illiterate" students. Began in Spring '10, and we compare scores to NREMT pass rates.

- **Established in Cycle:** 2009-2010  
- **Implementation Status:** Planned  
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Closely monitor National Registry 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

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**High-caliber, college-level written exams, to encourage student success are planned.**

While the EMS program was satisfied with the results of the written exam pass rate, and the achievement goal met, the program planned to continue to write high-caliber, college-level written exams, to encourage student success.
Program faculty have constantly reviewed and revised exams, both individually and as a group, to not only keep high standards, but also maintain test security, as so many of our students return or come from the same agencies. Upgraded EMS website in 9/10, including lecture PowerPoint to encourage student preparation and course participation before class time.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

O 9: To encourage students to complete their degree

To encourage students to complete their degree

Related Measures:

M 1: Number of Graduates by Program and Specialization

Source of Evidence: Academic indirect indicator of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006
Through 2009-2010

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met


O 10: To increase the success rate of students in their required courses

To increase the success rate of students in their required courses

Related Measures:

M 2: Grade Distribution by Course for required courses; success rate by discipline 2009, 2008

Source of Evidence: Performance (recital, exhibit, science project)
Grade Distribution by Course for required courses Success Rate by Discipline
2009 2008

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

Fall 2008 % Success Fall 2009 % Success CON 100 67 CON 110 100 100
CON 111 92 100 CON 112 100 CON 120 100 CON 214 97 CON 215 100 CON
216 96 CON 217 100 CON 218 100 100 Success Rate by Discipline 2009:
98.9% 2008: 91.3% College Average for Course Success rate: 2009: 73% 2008:
74%
O 11: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

**Related Measures:**

M 3: Distribution Of Program Placed Students By Curriculum And Award Type

Source of Evidence: Academic indirect indicator of learning - other
Distribution Of Program Placed Students By Curriculum And Award Type
(Factbook 09-10 Table 1.14)

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

FALL 2005 FALL 2006 FALL 2007 FALL 2008 FALL 2009 26 24 34 34 47
Increase of 38% from the previous year

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

Faculty have committed to discuss at the next cluster meeting ways this can be addressed and changes that could result in improvements.

After increasing from 07-08 to 08-09, the number of graduates decreased to the 07-08 level. The faculty make-up was in transition last year, which may have affected this. Faculty have committed to discuss at the next cluster meeting ways this can be addressed and possible changes that could result in improvements. Plans to assess this program goal again next year have been made.

**Established in Cycle:** 2009-2010
**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

Students in CON courses have continued to pass those courses at a higher rate than the college average, meeting the achievement target
Students in CON courses have continued to pass those courses at a higher rate than the college average, meeting the program's achievement target. Plans to assess this program goal again next year have been made.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Grade Distribution by Course for required courses; success rate by discipline 2009, 2008 | **Outcome/Objective:** To increase the success rate of students in their required courses

The number of program-placed students continued to increase, meeting the program's achievement target.

The number of program-placed students continued to increase, meeting the program's achievement target. Scheduled assessment of this program goal again next year have been made.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Distribution Of Program Placed Students By Curriculum And Award Type | **Outcome/Objective:** To increase the number of program placed students in the program.
Detailed Assessment Report
2009-2010 Drivers Education Career Studies Certificate

Student Learning Outcomes, 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 Measures:

M 3: Completion of the appropriate chapters in the VADETS program and the workbook.

Source of Evidence: Academic direct measure of learning - other
EDU 114 Completion of the appropriate chapters in the VADETS program and the workbook.

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

Spring 2010 Virtually all grades on the VADETS have been 90 or better. All students have turned in the workbooks. Since beginning to teach, I have only failed two students, both of whom didn't do the required work.

O 10: Students will be able to identify various signs and rules under Virginia traffic laws.

Students will be able to identify various signs and rules under Virginia traffic laws.

Related Measures:

M 4: Students get drilled on the road about the signs we pass.

Source of Evidence: Academic direct measure of learning - other
EDU 214 While a large portion of EDU 114 deals with this topic, and all students have a good deal of driving experience, students get drilled on the road about the signs we pass. The point of this exercise is to teach them how to teach driving to novice drivers

Achievement Target:
Monitoring for continuous improvement
Findings (2009-2010) - Achievement Target: Met

All students passed. Since students have been quizzed during EDU 114, the emphasis is on teaching them how to quiz novice drivers.

O 11: Students develop ability to teach behind the wheel

Students develop ability to teach behind the wheel

Related Measures:

M 5: All students acquire 14 hours behind-the-wheel observation at a driver training school & 2 hrs of training with course instructor

Source of Evidence: Academic direct measure of learning - other
All students acquire the 14 hours of behind-the-wheel observation at a public or private driver training school and two hours of teacher training with the EDU 214 course instructor.

Achievement Target:

Successful completion of forms turned in by each student that verifies that the observation time was completed

Findings (2009-2010) - Achievement Target: Partially Met

The percent of students who completed these items was satisfactory. Evaluate completion forms turned in by each student that verifies that the observation time was completed. Successful completion of these items is required to pass the course.

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 Measures:

M 6: Each student must do a classroom presentation, actually teaching a lesson from the curriculum

Source of Evidence: Presentation, either individual or group
EDU 114 Each student must do a classroom presentation, actually teaching a lesson from the curriculum. Students are graded by clarity of presentation, effort put into developing the presentation (visuals, power points, etc.), and ability of presentation to grab students interest (subjective).
Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

The quality of most presentations was very good. Presentation grades in the past have been A's or B's due to the effort the students put into the presentations.

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

O 7: Maintain sufficient enrollment to continue program.

Maintain sufficient enrollment to continue program.

Related Measures:

M 1: enrollment data

Source of Evidence: Academic indirect indicator of learning - other enrollment data

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

Summer 2009 - 12 Fall 2009 - 20 Spring 2010 - 19 Fall 2008 - 16 Spring 2009 - 12 Fall 2009 enrollment was 20 for EDU 114 and EDU 214. Spring 2010 enrollment was 19 in both classes. Summer 2010 enrollment was 18 and Fall 2010 enrollment was 10. Enrollment numbers depend on factors beyond our control. Every two years or so Fairfax County offers the course free to its teachers. That reduces enrollment from that source. As long as the Virginia DMV and DOE require licensing and/or certification of driver education instructors, there will be a demand for the course.

O 8: Keep curriculum current.

Keep curriculum current.

Related Measures:

M 2: Attend seminars and evaluate latest literature and other materials in the field.

Source of Evidence: Academic indirect indicator of learning - other Attend seminars and evaluate latest literature and other materials in the field.
Achievement Target:
Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Met**

The teaching faculty attended a meeting in Lynchburg in the fall of 2009, where the participants discussed their programs. The program made improvements in the course based on the meeting.

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

*The program has decided to work closely with the coordinating dean to see what else we can do to publicize the course*

Considering the factors beyond our control, we should expect a steady demand for the course. The program has decided to work closely with the coordinating dean to see what else we can do to publicize the course. However, most of the people who have taken it had no trouble finding out about it from colleagues in public and private schools.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** enrollment data | **Outcome/Objective:** Maintain sufficient enrollment to continue program.

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**Because all students passed, the achievement target was met.**

Because all students passed, the achievement target was met.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Students get drilled on the road about the signs we pass. | **Outcome/Objective:** Students will be able to identify various signs and rules under Virginia traffic laws.

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**The percent of students who completed these items was satisfactory.**
The percent of students who completed these items was satisfactory.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: All students acquire 14 hours behind-the-wheel observation at a driver training school & 2 hrs of training with course instructor | Outcome/Objective: Students develop ability to teach behind the wheel

The program added a requirement for a hard copy of the workbook to be completed along with the VADETS program.

The program added a requirement for a hard copy of the workbook to be completed along with the VADETS program. This requirement soon after the meeting. The DOE is working on a new curriculum.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Attend seminars and evaluate latest literature and other materials in the field. | Outcome/Objective: Keep curriculum current.

The program has decided to implement a formal checklist to grade them in the Spring 2011 term.

Though the quality of most presentations was very good, the program has decided to implement a formal checklist to grade them in the Spring 2011 term.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Each student must do a classroom presentation, actually teaching a lesson from the curriculum | Outcome/Objective: Students will use the instructional content of the Driver Education Curriculum to develop lesson plans
Continued monitoring of the assessment level.

The program has been pleasantly surprised by the almost unanimous completion of all tasks assigned to my students. Successful completion of the workbook is necessary to pass the course. Students made target level of achievement. We have decided to continue to monitor the assessment level.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Completion of the appropriate chapters in the VADETS program and the workbook. | Outcome/Objective: Students will be able to define and describe the nature of driving tasks as they relate to the highway transportation system.
O 12: Analyze the elements of a quality program

Analyze the elements of a quality program

Related Measures:

M 7: CHD 270: Students work with a mock budget to analyze how elements and decision making affect the quality of EC programs.

Source of Evidence: Academic direct measure of learning - other
CHD 270: Students work with a mock budget to analyze how elements and decision making affect the quality of EC programs.

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

Spring 2010: Alexandria (T=35) In 3 sections, the majority (22) earned above average grades; 11 earned satisfactory grades; 3 received no credit. Manassas (T=15) In one section, all students earned above average grades. Loudoun (T=14) In one section, 12/14 earned above average grades. 2 Received satisfactory grades.

O 13: Integrate strategies for working with diverse groups

Integrate strategies for working with diverse groups

Related Measures:

M 8: CHD 216: Students worked in small groups to create a Parent/Family Resource Collection; students presented their findings

Source of Evidence: Project, either individual or group
CHD 216: Students worked in small groups to create a Parent/Family Resource Collection; students presented their findings and shared resources with the class.

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met
Spring 2010: Alexandria. (T = 27). 25 students earned at least 40/50; 2 earned 36/50. (Manassas) (T=15). 15 students earned at least 40/50. Loudoun. (T=15). 13 students earned above average grades. 2 students earned satisfactory grades.

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

**O 9: 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 Measures:**

**M 3: Discuss with the Advisory Committee new ways of meeting community needs.**

Source of Evidence: Academic indirect indicator of learning - other
Discuss with the Advisory Committee new ways of meeting community needs.

**Achievement Target:**

Updated the Articulation Agreement with GMU to bring the revised AAS course numbers into alignment with the agreement. This will allow for smooth transfer to GMU for students. Additional changes suggested by GMU to align with curriculum changes to their BIS program are beneficial to NOVA students. This fits into the career lattice which encourages early childhood professionals to seek advanced degrees.

**M 4: Increased number of sections to diversify geographic availability; Increased number of online offerings by 2.**

Source of Evidence: Academic indirect indicator of learning - other
Increased number of sections to diversify geographic availability Increased number of online offerings by 2.

**Achievement Target:**

Increased number of sections to diversify geographic availability; Increased number of online offerings by 2.

**Findings (2009-2010) - Achievement Target: Met**

CHD 166 and CHD 165 online were implemented in Spring 2010. CHD 164, CHD 146, and CHD 119 were developed in Spring 2010 to begin in Fall 2010.
These additional online courses expand availability to students who are far from campus. Student enrollment suggests that these offerings met the geographic availability needs of students and localities. Alexandria campus' partnership with Hopkins House resulted in three additional sections per semester in Alexandria City. This occurred in conjunction with a national grant-funded initiative to enhance early learning outcomes in this locality. Ten students at Hopkins house are near completion of the career studies certificate program. Manassas campus worked with the Fairfax County Office for Children to offer courses for the School Age Child Care Providers resulting in one additional section in Fall 2009 and Spring 2010.

O 10: Align program with national standards and obtain NAEYC accreditation

Align program with national standards and obtain NAEYC accreditation

Related Measures:

M 5: Aligned our course objectives with NAEYC standards

Source of Evidence: Academic indirect indicator of learning - other
Aligned our course objectives with NAEYC standards

Achievement Target:

Course objectives will be aligned with NAEYC standards

Findings (2009-2010) - Achievement Target: Partially Met

Timeline developed and followed

O 11: 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 Measures:

M 6: Worked with the VA Head Start Collaboration Office within the DSS to develop two new career studies certificates

Source of Evidence: Academic indirect indicator of learning - other
Worked with the VA Head Start Collaboration Office within the DSS to develop two new career studies certificates

Achievement Target:

Two new career studies certificates will be developed.

Findings (2009-2010) - Achievement Target: Met
ECD career studies certificate was developed and was offered in Fall 2010. The Infant/Toddler career studies certificate was offered in Fall 2010.

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

**Course objectives were aligned, and the self-study process has begun in accordance with the timeline**

Achievement target met in that course objectives were aligned, and the self-study process has begun in accordance with the timeline.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Aligned our course objectives with NAEYC standards |
- **Outcome/Objective:** Align program with national standards and obtain NAEYC accreditation

**Made decision to offer online courses again. Decided to offer additional courses for off-campus partnerships.**

Achievement target was met and the results were satisfactory. Target was met in that the commitment has been made to offer online courses again as well as additional courses for off-campus partnerships.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Increased number of sections to diversify geographic availability; Increased number of online offerings by 2. |
- **Outcome/Objective:** Actively engage with community stakeholders and respond to local needs

**The achievement target was met and the results were satisfactory.**

The achievement target was met and the results were satisfactory. Planned to assess this again in the Spring 2011.

- **Established in Cycle:** 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CHD 216: Students worked in small groups to create a Parent/Family Resource Collection; students presented their findings | Outcome/Objective: Integrate strategies for working with diverse groups

Decided to modify the assignment for clarity

Achievement target was met and the results were satisfactory. Decided to modify the assignment for clarity. Based on faculty and student feedback, the assignment needed to be clarified and simplified to focus on analysis of quality components more, and less on the 'math' aspects. Assignment should be broad enough to include both center based and family child care staff. Planned to assess again in Spring 2011.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: CHD 270: Students work with a mock budget to analyze how elements and decision making affect the quality of EC programs. | Outcome/Objective: Analyze the elements of a quality program

Committed to continued work with local Head Start agencies to meet national requirements for training

Achievement target was met and the results were satisfactory. We committed 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 career studies certificates are also in the other certificates and degrees.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

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
Detailed Assessment Report
2009-2010 Communication Design, A.A.S.

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

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

To research, formulate visual concepts and solve visual ideas.

Related Measures:

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

Source of Evidence: Portfolio, showing skill development or best work
ART 264 Interactive Design 2 Documentation of the design of a comprehensive portfolio website that includes sit 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. ART 264 Interactive Design 2 Critique comprehensive portfolio website

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

Spring 2010 a. Data Collection Data was collected from the AL section Sample Size = 18 student Excellent = 11 Good = 2 Average = 4 Poor = 4 1 withdraw 1 audit Spring 2010 a. Data Collection Data was collected from the AL section Sample Size = 18 students Excellent = 16 Good = 1 Average = 0 Poor = 1 1 withdraw 1 audit

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

O 11: 1. To bring in outside professionals to lecture on the communication design field.
1. To bring in outside professionals to lecture on the communication design field.

**Related Measures:**

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

Source of Evidence: Academic indirect indicator of learning - other

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

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

Spring 2010 Total Students = 126 A total of 126 students participated in 6 guest lectures by professionals in the fields of interactive informational design, web design and development, package design, and copyright compliance.

O 12: 2. To encourage number of and attendance at program-sponsored events.

2. To encourage number of and attendance at program-sponsored events.

**Related Measures:**

**M 5: Participation in programs sponsored by the Communication Design Advisory Committee, developed to teach students about the field**

Source of Evidence: Academic indirect indicator of learning - other

Participation in programs sponsored by the Communication Design Advisory Committee, developed to teach students about the field from the viewpoint of practicing professionals.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

Spring 2010 Event 1 = 32 students Event 2 = 18 students Event 3 = 15 students

O 13: 3. To encourage students to continue through all courses and complete the degree.
3. To encourage students to continue through all courses and complete the degree.

**Related Measures:**

**M 6: Enrollment rates of higher-level classes.**

Source of Evidence: Academic indirect indicator of learning - other Enrollment rates of higher-level classes.

**Achievement Target:**

Increase enrollment in higher-level classes

**Findings (2009-2010) - Achievement Target: Partially Met**

Spring 2010 4 sections ART 217 = 17 (LO only) ART 218 = 18 ART 265 = 22 ART 264 = 18 (AL only) Classes have either grown or remained about the same.

**O 14: To prepare students for employment in the communication design field.**

4. To prepare students for employment in the communication design field.

**Related Measures:**

**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 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.

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**

Spring 2010 Total Students = 31

**O 15: To encourage students to complete a AAS degree in Communication Design**

To encourage students to complete a AAS degree in Communication Design

**Related Measures:**

**M 8: Graduation data**
Source of Evidence: Academic indirect indicator of learning - other Graduation data

**Achievement Target:**

Increased number of graduate receiving an AAS degree in Communication Design

**Findings (2009-2010) - Achievement Target: Partially Met**

2009-2010 Total Students = 27

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

Faculty decided to assess the barriers to completing a degree and discuss as a cluster how to address these barriers

Faculty planned to encourage students to complete their degrees. Faculty decided to assess the barriers to completing a degree and discuss as a cluster how to address these barriers.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Graduation data | **Outcome/Objective:** To encourage students to complete an AAS degree in Communication Design

Faculty planned to design a visiting lecturer evaluation for the students to complete after each lecture by November 2010

Faculty assessed professional lectures and has decided to invite back the professionals they felt provided the best information to the students. Created a special topics class for the summer session based on interest and inquiries from students regarding web design and development using WordPress. Faculty planned to design a visiting lecturer evaluation for the students to complete after each lecture by November 2010.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
Measure: Lectures by visiting professionals to a select number of Communication Design courses. | Outcome/Objective: 1. To bring in outside professionals to lecture on the communication design field.

Faculty planned to follow up with all 287 students the next semester to see if they need any assistance in updating their portfolios

Planned for next academic year: Faculty will encourage students to make changes suggested by the Advisory Committee members. Faculty will follow up with all 287 students the next semester to see if they need any assistance in updating their portfolios. Faculty will review the possibility of establishing a night where students that have completed the practice interview may come in for more assistance. Faculty will discuss at the first Fall meeting the enrollment rates our capstone course, ART 287 in comparison to last year. No benchmark was set last year; therefore this number will be used in comparison in future years.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

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: 4. To prepare students for employment in the communication design field.

Faculty into lower level courses and provide information to classes about advanced level courses by Fall 2010 semester

Planned for next academic year: Faculty will go into lower level courses and provide information to classes about advanced level courses by Fall 2010 semester. Faculty will encourage appointments for advising to all mid-level classes by Fall 2010. Faculty will discuss at the first Fall meeting the enrollment rates of higher-level classes in comparison to last year. 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.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Enrollment rates of higher-level classes. | **Outcome/Objective:** 3. To encourage students to continue through all courses and complete the degree.

Commitment has been made to identify students who are falling behind by 3rd week of the 9-week project and work with them documentation and research skills

The results were mostly satisfactory and the process of documenting the research conceptual development and visual solutions was achieved through a "process book." Action planned: Identify students who are falling behind by 3rd week of the 9-week project and work with them documentation and research skills. Overall the results were satisfactory. With the Action planned there is hope that more students be successful. Students would benefit from investing more time developing their technical knowledge base in order to make better design choices to enhance the communication of their concepts. Action planned: Students who do not complete the process and research portion of the portfolio site are shown to have more problems with the final execution. We have committed to identifying students who are falling behind by 3rd week of the 9-week project who and work with them documentation and research skills. This has been planned for Spring 2011 Overall the results were satisfactory. With the Action planned there is hope that average students can develop further and stop them from falling behind. Will assess again in Spring 2011

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Documentation of the design of a comprehensive portfolio website; Critique comprehensive portfolio website | **Outcome/Objective:** To research, formulate visual concepts and solve visual ideas.

Made commitment to work with additional full-time and adjunct faculty members to encourage participation

Faculty and advisory sub-committee advertised and promoted participation in a typographic event that lays the groundwork for a Fall 2010 Advisory board Topic Show event. 2 faculty members awarded extra credit for students that attended. Made commitment to work with additional full-time and adjunct faculty members to encourage participation. Made plans to discuss in early Fall 2010 program meetings. Faculty and advisory sub-committee had a job seminar. The professorial designers discussed in small groups what they do as designers. Art Gallery Talk held by an artist showing in the gallery. Students were graded for attendance and participation. Follow up to evaluate turnout at each event.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Participation in programs sponsored by the Communication Design Advisory Committee, developed to teach students about the field |
  Outcome/Objective: 2. To encourage number of and attendance at program-sponsored events.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Effective Communication (orally and written)

Students will communicate effectively consistent with career requirements of the construction management industry (orally and written).

Related Measures:

M 1: BLD 241 Project

Source of Evidence: Presentation, either individual or group BLD 241 in-class presentation and associated written assignment to be prepared by students of BLD 241. Students will create an employee handbook for a construction related company. Project will be graded using a rubric with criteria related to organization, content, originality, and grammar. Rubric attached. SLO assessment performed fall 2009. SLO will be assessed again in 2 years.

O 2: Interpret Construction Documentation

Students will accurately interpret construction documentation.

Related Measures:

M 2: DRF 165 Exam

Source of Evidence: Written assignment(s), usually scored by a rubric SLO will be assessed fall 2010.

O 3: Construction Materials

Students will identify characteristics of basic construction materials / systems and explain their application in the construction industry.

Related Measures:

M 3: BLD 102 Materials & Methods Exam

Source of Evidence: Academic direct measure of learning - other SLO will be assessed spring 2010.

Achievement Target:

80% of students will have obtained an 80% or better on exam that covers construction materials and methods.
Findings (2009-2010) - Achievement Target: Partially Met

The instructor administered a comprehensive final examination on the subject of materials and methods to the class of 23 students. Of the 23 students, 18 students (or 78%) earned an 80% or better. Review of exams did not indicate any one area where students were having trouble. The missed problems were sporadic in nature.

O 4: Construction Cost Estimating

Students will accurately estimate construction costs.

Related Measures:

M 4: BLD 231 Exam

Source of Evidence: Written assignment(s), usually scored by a rubric
Students will show proficiency in estimating materials quantities; soil, concrete, metals, masonry, lumber, drywall, flooring and finishes. SLO assessed fall 2009. SLO will be assessed again in 2 years.

O 5: Planning and Scheduling

Students will accurately prepare construction plans schedules utilizing industry standards.

Related Measures:

M 5: BLD 247 Project

Source of Evidence: Project, either individual or group
Students will be assigned a planning and scheduling project. Students will receive a rubric indicating criteria for a successful project. SLO will be assessed fall 2010.

O 6: Construction Safety

Students will identify safe construction practices.

Related Measures:

M 6: BLD 102 Pre/Post Test

Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Students will be given a pretest to determine their knowledge of construction related safety. They will be given a post test after the subject matter has been taught in class. The pretest performance will be compared to the post test performance. SLO was assessed in spring 2010. SLO will be assessed again in two years.
Achievement Target:

80% of students will show significant improvement between safety pretest and safety post test.

Findings (2009-2010) - Achievement Target: Met

23 students were given a 20 question pretest covering OSHA construction related safety practices. Of the 23 students, all of them scored below a 50%. The same students were given a 20 question post test. Of the 23 students, all of them passed the post test with a grade of 80% or better.

O 7: Construction Contracts

Students will be able to interpret construction related contractual and legal requirements.

Related Measures:

M 7: BLD 242 Exam

Source of Evidence: Academic direct measure of learning - other
In class exam will be graded using a rubric. SLO assessment performed spring 2010. SLO will be assessed again in two years.

Achievement Target:

Students will be given a comprehensive final exam. Greater than 75% of students will successfully complete the final exam with a grade of 80% or better indicating that they have a well rounded understanding of construction contracts.

Findings (2009-2010) - Achievement Target: Partially Met

Instructor administered 30 question exam to class of 28 students. Instructor included 3 additional questions for extra credit. Instructor graded the exam and then analyzed percent correct for each individual question. Average grade for the exam was 85%. 7 of the 28 students earned less than 80%. So, just 75% of the students earned greater than an 80%. An analysis of the individual questions indicated that there were no single questions consistently missed. Incorrect answers seem to be random indicating that no one area was neglected by instructor.

O 8: Site Layout

Students will perform surveying calculations necessary for site layout.

Related Measures:

M 8: ARC 225 Project

Source of Evidence: Academic direct measure of learning - other
SLO will be assessed fall 2010.

**O 9: Human Resource Management**

Students will successfully identify and demonstrate skills necessary to manage human resources related to the construction industry.

**Related Measures:**

- **M 9: BLD 241 Exam**

  Source of Evidence: Academic direct measure of learning - other
  Students will take an in-class exam. Select questions on the exam were chosen for the assessment based on their content. Those particular exam questions will be graded using a rubric. SLO assessment performed fall 2009. SLO will be assessed again in 2 years.

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

**O 10: Program Enrollment**

Continually attract new students to the program by getting the program more visibility.

**Related Measures:**

- **M 10: Program Placement Data**

  Source of Evidence: Existing data
  Program placement data provided by OIR.

- **M 13: Employer Survey**

  Source of Evidence: Employer survey, incl. perceptions of the program
  Survey employers of recent graduates as well as current students. Also survey local construction related employers of no known students / graduates to gauge knowledge of construction management technology program.

**O 11: Further Education**

Interested students successfully transfer into a Bachelor degree program.

**Related Measures:**

- **M 11: Transfer Data**

  Source of Evidence: Transfer acceptance rates, esp. for 2-yr college
  Transfer information compiled by OIR and student interviews.

- **M 12: Recent Graduate Survey**
Source of Evidence: Exit interviews with grads/program completers
Recent graduates info provided by OIR and program exit interview.

**O 12: Employment**

Students obtain a position of responsible charge in or related to the construction industry.

**Related Measures:**

**M 12: Recent Graduate Survey**

Source of Evidence: Exit interviews with grads/program completers
Recent graduates info provided by OIR and program exit interview.

**M 13: Employer Survey**

Source of Evidence: Employer survey, incl. perceptions of the program
Survey employers of recent graduates as well as current students. Also survey local construction related employers of no known students / graduates to gauge knowledge of construction management technology program.

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

**Advertising**

Planned to advertise program to the public.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High

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

- **Measure:** Program Placement Data
- **Outcome/Objective:** Program Enrollment

- **Completion Date:** 05/01/2010
- **Responsible Person/Group:** D. Cantwell

**Articulation Agreements**

Decided to develop approximately one articulation agreement every 2-3 years to increase the amount of opportunities for students wishing to continue their education elsewhere after obtaining their AAS degree.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High
BLD 241 Presentation Assignment

The average of this assignment was relatively high. Students did well in each area addressed by the criteria. This was the first time that this assignment was given with an associated rubric. The rubric very clearly spelled out the requirements of the project. I believe the students performed very well as a result of well defined requirements. Faculty made plans to review the rubric and verify that it is consistent with the intended rigor.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: BLD 241 Project | Outcome/Objective: Effective Communication (orally and written)

Completion Date: 09/01/2010
Responsible Person/Group: BLD 241 Faculty

Construction Company Networking

Made plans to work with employers to identify positions as they become available. Timing depends on how quickly the economy recovers.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Employer Survey | Outcome/Objective: Program Enrollment
Measure: Recent Graduate Survey | Outcome/Objective: Employment

Implementation Description: Assess state of the industry and adjust as necessary.
Completion Date: 05/01/2010
Responsible Person/Group: D. Cantwell

Employer Satisfaction
Planned for a survey for employers of NOVA construction management students; both current students and completed students. Survey will address quality of education as reflected in student's abilities since obtaining NOVA education.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Employer Survey | Outcome/Objective: Employment | Program Enrollment

Implementation Description: Have survey developed and completed by five employers of NOVA students; current and graduates.
Completion Date: 05/01/2010
Responsible Person/Group: D. Cantwell

School Visits

Planned to visit high schools and other events where students are interested in learning more about construction management technology and the opportunities available at NOVA.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Program Placement Data | Outcome/Objective: Program Enrollment

Implementation Description: Visit two events to inform potential students of program details.
Completion Date: 05/01/2010

Review course content and exam

Instructor committed to review the course content as well as the exam subject matter and make sure that they are properly aligned. The instructor committed to also look at the students did not meet the target and try to determine a common denominator. If a similarity can be determined, it may assist the instructor in the first task listed.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

Measure: BLD 102 Materials & Methods Exam | Outcome/Objective: Construction Materials

Measure: BLD 242 Exam | Outcome/Objective: Construction Contracts
Detailed Assessment Report  
2009-2010 Engineering, A.S.

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

**O 1: Student will apply and demonstrate engineering problem solving methodology.**

Student will apply and demonstrate engineering problem solving methodology.

**Related Measures:**

- **M 1: Problem solving test**
  
  Source of Evidence: Academic direct measure of learning - other Problem solving test

**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 Measures:**

- **M 2: Problem solving test**
  
  Source of Evidence: Academic direct measure of learning - other Problem solving test

**O 11: Student will demonstrate the ability to design algorithms in solving engineering problems.**

Student will demonstrate the ability to design algorithms in solving engineering problems.

**Related Measures:**

- **M 7: EGR 126 - Computer Programming Assignments, Quizzes and Final Examinations**
  
  Source of Evidence: Academic direct measure of learning - other EGR 126 - Computer Programming Assignments, Quizzes and Final Examinations

  **Achievement Target:**

  % Passing rate of 60% to 75% is an acceptable range.

  **Findings (2009-2010) - Achievement Target: Met**
Spring Semester 2010 Averaged grade for SLO assignments - based on the design of algorithms and writing programs to solve engineering problems. "C" or better >> 62% No. of Sections: 4 No. of Students: 90 No. of Faculty: 4

O 12: Student will demonstrate knowledge of mechanics of deformable bodies.

Student will demonstrate knowledge of mechanics of deformable bodies.

**Related Measures:**

**M 8: EGR 246 - Problem solving tests**

Source of Evidence: Academic direct measure of learning - other
EGR 246 - Problem solving tests

**Achievement Target:**

% Passing rate of 60% to 75% is an acceptable range.

**Findings (2009-2010) - Achievement Target: Met**

Spring Semester 2010 Averaged grade for SLO assignments - based on the problem solving exercises on engineering mechanics of materials. "C" or better >>63% No. of Sections: 4 No. of Students: 65 No. of Faculty: 4

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

O 7: 1. To teach students principles of statics/dynamics, and prepare them for future study in Aerospace, Mechanical or Civil Engineering

1. To teach students principles of statics/dynamics, and prepare them for future study in Aerospace, Mechanical or Civil Engineering

**Related Measures:**

**M 3: The courses use problem solving test to evaluate student's performances in both statics and dynamics.**

Source of Evidence: Academic indirect indicator of learning - other
The courses use problem solving test to evaluate student's performances in both statics and dynamics. The use of problem solving test measures the student's reading and comprehension skills in addition to their math and physics abilities coupled with engineering concepts learning in statics and dynamics. Grade summary for EGR 240 Grade summary for EGR 245

**Achievement Target:**

% Passing rate of 60% to 75% is an acceptable range.
Findings (2009-2010) - Achievement Target: Partially Met

Grade summary for EGR 240 (% Passing1) Fall Semester 2009: 66% Spring Semester 2010: 55% Summer Semester 2010: 69% Grade summary for EGR 245 (% Passing1) Fall Semester 2009: 81% Spring Semester 2010: 71% Summer Semester 2010: 75% (1 Grade of "C" or better)

O 8: 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 Measures:

M 4: The courses use problem solving test to evaluate student’s performances in mechanics of materials.

Source of Evidence: Academic indirect indicator of learning - other
The courses use problem solving test to evaluate student’s performances in mechanics of materials. The use of problem solving test measures the student's reading and comprehension skills in addition to their math and physics abilities coupled with engineering concepts learning in mechanics of materials. Grade summary for EGR 246

Achievement Target:

% Passing rate of 60% to 75% is an acceptable range.

Findings (2009-2010) - Achievement Target: Met

Grade summary for EGR 246 (% Passing1) Fall Semester 2009: 71% Spring Semester 2010: 63% Summer Semester 2010: 74% (1 Grade of "C" or better)

O 9: 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 Measures:

M 5: Comparison of grades of transient students during Summer Semester 2010 with the grades of NOVA students in Fall Semester 2009 and Spring Semester 2010.
Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

EGR 240 (Grade of "C" or better) Combined Fall and Spring Semester: 61%
Summer Semester 2010: 69% EGR 245 (Grade of "C" or better) Combined Fall
and Spring Semester: 76% Summer Semester 2010: 75% EGR 246 (Grade C or
better) Combined Fall and Spring Semester: 67% Summer Semester 2010: 74%

O 10: To encourage students to complete their A. S. degree in Engineering

To encourage students to complete their A. S. degree in Engineering

Related Measures:

M 6: Awards by Curriculum Code and Specialization

Source of Evidence: Academic direct measure of learning - other
Preliminary Data OIR Data - Awards by Curriculum Code and Specialization

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

No. of Program Placed Students: 1041(2009) No. of Program Placed Students:

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

Advising engineering students

There is a significant increase in the number of graduates from the previous
year. The increase of graduates for both parent program and specialization is
acceptable. However, efforts have been planned to make further increase in the
number of graduates. It is strongly recommended that Instructors of Engineering
courses will encourage engineering students to meet with their faculty advisor
early in the program so they can determine the schedule of classes and
sequence of courses to take. Instructors plan on also reminding students to take
advantage of advising fair held every semester.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Awards by Curriculum Code and Specialization | **Outcome/Objective:**
To encourage students to complete their A.S. degree in Engineering

**Continued to monitor the performance of the course(s)**

EGR 240 is the first major engineering course in the degree program that required the synthesis of the knowledge acquired in math and physics courses. Faculty have decided to stress the importance of the application of the knowledge acquired in both math and physics and ensure that the student are prepared to successfully complete the course. Since the majority of the students in EGR 245 have completed EGR 240, the success rate of the EGR 245 course is better. Lead faculty continued to monitor the performance of the course(s) and ensure corrective actions are executed, when an acceptable range is not met.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** The courses use problem solving test to evaluate student’s performances 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 Engineering
Student Learning Outcomes, 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 Measures:

M 1: DRF 202 Project based

Source of Evidence: Academic direct measure of learning - other
DRF 202 Project based Students are asked to complete several sets of assigned projects that will allow them to apply the CAD concepts and acquire essential CAD skills.

O 2: Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Engineering Tech field.

Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Engineering Technology field.

Related Measures:

M 2: DRF 202 Project based

Source of Evidence: Academic direct measure of learning - other
DRF 202 Project based EGR 130 Problem Solving Test

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 Measures:

M 3: Grade Summary of DRF 202 and EGR 130

Source of Evidence: Academic indirect indicator of learning - other
Grade Summary of DRF 202 and EGR 130 DRF 202 provides essential skill to work in an engineering field and EGR 130 provides the necessary analytical skills.

Achievement Target:

Completion rate of DRF 202 Fall Semester 2008 (Grade of "C" or better 76%) Spring Semester 2008 (Grade of "C" or better 88%) Summer Semester 2008 (Grade of "C" or better 95%) Completion rate of EGR 130 Fall Semester 2008 (Grade of "C" or better 60%)

O 8: 2. Students taking courses for personal enrichment and interest will increase their appreciation and knowledge of Engineering Technology

2. Students taking courses for personal enrichment and interest will increase their appreciation and knowledge of Engineering Technology topics.

Related Measures:

M 4: Data of curricular and non-curricular students enrolled in DRF courses.

Source of Evidence: Academic indirect indicator of learning - other
Data of curricular and non-curricular students enrolled in DRF courses.

Achievement Target:

Fall Semester 2008 DRF 201 (135 students, 23% non-curricular) DRF 202 (29 students, 22% non-curricular) Advanced DRF courses (DRF 203, DRF 238) (30 students, 7% non-curricular) Spring Semester 2009 DRF 201 (104 students, 17% non-curricular) DRF 202 (54 students, 13% non-curricular) Advanced DRF courses (DRF 238 239, DRF 260) (76 students, 57% non-curricular) Summer Semester 2009 DRF 201 (73 students, 34% non-curricular) DRF 202 (19 students, 11% non-curricular) Advanced DRF courses (DRF 233) (17 students, 12% non-curricular)

O 9: 3. To provide graduates with fundamental academic knowledge necessary for continuing education in the Engineering Technologies

3. To provide graduates with fundamental academic knowledge necessary for continuing education in the Engineering Technologies or allied fields.

Related Measures:

M 5: Survey current students and graduates who are attending ODU Teletechnet program.

Source of Evidence: Academic indirect indicator of learning - other
Survey current students and graduates who are attending ODU Teletechne program.

**Achievement Target:**

Student indicated adequate preparation and readiness in continuing their studies of Engineering Technology.
O 12: Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

**Related Measures:**

**M 1: American Health Information Management Associations, (RHIT) National Certification Exam**

Source of Evidence: Certification or licensure exam, national or state American Health Information Management Associations, (RHIT) National Certification Exam Domain: Health Data Management Subdomain: Reimbursement

**Achievement Target:**

Score at or above national average

**Findings (2009-2010) - Achievement Target: Partially Met**

11 students 2008-2009 Cohort-NOVA 5.18/National Avg. 5.28 (National max is 8) Statistically there was 1/10th decrease from the national average in 2009 in this area. This may be statistically irrelevant.


Apply Institutional Review Board (IRB) processes and polices.

**Related Measures:**

**M 1: American Health Information Management Associations, (RHIT) National Certification Exam**

Source of Evidence: Certification or licensure exam, national or state American Health Information Management Associations, (RHIT) National Certification Exam Domain: Health Data Management Subdomain: Reimbursement

**Achievement Target:**
Score at or above national average

**Findings (2009-2010) - Achievement Target: Not Met**

- 11 students in 2008-2009 Cohort-NOVA 4.18/National Avg. 4.97 (National max is 7) Statistically the NOVA cohorts remain the same; however in 2008-2009 there was approximately a 1% decrease from the national average.

**O 14: Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as**

Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth.

**Related Measures:**

**M 1: American Health Information Management Associations, (RHIT) National Certification Exam**

Source of Evidence: Certification or licensure exam, national or state
American Health Information Management Associations, (RHIT) National Certification Exam Domain: Health Data Management Subdomain: Reimbursement

**Achievement Target:**

Score at or above national average

**Findings (2009-2010) - Achievement Target: Partially Met**

- 11 students in 2008-2009 Cohort-NOVA 7.18/National Avg. 7.61 (National max is 10) Students performed the same as in 2008 which is still 0.1 below the national average

**O 19: Interpret and explain health data structure, content, and standards.**

1. Interpret and explain health data structure, content, and standards.

**Related Measures:**

**M 8: RHIT National Certification Exam, Subdomain: A. Health Data Structure, Content and Standards**

Source of Evidence: Standardized test of subject matter knowledge
American Health Information Management Associations, RHIT National Certification Exam Domain: I. Health Data Management Subdomain: A. Health Data Structure, Content and Standards

**Achievement Target:**

Monitoring for continuous improvement.
Findings (2009-2010) - Achievement Target: Met

5 first-time candidates NOVA average: 5.66 National average: 5.17

O 20: Distinguish and differentiate between healthcare information requirements and standards

Distinguish and differentiate between healthcare information requirements and standards

Related Measures:

M 9: RHIT National Certification Exam, Subdomain: B. Healthcare Information Requirements and Standards

Source of Evidence: Standardized test of subject matter knowledge
American Health Information Management Associations, RHIT National Certification Exam Domain: I. Health Data Management Subdomain: B. Healthcare Information Requirements and Standards

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

5 first-time candidates NOVA average: 6.83 National average: 6.08

O 21: Apply the clinical classification systems appropriately.

Apply the clinical classification systems appropriately.

Related Measures:

M 10: RHIT National Certification Exam, Subdomain: C. Clinical Classification Systems

Source of Evidence: Academic direct measure of learning - other
American Health Information Management Associations, RHIT National Certification Exam Domain: I. Health Data Management Subdomain: C. Clinical Classification Systems

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Not Met

5 first-time candidates NOVA average: 8.28 National average: 9.10
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 Measures:**

**M 4:** National certification passing rate and number of successful graduates passing the exam.

Source of Evidence: Academic indirect indicator of learning - other National certification passing rate and number of successful graduates passing the exam.

**Achievement Target:**

Improve graduate performance on the national certification exam (RHIT) from previous year

**Findings (2009-2010) - Achievement Target: Not Met**

5 graduates passed the RHIT exam on the first attempt. 1 graduate failed on the first attempt.

O 16: Increase the number of graduates entering the workforce

Increase the number of graduates entering the workforce

**Related Measures:**

**M 5:** Graduate rates

Source of Evidence: Academic indirect indicator of learning - other Graduate rates

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Not Met**

Fall 2009: 1 HIM Graduate Spring 2010: 4 HIM Graduates Summer 2010: 5 HIM Graduates

O 17: Increase retention rates in the HIM program.

Increase retention rates in the HIM program.
Related Measures:

M 6: Retention Rates

Source of Evidence: Academic indirect indicator of learning - other
Retention Rates

Achievement Target:

2008-2009 increased the Cohort retention rate by 5% Retention rates have approximately remained the same over the last 2 cohorts

O 18: Increase the number of students entering the program.

Increase the number of students entering the program.

Related Measures:

M 7: Enrollment data

Source of Evidence: Academic direct measure of learning - other
Enrollment data PeopleSoft Query "NV_STUDENTS_IN_PLANS"

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

There were 113 students in the HIM program beginning in Fall 2010, and we increased our capacity by 20 to accommodate students that were awarded a scholarship as a result of a Congressional Earmark, which was funded through the Department of Education (DOE). This brought our student count to 133 students in the HIM Program as of Fall 2010.

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

Review foundational courses

Review foundation courses: NAS 150 maybe in inadequate instructional materials relative to reimbursement. Plans have been made to monitor and assess this SLO again next year

Established in Cycle: 2008-2009
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

**Added HIM 280-Capstone in HIM to the HIM Program curriculum. Added new coding software in the HIM Lab**

Planned for next academic year: We have added HIM 280-Capstone in HIM to the HIM Program curriculum. This course will include preparation and review for the RHIT examination. We have decided to consult with the HIM Program Advisory Committee and faculty for further recommendations during the 2010-2011 school year. We have added new coding software in the HIM Lab that will be used by HIM students to boost coding comprehension and application. HIM Faculty will employ new coding software in classroom and homework assignments beginning with the Fall 2010 semester. We have planned to assess this on an annual basis.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** RHIT National Certification Exam, Subdomain: C. Clinical Classification Systems | **Outcome/Objective:** Apply the clinical classification systems appropriately.

**Added HIM 280-Capstone in HIM. Consult with the HIM Program Advisory Committee and faculty for further recommendations**

Planned for next academic year: We have added HIM 280-Capstone in HIM to the HIM Program curriculum. This course will include preparation and review for the RHIT examination. We have decided to consult with the HIM Program Advisory Committee and faculty for further recommendations during the 2010-2011 school year. We have planned to implement an updated curriculum with the Fall 2011 cohort that will ensure students have met certain prerequisites before entering the program, as well as ensure they take courses in the appropriate sequence.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**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
Added HIM 280-Capstone in HIM. Have decided to consult with the HIM Program Advisory Committee and faculty for further recommendations

Achievement target met, with exception of one repeat candidate. We have added HIM 280-Capstone in HIM to the HIM Program curriculum. This course will include preparation and review for the RHIT examination. We have decided to consult with the HIM Program Advisory Committee and faculty for further recommendations during the 2010-2011 school year. We have planned to assess this on an annual basis.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** RHIT National Certification Exam, Subdomain: B. Healthcare Information Requirements and Standards  
- **Outcome/Objective:** Distinguish and differentiate between healthcare information requirements and standards

Added HIM 280-Capstone in HIM. have decided to consult with the HIM Program Advisory Committee and faculty for further recommendations

Achievement target met, with exception of one repeat candidate. We have added HIM 280-Capstone in HIM to the HIM Program curriculum. This course will include preparation and review for the RHIT examination. We have decided to consult with the HIM Program Advisory Committee and faculty for further recommendations during the 2010-2011 school year. We have planned to assess this on an annual basis.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** RHIT National Certification Exam, Subdomain: A. Health Data Structure, Content and Standards  
- **Outcome/Objective:** Interpret and explain health data structure, content, and standards

Implemented mandatory academic advising. Made plans to implement an updated curriculum
Achievement target was not met. We have implemented mandatory academic advising effective October 2010 to assist students in planning for graduation. Students will not be able to enroll in Spring 2011 courses without having met with their assigned academic advisory from the HIM/CDC programs. We made plans to implement an updated curriculum with the Fall 2011 cohort that will ensure students have met certain prerequisites before entering the program, as well as ensure they take courses in the appropriate sequence.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Graduate rates  
**Outcome/Objective:** Increase the number of graduates entering the workforce

**Integrated IRB into HIM 229**

We integrated the IRB into HIM 229 for 2010 class. Made plans to review and assess again next year. Made plans to monitor and assess this SLO again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** American Health Information Management Associations, (RHIT) National Certification Exam  
**Outcome/Objective:** Apply Institutional Review Board (IRB) processes and polices.

**Made plans to closely monitor scholarship students to ensure successful timely completion of the HIM program**

Achievement target was met. Made plans to follow scholarship students to ensure successful timely completion of the HIM program Scholarship students just recently completed academic advisement during the week of Nov. 1 - 5, 2010, with the Asst. Dean of HIM. HIM Scholarship students have been registered for courses in Spring 2011 to ensure they remain on track. We will notify the HIM Program Advisory Committee and faculty to obtain any further recommendations throughout the course of the 2010-2011 school year. We have been working with HIS Unit faculty and staff, as well as other NVCC staff to seek additional congressional scholarships for future years. We have received verbal approval that our current scholarship students will be able to
continue to receive grant funding to complete their degree beyond the existing timeframe.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Enrollment data | Outcome/Objective: Increase the number of students entering the program.
**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Communicate effectively to serve the needs of patients, the public, and the healthcare delivery team.**

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 Measures:**

**M 1: Clinical Evaluation, competency checklist**

Source of Evidence: Academic direct measure of learning - other MDL 196 clinical evaluation, competency checklist

**Documents:**
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

**Achievement Target:**

Zero students will fall below average.

**Findings (2009-2010) - Achievement Target: Met**

Of the 9 students who successfully completed MDL196, fall 2008, (two-year cohort) scores in this area reflected: 2, good, 7, excellent. (2 students were exempt-advanced standing) The results were satisfactory. Achievement target was met with zero students falling below average.

**O 2: Demonstrate laboratory safety and regulatory compliance.**

Demonstrate laboratory safety and regulatory compliance.

**Documents:**
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

**Related Measures:**

**M 1: Clinical Evaluation, competency checklist**
Source of Evidence: Academic direct measure of learning - other MDL 196 clinical evaluation, competency checklist

**Documents:**
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

**Achievement Target:**
Achievement target: zero students will fall below average.

**Findings (2009-2010) - Achievement Target: Met**

Of the 9 students who successfully completed MDL196, fall 2008, (two-year cohort) scores in this area reflected: 3, good, 6, excellent. (2 students were exempt-advanced standing) The results were satisfactory. Achievement target was met with zero students falling below average.

**O 3: Perform quality assessment in the laboratory.**

Perform quality assessment in the laboratory.

**Related Measures:**

**M 2: ASCP-BOC national exam; laboratory operations category**

Source of Evidence: Standardized test of subject matter knowledge ASCP-BOC national exam; laboratory operations category

**Achievement Target:**
Students will score well above the minimum passing score. National average minimum passing score = 400.

**Findings (2009-2010) - Achievement Target: Met**

2010 individual scaled score; 80% (12 of 14) scored well above the minimum passing score. National average minimum passing score = 400. Program average in this category = 667. The results were satisfactory.

**O 14: Explain information processing in the clinical laboratory**

Explain information processing in the clinical laboratory.

**Related Measures:**

**M 7: Clinical evaluation competency checklist**

Source of Evidence: Field work, internship, or teaching evaluation
MDL 277,278 spring; MDL 266,276 summer - clinical evaluation competency checklist

**Achievement Target:**

Achievement target: zero students will fall below a good rating.

**Findings (2009-2010) - Achievement Target: Met**

Of the 16 students assessed in 4 major practice areas spanning summer 09 and spring 10, 100% received good to excellent ratings in all practice areas. The majority of ratings were in the excellent category. The results were satisfactory. Achievement target was met with zero students falling below a good rating.

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**O 15: Collect, process, and analyze biological specimens**

Collect, process, and analyze biological specimens

**Related Measures:**

**M 7: Clinical evaluation competency checklist**

Source of Evidence: Field work, internship, or teaching evaluation

MDL 277,278 spring; MDL 266,276 summer - clinical evaluation competency checklist

**Achievement Target:**

Achievement target: zero students will fall below a good rating.

**Findings (2009-2010) - Achievement Target: Met**

Of the 16 students assessed in 4 major practice areas spanning summer 09 and spring 10, 100% received good to excellent ratings in all practice areas. The majority of ratings were in the excellent category. The results were satisfactory. Achievement target was met with zero students falling below a good rating.

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

**O 10: The Medical Laboratory Technology program will increase the retention rate from the previous year**

The Medical Laboratory Technology program will increase the retention rate from the previous year

**Related Measures:**

**M 3: Retention rate from Student Information System (SIS) class rosters**

Source of Evidence: Existing data
Retention rate from Student Information System (SIS) class rosters.

**Achievement Target:**

The Medical Laboratory Technology program will increase the retention rate from the previous year.

**Findings (2009-2010) - Achievement Target: Met**

We exceeded our target with the current cohort during the same period the following year in Fall 2009: 90% retention. 18 students were accepted into the MLT program fall of 2008. The retention rate after the fall 08 semester was 61%. 22% of the attrition was due to academic deficiencies; 17% of the attrition was due to personal reasons.

**O 11: The Medical Laboratory Technology program will increase total number of students graduating from the previous year.**

The Medical Laboratory Technology program will increase total number of students graduating from the previous year.

**Related Measures:**

**M 4: Graduation rate**

Source of Evidence: Existing data
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 (2009-2010) - Achievement Target: Met**

A total of 17 students graduated in the 2009-10 academic year, which compares to 8 students who graduated during the 2008-9 academic year. This represents an increase greater than 50% over the previous year. The program was satisfied with these improved results.

**O 12: Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.**

Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.

**Related Measures:**

**M 5: National certification passing rate and number of successful students passing the exam.**
Source of Evidence: Existing data
National certification passing rate and number of successful students passing the exam.

**Achievement Target:**

Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.

**Findings (2009-2010) - Achievement Target: Partially Met**

86% (12 of 14) of the students in the MLT program who took the MLT (ASCP) exam passed in the 2010 cycle. This was equal to the passing rate of the 2009 cycle. The program was satisfied with these results, but the achievement target of 100% was not met. All graduates are not taking the exam when eligible.

**O 13: Students employed in the field following graduation from the program at a rate equivalent to the previous year.**

Students employed in the field following graduation from the program at a rate equivalent to the previous year.

**Related Measures:**

**M 6: Career placement rate**

Source of Evidence: Administrative measure - other
Career placement rate Exit interviews; voluntary graduate e-mail feedback

**Achievement Target:**

Students employed in the field following graduation from the program at a rate equivalent to the previous year.

**Findings (2009-2010) - Achievement Target: Met**

Employment of 2010 graduates was 100% for those seeking employment (14 of 17). Three graduates chose to continue their formal education. This is equal to the career placement rate of the 2009 graduates. The results were satisfactory and the target achievement was met.

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

**Instructional materials**

We have scheduled a review of Instructional materials

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned
Scheduled a review at MLT Program Advisory Board meeting for recommendations

Scheduled a review at MLT Program Advisory Board meeting for recommendations Of Note: 90% retention 09-10

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Career placement rate | Outcome/Objective: Students employed in the field following graduation from the program at a rate equivalent to the previous year.
   Measure: Graduation rate | Outcome/Objective: The Medical Laboratory Technology program will increase total number of students graduating from the previous year.
   Measure: National certification passing rate and number of successful students passing the exam. | Outcome/Objective: Student performance on the national MLT/CLT certification exam will be equal or improve from the previous year.
   Measure: Retention rate from Student Information System (SIS) class rosters | Outcome/Objective: The Medical Laboratory Technology program will increase the retention rate from the previous year

Made plans to assess the SLO again next academic year.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: ASCP-BOC national exam; laboratory operations category | Outcome/Objective: Perform quality assessment in the laboratory.
   Measure: Clinical Evaluation, competency checklist | Outcome/Objective: Communicate effectively to serve the needs of patients, the public, and the healthcare delivery team. | Demonstrate laboratory safety and regulatory compliance.
healthcare delivery team. | Demonstrate laboratory safety and regulatory compliance.

Additional pre-requisite options for recommendation at the 2011 MLT Program Advisory Board meeting.

Scheduled to discuss additional pre-requisite options for recommendation at the 2011 MLT Program Advisory Board meeting.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Retention rate from Student Information System (SIS) class rosters |
  Outcome/Objective: The Medical Laboratory Technology program will increase the retention rate from the previous year

Reviewed best setting for collecting, processing and analyzing specimens
Recommended clinical setting for best understanding of collecting, processing and analyzing specimens. We made plans to, on an annual basis with the advice from our Curriculum Advisory Board, continue to expand online virtual labs, online virtual training provided by manufacturers, and support our clinical instructors who volunteer their time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Clinical evaluation competency checklist |
  Outcome/Objective: Collect, process, and analyze biological specimens

We made plans to continue to assess students orally in the classroom on an annual on-going basis

We made plans to continue to assess students orally in the classroom on an annual on-going basis

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
- **Measure:** Clinical Evaluation, competency checklist | **Outcome/Objective:** Communicate effectively to serve the needs of patients, the public, and the healthcare delivery team.

Emphasize quality assessment in all laboratory courses on an annual on-going basis.

We made plans to continue to emphasize quality assessment in all laboratory courses on an annual on-going basis.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

Relationships (Measure | Outcome/Objective):
- **Measure:** ASCP-BOC national exam; laboratory operations category | **Outcome/Objective:** Perform quality assessment in the laboratory.

online virtual labs, online virtual training provided by manufacturers

Information processing related to systems and instrumentation is best grasped in the clinical setting. We made plans to continue to expand online virtual labs, online virtual training provided by manufacturers, and support our clinical instructors who volunteer their time. We have planned to assess this on an annual basis with our Curriculum Advisory Board.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

Relationships (Measure | Outcome/Objective):
- **Measure:** Clinical evaluation competency checklist | **Outcome/Objective:** Explain information processing in the clinical laboratory

Laboratory safety in all laboratory courses

We have committed to continue to instill the significance of laboratory safety in all laboratory courses on an annual on-going basis.
Established in Cycle:  2009-2010
Implementation Status:  Planned
Priority:  Medium

Relationships (Measure | Outcome/Objective):
  Measure: Clinical Evaluation, competency checklist | Outcome/Objective: Demonstrate laboratory safety and regulatory compliance.

Made plans to review recruitment, retention, and persistence efforts with MLT Program Advisory Board for feedback and recommendations.

We made plans to review strategies with our MLT program Advisory Committee during the 2011 meeting, to instill the significance of national certification, and taking the exam within a reasonable time period upon eligibility.

Established in Cycle:  2009-2010
Implementation Status:  Planned
Priority:  Medium

Relationships (Measure | Outcome/Objective):
  Measure: Graduation rate | Outcome/Objective: The Medical Laboratory Technology program will increase total number of students graduating from the previous year.

We have committed to review the data with our MLT Program Advisory Committee, during the 2011 meeting.
We have committed to review the data with our MLT Program Advisory Committee, during the 2011 meeting.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Career placement rate | Outcome/Objective: Students employed in the field following graduation from the program at a rate equivalent to the previous year.
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, 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 Measures:

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
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.

Achievement Target:

All students will pass Virginia Department of Fire Programs Certification Examinations

Findings (2009-2010) - Achievement Target: Met

Data was collected during the only section of each of the courses during the 2009-2010 academic year. 28 students completed FST 110 or FST 220 during the academic year. The average score on questions relating to this SLO was a B (~80% correct) over the evaluation period for FST 110 and C (~70% correct) for FST 220. The examination questions used are designed as part of the Fire
and Emergency Services Higher Education Strategic Direction as developed by the National Fire Academy. Note that for each of the FST classes there is only 1 section per academic year, with only 1 instructor per course.

**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.**

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 Measures:**

- **M 2: FST 115 & FST 220—Examinations. Students are asked to analyze components of large-scale fires and building collapses etc.**

  Source of Evidence: Academic direct measure of learning - other FST 115 - Examinations. Students are asked to analyze components of large-scale fires and building collapses and relate them to building and fire codes. FST 220- Research Project. Students complete a research project that involves a building under construction to understand the components and weak points of the structure. Virginia Department of Fire Programs Certification Examinations.

**Achievement Target:**

All students will pass Virginia Department of Fire Programs Certification Examinations

**Findings (2009-2010) - Achievement Target: Met**

Data was collected during the only section of each of the courses during the 2009-2010 academic year. 15 students completed FST 115 or FST 220 during the academic year. Students consistently performed well in both FST 115 examinations (approximately 85% success rate) and the FST 220 (approximately 88% success rate) research project. Note that for each of the FST classes there is only 1 section per academic year, with only 1 instructor per course.

**O 3: Students will be able to explain and perform basic responsibilities of company officers including supervision, delegation,**

Students will be able to explain and perform basic responsibilities of company officers including supervision, delegation, problem solving, decision-making, communications and leadership as defined by NFPA 1041.

**Related Measures:**

- **M 3: FST 120, 210, & 240 – Examination. Students answer questions regarding responsibility, decision making and safety.**
Source of Evidence: Academic direct measure of learning - other

FST 120 - Examination. Students answer questions regarding responsibility, decision making and safety. FST 210 - Research Project. Students will use legal cases relating to emergency services to explain supervision and decision making. FST 240 - Research Paper. Students are asked to synthesize the components of fire company leadership in a research paper Virginia Department of Fire Programs Certification Examinations.

**Achievement Target:**

All students will pass Virginia Department of Fire Programs Certification Examinations

**Findings (2009-2010) - Achievement Target: Met**

Data was collected during the only sections of each of the courses during the 2009-2010 academic year. 54 students completed FST 120 or FST 210 or FST 240 during the academic year. Examination questions in FST 120 related to decision making were inconsistently answered correctly by students (average grade C). FST 210 and FST 240: Research projects are evaluated based on student findings and consistently demonstrate ability to think critically, however of concern is the quality of writing. Although writing quality was not directly assessed, when evaluated for content, students generally comprehend the material. When students who did not complete the course were removed from consideration, the budgeting assignment component of their research paper scores were 4.5/5 points on average. Note that for each of the FST classes there is only 1 section per academic year with only 1 instructor per course.

**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 Measures:**

**M 4: FST 120 – Examination. Students are asked questions to assess their knowledge of occupational safety and health in the emergency**

Source of Evidence: Academic direct measure of learning - other

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.

**Achievement Target:**

All students will pass Virginia Department of Fire Programs Certification Examinations
Findings (2009-2010) - Achievement Target: Partially Met

Data was collected during the only sections of the course during the 2009-2010 academic year. 33 students completed FST 120 during the academic year. Consistent high scoring, over 90% accuracy on examination questions related to injury prevention.

O 5: Students will be able to apply the theory and principles for the use of water in fire suppression activities, including

Students will be able to apply the theory and principles for the use of water in fire suppression activities, including hydraulic principles.

Related Measures:

M 5: FST110 – Assignments. Students complete assignments which require analysis of hydraulic principles and extinguishment.

Source of Evidence: Academic direct measure of learning - other FST110 - Assignments. Students complete assignments which require analysis of hydraulic principles and extinguishment. FST 115 - Exam Questions. Students are asked to apply theory to scenario-based problems in fire suppression.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

Data was collected during the only sections of each of the courses during the 2009-2010 academic year. 27 students completed FST110 or FST115 during the academic year. Questions and topics with a mathematical basis continue to be a challenge for students. On initial assignments in the course designed to measure basics mathematical ability related to the movement of water, only 1 student was able to solve an identified problem at the beginning of the course. By the end of the course a similar question on the final exam was answered correctly by approximately 80% of students, however there is concern that spending time on math is reducing time spent on discipline-specific material. Note that for each of the FST classes there is only 1 section per academic year with only 1 instructor per course

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 Measures:

M 6: Enrollment data

Source of Evidence: Academic indirect indicator of learning - other Enrollment data.

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Not Met

FTE students Spring 2006: 0 Academic Year 2006-2007: 18.2 Academic Year 2007-2008: 46.56 Academic Year 2008-2009: 50.2 Academic Year 2009-2010: 30.6 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

M 7: Student Surveys

Source of Evidence: Academic indirect indicator of learning - other Student Surveys

Achievement Target:
Students recommend some changes to the class schedule.

O 7: Monitor course completion rates for potential future use in academic planning.

Monitor course completion rates for potential future use in academic planning.

Related Measures:

M 8: Course pass rates for every FST course offered at NOVA for academic year 2009-2010.

Source of Evidence: Academic direct measure of learning - other Course pass rates for every FST course offered at NOVA for academic year 2009-2010.

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met
Result: (n=123) 78.8% of students earned A or B 8.9 % of students earned a C or D 12.2% of students did not completed the class successfully, earning a grade of F or Withdrawing

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

A new course delivery method (ELI) has been planned for 2011.

A new course delivery method (ELI) has been planned for 2011, which should address issues related to class attendance for FST 220. The program has made plans to monitor this outcome each year and continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

**Measure:** FST 110 – Examinations. Students are asked to solve problems relating to the chemistry and physics of fire and to apply their c  
**Outcome/Objective:** Students will be able to explain the basic theories and fundamentals of how and why fires start, spread and are controlled.

Have decided to compare these completion rates with similar courses at other institutions, and adjust goals as necessary.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

**Measure:** Course pass rates for every FST course offered at NOVA for academic year 2009-2010.  
**Outcome/Objective:** Monitor course completion rates for potential future use in academic planning.

National Fire Academy guidelines and curriculum,

Have committed to continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA.
Established in Cycle: 2009-2010
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 emergency |
Outcome/Objective: Students will be able to explain the basic philosophy, organization, and operation of fire and injury prevention programs.

National Fire Academy guidelines and curriculum.

Planned for next academic year: The outcome assessed has shown that students are learning the material sufficiently to complete the course successfully. Have committed to continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA. As the curriculum transitions to ELI over the next year, there will potentially need to be a focus on examination preparation which could result in a redesign of evaluation methods.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: FST 115 & FST 220– Examinations. Students are asked to analyze components of large-scale fires and building collapses etc. |
Outcome/Objective: Students will be able to identify and analyze the components of building construction related to fire and life safety, including

FST 120: Additional lecture time will be spent on decision making. Consideration is being made to require ENG competency etc.

Planned for next academic year:
Committed to continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA. FST 120: Additional lecture time will be spent on decision making, starting in 2011. The only faculty member teaching this course at NOVA has agreed to allocate this time Consideration to require ENG competency (placement test results or course completion) prior to enrollment in FST 220. Over the next several semesters writing will be a focus of the program, with a recommendation that each course include at least 1 significant writing assignment which can be used for evaluation. If students are consistently struggling with writing over a period of several (2-3) years, then the next time the curriculum committee considers
revision to the FST curriculum, the program will recommend ENG 111 (or a prior degree) as a prerequisite to all 200-level FST courses.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: FST 120, 210, & 240 – Examination. Students answer questions regarding responsibility, decision making and safety. | Outcome/Objective: Students will be able to explain and perform basic responsibilities of company officers including supervision, delegation,

The FST program made plans to monitor basic mathematical ability over the next 3 years.

Committed to continue to follow National Fire Academy guidelines and curriculum, making periodic updates as recommended by the NFA. Identified that classes in the FST curriculum need to emphasize basic math skills or require a MTH prerequisite. Made plans for the FST program to monitor basic mathematical ability over the next 3 years. If there is a consistent pattern of poor performance in coursework requiring basic math skills, the program will recommend to the curriculum committee that a MTH prerequisite be put in place for specific courses: 110, 112, 205, 240 and 245.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: FST110 – Assignments. Students complete assignments which require analysis of hydraulic principles and extinguishment. | Outcome/Objective: Students will be able to apply the theory and principles for the use of water in fire suppression activities, including

Made plans to monitor enrollment each semester.

Planned for next academic year: Although non-traditional scheduling has resulted in some program growth, the development of ELI courses during this academic year as part of a pilot project through the Office of IT and Instructional Technology should result in future growth. This enrollment growth is projected to start in Spring 2011 and should be fully realized by Spring 2012. The program will monitor enrollment each semester. NOVA needs to develop a method by which program-specific advising is available to students in the summer when they are likely to be investigating fall classes.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

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.
Student Learning Outcomes, 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 Measures:

M 2: GIS201 semester term project (w/rubric)

Source of Evidence: Project, either individual or group
GIS201 semester term project (w/rubric) NOTE: Per course schedule, GIS201 was not offered in spring 2010. GIS201 was a fall-only class.

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met
GIS200: term project-- 79% mean (28 students) GIS205: term project-- 80% mean (10 students)

O 4: Students will manage diverse spatial data.

Students will manage diverse spatial data.

Related Measures:

M 3: GIS201 Term project technical paper

Source of Evidence: Academic direct measure of learning - other
GIS205 Term project technical paper

Achievement Target:
Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met
Grade for technical paper is included in final/overall grade for term project. Note GIS201 is a fall-only course.

O 5: Students will plan, develop and maintain a GIS.

Students will plan, develop and maintain a GIS.
Related Measures:

M 4: GIS201 small group project (w/rubric)

Source of Evidence: Project, either individual or group
GIS201 small group project (w/rubric)

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Not Met

N/A. GIS201 is a fall-only course.

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

O 6: 1. To encourage students to continue with their GIS classes

1. To encourage students to continue with their GIS classes

Related Measures:

M 5: Enrollment (all GIS courses); Enrollment by course and term

Source of Evidence: Academic indirect indicator of learning - other
Enrollment (all GIS courses) Enrollment by course and term

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

Spring 2010 enrollment: (Figures below do not include GIS293, Intro to Cartography or GIS290, GIS Internships) GIS: 38 students; 3 instructors GIS200 (on-line and face-to-face): 28 students GIS205: 10 students Spring 2010 GIS200 (on-line and face-to-face): 28 students GIS205: 10 students
Achievement Target = Spring 2009: 41 students; Fall 2009: 58 students
Achievement Target = Sp09: GIS200- 30 students GIS205- 11 students F09: GIS200- 25 students GIS201- 14 students GIS255- 14 students Achievement Target = GIS293 canceled Spring 2009 - lack of enrollment GIS201 (ELI) canceled in fall 2009-lack of enrollment

O 7: 2. To provide opportunities for students to learn about GIS applications in the workplace

2. To provide opportunities for students to learn about GIS applications in the workplace
Related Measures:

M 8: Attendance at GIS Day

Source of Evidence: Academic indirect indicator of learning - other
Attendance at GIS Day Participation in field GIS field trips Guest speakers

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

8 students attended Loudoun GIS Forum; this event is analogous to GIS Day which is a fall-only event. - One NOVA student received third place for her project in the "professional maps" class 3 students also attended the ESRI GIS Federal Users conference 2 Students attended the American Association of Geographers (AAG) conference in Washington DC - One NOVA student entered his wind turbine GIS analysis project; this was only one of two community college projects accepted by AAG for presentation at the conference N/A for this period. No field trips were planned. Four guest speakers among various classes. Topics included geodesy, cartography, general use of GIS, and specialized applications. Videos were produced for these presentations and hosted to the NOVA GIS NING website.

O 8: 3.To increase student success in education and workplace

3. To increase student success in education and workplace

Related Measures:

M 12: Transfer to 4-year institution

Source of Evidence: Academic indirect indicator of learning - other
Transfer to 4-year institution Two students transferred to George Mason University; one student to the undergraduate Geography program the other student to the graduate GIS program One student was accepted into the graduate GIS program at Redlands University. This was a competitive nomination, with all expenses paid for attendance (in addition to salary) by the federal government.

Achievement Target:

3 students transferred to BA/BS programs 3 students to graduate school

M 13: Internship, job, or promotion

Source of Evidence: Academic indirect indicator of learning - other
Internship, job, or promotion Four students completed internships during this period. One student was hired for an internship, then offered (and accepted) full-time employment

**Achievement Target:**

8 students placed in internship, hired full-time, or promoted based on GIS studies at NOVA

**O 9: To encourage students to complete their degree**

To encourage students to complete their degree

**Related Measures:**

**M 14: Number of Graduates**

Source of Evidence: Academic indirect indicator of learning - other
Number of Graduates Fact Book 2005-2006 Through 2009-2010

**Achievement Target:**

Increased number of graduates

**Findings (2009-2010) - Achievement Target: Partially Met**

2009-10: 3

**O 10: To increase the success rate of students in their required courses**

To increase the success rate of students in their required courses

**Related Measures:**

**M 15: Grade Distribution by Course for required courses; Success Rate by Discipline**

Source of Evidence: Academic direct measure of learning - other
Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

**Achievement Target:**

Course success rate will be at or above college average for course success rate.

**Findings (2009-2010) - Achievement Target: Partially Met**

Fall 2008 % Success Fall 2009 % Success GIS 200 56 74 GIS 201 100 73 GIS 290 100 GIS 295 100 College Average for Course Success rate: 2009: 73% 2008: 74%
Action Plan Details for This Cycle (by Established cycle, then alpha)

Add courses to meet student demand GIS200 on Wednesday, Saturday and on-line

Add courses to meet student demand GIS200 on Wednesday, Saturday and on-line. Attempt to build student cohorts

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Enrollment (all GIS courses); Enrollment by course and term | Outcome/Objective: 1. To encourage students to continue with their GIS classes

Pass rate for courses
GIS is concerned about pass rate for courses. A discussion of this has been scheduled for the cluster meeting.

Established in Cycle: 2009-2010
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
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.

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

O 1: Students will demonstrate skill and proficiency in writing an effective essay

Students will demonstrate skill and proficiency in writing an effective essay

Related Measures:

M 1: Evaluation of written component of the final project.

Source of Evidence: Written assignment(s), usually scored by a rubric
Evaluation of written component of the final project.

Achievement Target:

goal: 90% success

O 2: Students will demonstrate historical research skills by effectively utilizing historical sources for their research projects

Students will demonstrate historical research skills by effectively utilizing historical sources for their research projects.

Related Measures:

M 2: Historical Research Project

Source of Evidence: Academic direct measure of learning - other
Based on the assignment's directions, each student's research project was evaluated by: Method One: Students were required to compile documents from census, tax and land records to uncover the history of one family from the 1800s
that owned a particular plot land. Method Two: How accurately students could trace the ownership of a plot of land through time. Student performance was evaluated by a rubric.

**Achievement Target:**

goal: 90% success

**O 3: Students will demonstrate analytical skills in assessing museum exhibits and objects.**

Students will demonstrate analytical skills in assessing museum exhibits and objects.

**Related Measures:**

**M 3: Museum Exhibit Analysis**

Source of Evidence: Project, either individual or group
Students will provide a detailed analysis of an existing museum exhibit to the professor. After visiting a museum and interviewing those working in relation to the exhibit students will provide a critical analysis of the exhibit and its performance. This analysis will be evaluated on a number of criteria similar to those utilized by the American Association of Museums (AAM). A sample of this evaluation form is available [http://www.aam-us.org/museumresources/map/upload/Evaluation-Form-MAP-Participants.doc](http://www.aam-us.org/museumresources/map/upload/Evaluation-Form-MAP-Participants.doc)

**Achievement Target:**

goal: 90% success

**O 4: Students will demonstrate the ability to properly care for museum objects.**

Students will demonstrate the ability to properly care for museum objects. Students will explain the proper storage of different types of museum objects. Students will explain how to correctly handle different types of objects. Students will explain the significance of cataloging museum objects. Students will explain how a museum catalog operates

**Related Measures:**

**M 4: Care of museum objects**

Source of Evidence: Written assignment(s), usually scored by a rubric
The final paper for His 187 includes one section where students must explain how museum objects should be handled. Students must also discuss how objects must be stored when not in use in an exhibit. This paper will be graded by a rubric.

**Achievement Target:**
goal: 90% success

**M 5: Cataloguing museum objects**

Source of Evidence: Written assignment(s), usually scored by a rubric
The final paper for His 1867 includes one section where students must explain why museum objects should be catalogued. Students must also discuss how a museum catalogue operates. This paper will be graded by a rubric.

**Achievement Target:**

goal: 90% success

**O 5: Students will demonstrate an understanding of the importance of Preservation**

Students will demonstrate an understanding of the role and function of preservation in society by observing and analyzing current preservation practices.

**Related Measures:**

**M 6: Student explanation of the significance of preservation**

Source of Evidence: Written assignment(s), usually scored by a rubric
His 181 and 183 students will submit a paper where they explain the importance of preservation. Student responses will be graded by a rubric.

**Achievement Target:**

goal: 90% success

**O 7: Students will produce a preservation portfolio of their work suitable for use during an employment interview.**

Students will produce a preservation portfolio of their work suitable for use during an employment interview.

**Related Measures:**

**M 8: Program head will evaluate student portfolios**

Source of Evidence: Portfolio, showing skill development or best work
Students will present the portfolio of work completed during their courses and internship for final examination and critique by the program head.

**Achievement Target:**

goal: 100% success

**Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**
O 8: Increase program enrollment

Through outreach, involvement with new student programs, connections in the community and publicity, the program should grow.

**Related Measures:**

**M 9: Use OIR records to track the number of students in the program by enrollment in the required program courses.**

Source of Evidence: Existing data
Use OIR records to track the number of students in the program by enrollment in the required program courses.

**Achievement Target:**

increase enrollment in program courses by 10% between 2009/10 and 2012/13 academic years

O 9: To attain high student success rates in the program

To attain high student success rates in the program. Currently the program courses have high levels of success, but the program itself is not graduating as many students as successfully complete the program coursework.

**Related Measures:**

**M 10: Use OIR records to track the number of students successfully (A-C) completing the courses in the program.**

Source of Evidence: Existing data
Use OIR records to track the number of students successfully (A-C) completing the courses in the program.

**Achievement Target:**

Goal: 90% students achieve success in preservation courses

**Findings (2009-2010) - Achievement Target: Partially Met**

Fall 2008 % Success Fall 2009 % Success HIS 180 75 82 HIS 183 93 100 HIS 199 100 100

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 Measures:**
M 11: Use OIR records to track the number of students completing His 199, Supervised Internship.

Source of Evidence: Existing data
Use OIR records to track the number of students completing His 199, Supervised Internship.

Achievement Target:
Encourage a larger number of certificate program students to engage in and complete a preservation internship.

M 12: Program Head ensures student internships are firmly rooted in community associations/projects

Source of Evidence: Exit interviews with grads/program completers
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.

Achievement Target:
Have at least one student per semester interning at a local historic preservation location.

O 11: To encourage students to complete their career studies certificate

To encourage students to complete their career studies certificate

Related Measures:

M 13: Number of Graduates

Source of Evidence: Academic indirect indicator of learning - other
Number of Graduates Fact Book 2005-2006 through 2009-2010

Achievement Target:
Monitor for continuous improvement

Findings (2009-2010) - Achievement Target: Partially Met

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

Decided to counsel those in the program to consider the educational and professional benefits of the internship.
Decided to counsel those in the program to consider the educational and professional benefits of the internship

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Program Head ensures student internships are firmly rooted in community associations/projects | **Outcome/Objective:** To increase number of students getting hands-on preservation experience in the local community  
**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

Planned for future courses to offer slightly different methods of student interaction to increase competence in this subject.

Planned for future courses to offer slightly different methods of student interaction to increase competence in this subject.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Historical Research Project | **Outcome/Objective:** Students will demonstrate historical research skills by effectively utilizing historical sources for their research projects

Outreach planned to high school students via NVCC new student orientation and visits to high school campuses

Outreach planned to high school students via NVCC new student orientation and visits to high school campuses

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Use OIR records to track the number of students in the program by enrollment in the required program courses. | **Outcome/Objective:** Increase program enrollment
Partnerships with local historic and preservation organizations has been strengthened

Partnerships with local historic and preservation organizations has been strengthened.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Use OIR records to track the number of students in the program by enrollment in the required program courses. | Outcome/Objective: Increase program enrollment

Implementation Notes:  
11/17/2010  Fall 09 - two student interns placed at the Loudoun Museum.

Spring 10 - Loudoun Museum provided keynote address at the Preservation Open House

Program brochures displayed in numerous public locations

Program brochures displayed in numerous public locations

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Use OIR records to track the number of students in the program by enrollment in the required program courses. | Outcome/Objective: Increase program enrollment

Implementation Notes:  
11/17/2010  Brochure distribution at local public libraries and at some of the local historic homes and museums.

Decision was made to have students work in groups to increase their historical research skills.

Decision was made to have students work in groups to increase their historical research skills.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Historical Research Project | Outcome/Objective: Students will demonstrate historical research skills by effectively utilizing historical sources for their research projects

The Program has begun a direct involvement with the Loudoun Archeological Society, a local preservation group.

The Program has begun a direct involvement with the Loudoun Archeological Society, a local preservation group. We have placed many volunteers and some interns directly with this organization.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Program Head ensures student internships are firmly rooted in community associations/projects | Outcome/Objective: To increase number of students getting hands-on preservation experience in the local community
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

Implementation Notes:
11/17/2010 Spring 09, Summer 09 and Fall 09 saw the placement of five interns with the Loudoun Archeological Society. Some of the students involved were not pursuing the internship for course credit, simply completing the internship for the experience.

This SLO has been scheduled to be assessed Fall 2010.

This SLO has been scheduled to be checked Fall 2010.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Evaluation of written component of the final project. | Outcome/Objective: Students will demonstrate skill and proficiency in writing an effective essay
Made plans to continue to monitor number of students being awarded certificates

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Number of Graduates  
Outcome/Objective: To encourage students to complete their career studies certificate

Planned review particular assignments that hampered student success.

Overall, course faculty expressed pleasure with the results and felt that student interest in the submitted contributed to high success rates. Faculty expressed concern over low success rates in HIS 180 and felt a review of particular assignments that hampered student success was in order.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Use OIR records to track the number of students successfully (A-C) completing the courses in the program.  
Outcome/Objective: To attain high student success rates in the program
O 8: Students will apply approved food handling/safety standards in the preparation, service and storage of food.

Students will apply approved food handling/safety standards in the preparation, service and storage of food.

**Related Measures:**

**M 1: Pass rates on the NRA ServSafe Food Managers Certification Exam**

Source of Evidence: Certification or licensure exam, national or state
Pass rates on the NRA ServSafe Food Managers Certification Exam.

**Achievement Target:**

Faculty agrees that a pass rate of 70% is acceptable which is the national standard.

**Findings (2009-2010) - Achievement Target: Met**

Data Collection: Fall 2009 Spring 2010 One faculty member; 2 sections. a. Fall 2009: 73% or 27/37 students successfully passed the exam with an average passing scores of 82.69 and an average class score of 77.13. b. Spring 2010: 78% or 18/23 students successfully passed the exam with an average passing score of 85.01 and an average class score of 81.36. Of the five unsuccessful, four were within less than 4 points of passing the minimum score of 70.

O 9: Students will actively participate in the execution of different style catering functions.

Students will actively participate in the execution of different style catering functions.

**Related Measures:**

**M 2: Track attendance at 5 catering functions. Each student performs in the role of manager for one function; staff roles in the other**

Source of Evidence: Service Quality
Track attendance at 5 catering functions. Each student performs in the role of manager for one function; staff roles in the other four functions.
Achievement Target:

A 100% attendance rate is required and will be used again in the spring 2011 catering class.

Findings (2009-2010) - Achievement Target: Met

Data collected: Spring 2010 One section of the capstone HRI 256 catering class; one faculty. Attendance records reflected 100% attendance and participation in the catering luncheons spring 2010. NO absences occurred. The syllabus strongly states the attendance policy and the consequences of being absent. If a function is missed, the student is dropped from the class.

O 14: Students will evaluate and interpret a company's profit and loss statement.

Students will evaluate and interpret a company's profit and loss statement.

Related Measures:

M 9: Students will answer 3 specific, common questions on the term research paper about a company's profit and loss statement.

Source of Evidence: Written assignment(s), usually scored by a rubric
Students will answer 3 specific, common questions on the term research paper about a company's profit and loss statement. A rubric was used to evaluate and weigh each answer.

Achievement Target:

The same rubric was used for all students. Using a 2 point rubric, the average scores for the test items and overall achievement are: Question # 5 - 1.563 Question # 6 - 1.489 Using a 1 point rubric, the average score for the test item and overall achievement is: Question # 7 - 0.68

Findings (2009-2010) - Achievement Target: Met

Data collection: Spring 2010 Date was collected from 3 sections of HRI 102; Faculty =1; Students = 47 Cumulative scores: 47 students ( 5 points) Average: 3.732 (C) Median: 4.5 (A) Mode: 5.00 (A)

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

O 10: Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

Related Measures:
M 4: Conduct a post graduation college wide survey.

Source of Evidence: Alumni survey or tracking of alumni achievements
Conduct a post graduation college wide survey. This is administered college wide by the Office of Institutional Research once student graduation is confirmed. Conduct a program pre graduation survey. All students graduating in May 2010 will complete a written survey during their capstone catering class. Students will answer questions pertaining to their current job status.

Achievement Target:
Response from the majority of the 16 Hospitality Management AAS graduates in Fall 2009.

Findings (2009-2010) - Achievement Target: Partially Met
The college wide AAS graduate survey had a poor response rate: 5 out of 16 Hospitality Management AAS graduates responded. Results: 2/5 were employed; 2/5 not looking; 1/5 seeking employment. Data Collection: Spring 2010 21 surveys were completed by potential May 2010 graduates. Only 19 surveys were complete and usable. Tallied results reflected job titles in food management, food servers, line cooks, cooks, hostess and marketing director. 15/19 or 79% were employed in the industry 3/19 or 16% were seeking employment 1/19 or < 1% were not actively seeking employment. 79% of our graduating students are employed in the hospitality industry as documented by the HRI 256 catering class graduate employment survey.

O 11: Develop partnerships with hospitality industry professional organizations.

Develop partnerships with hospitality industry professional organizations.

Related Measures:

M 5: Record the various memberships held by faculty and the number of hospitality industry professional meetings attended.

Source of Evidence: Activity volume
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.

Achievement Target:
Faculty will continue to be engaged with the hospitality industry through various professional organizations.

Findings (2009-2010) - Achievement Target: Met
Full time HRI faculty are members of the following professional organizations: 1. SGTP - Society of Government Travel Professionals 2. Washington DC Metro

O 12: To provide opportunity for students to learn about better food choices and improve nutritional choices.

To provide opportunity for students to learn about better food choices and improve nutritional choices.

**Related Measures:**

**M 7: Mid course completion and submission of a three-day personalized dietary intake.**

Source of Evidence: Academic direct measure of learning - other 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.

**Achievement Target:**

Faculty had decided the achievement level should be 80%.

**Findings (2009-2010) - Achievement Target: Met**

Data Collection-Fall 2009 Data was collected from 2 of the 8 sections of DIT 121 Sample size: 58 students Average grade: 92.7% Data Collection-Spring 2010 Data was collected from 2 of the 7 sections of DIT 121 Sample size: 58 students Average grade: 92.8 % 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. Goals were met and almost identical in both sections. All full time and adjunct nutrition instructors will assign the Diet Analysis project during the first half of each
semester (fall 2010 and fall 2011). Written feedback was given to each student with comments and suggestions for improving dietary intake based on the student's assessment.

**O 13: To encourage students to complete their AAS degrees and certificate programs in Hospitality Management.**

To encourage students to complete their AAS degrees and certificate programs in Hospitality Management.

**Related Measures:**

**M 8: Track the number of students graduating.**

Source of Evidence: Graduate/professional school acceptance rate
Track the number of students graduating. (OIR Factbook)

**Achievement Target:**

Achievement target: 5% graduation rate.

**Findings (2009-2010) - Achievement Target: Partially Met**

2008-9 AAS HRI graduates: 16
2009-10 AAS HRI graduates: 19
About an 18% increase. Achievement target: 5% goal was surpassed

2008-9 Certificate HRI graduates: 14
2009-10 Certificate HRI graduates: 10
*Only hit 74% of previous graduates numbers but this is preliminary date and not reflective of total graduates. Achievement target: 5% goal not achieved*

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

**3-day dietary food intake assessment**

It was decided that all full time and adjunct nutrition instructors will use this tool for assessing and evaluating a 3-day dietary food intake for each student.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

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

Measure: Mid course completion and submission of a three-day personalized dietary intake.  
Outcome/Objective: To provide opportunity for students to learn about better food choices and improve nutritional choices.

**Better record keeping of all meetings**

Results showed the need for better record keeping of all meetings
Established in Cycle: 2008-2009
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: Develop partnerships with hospitality industry professional organizations.

Faculty course revisions

The program has found that the faculty are constantly improving and modifying guidelines and procedures to aid students in successfully completing the "hands on" management of a catering function.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Track attendance at 5 catering functions. Each student performs in the role of manager for one function; staff roles in the other.
Outcome/Objective: Students will actively participate in the execution of different style catering functions.

Post graduate survey on job placement

Faculty are reviewing the feasibility of adding a post graduate survey to see how many graduates obtain a new job in hospitality or are promoted.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conduct a post graduation college wide survey.
Outcome/Objective: Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

Incorporation of class evaluations and comment card remarks into a new, revised edition of the HRI program
For the next academic year, it has been decided that faculty shall incorporate class evaluations and comment card remarks into the new, revised edition of the HRI program written catering manual.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Track attendance at 5 catering functions. Each student performs in the role of manager for one function; staff roles in the other.  
- **Outcome/Objective:** Students will actively participate in the execution of different style catering functions.

**Faculty update curriculum as needed.**

Faculty update curriculum as needed.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Track attendance at 5 catering functions. Each student performs in the role of manager for one function; staff roles in the other.  
- **Outcome/Objective:** Students will actively participate in the execution of different style catering functions.

**Faculty engaged with the hospitality industry.**

Faculty continued to be engaged with the hospitality industry.

**Established in Cycle:** 2008-2009  
**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:** Develop partnerships with hospitality industry professional organizations.

**Reduction of student absences**

Faculty continued to engage and encourage students to reduce absences and provide weekly assignments to motivate student learning.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Pass rates on the NRA ServSafe Food Managers Certification Exam | Outcome/Objective: Students will apply approved food handling/safety standards in the preparation, service and storage of food.

Partnerships with organizations for student scholarships opportunities

Faculty continued to foster partnerships with organizations to increase the size and number of scholarships available specifically to hospitality management students.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Trends in nutrition in the classroom discussed

Faculty have discussed trends in nutrition in the classroom based on student reports.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Mid course completion and submission of a three-day personalized dietary intake. | Outcome/Objective: To provide opportunity for students to learn about better food choices and improve nutritional choices.

Sound food handling and overall good sanitation practices

Sound food handling and overall good sanitation practices are planned for inclusion throughout all their HRI courses.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
   Measure: Pass rates on the NRA ServSafe Food Managers Certification Exam | Outcome/Objective: Students will apply approved food handling/safety standards in the preparation, service and storage of food.

We modified the survey tool to ask who has used HRI classes for promotion or job enrichment

We have modified the survey tool to ask who has used HRI classes for promotion or job enrichment and who is unable to work due to student visa requirements. This will help us fine tune why students are taking classes and why only ½ our students are working in the industry.

   Established in Cycle: 2008-2009
   Implementation Status: Planned
   Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Conduct a post graduation college wide survey. | Outcome/Objective: Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

Emphasis on weekly quizzes to better prepare students for the national exam.

The pass rate is acceptable but could be better. A greater emphasis on weekly quizzes to better prepare students for the national exam has been identified. Poor classroom attendance and not reading the text is usually the shortfall of those that do not pass the exam. Faculty agreed that a pass rate of 70% is acceptable which is the national standard. In the fall 2010 semester, hand washing and proper food handling procedures is planned to be stressed in the HRI 120 Principles of Food Preparation class and students will be tested on corrected hand washing procedures. The SLO will be assessed again in the fall 2010.

   Established in Cycle: 2009-2010
   Implementation Status: Planned
   Priority: Medium

Relationships (Measure | Outcome/Objective):
   Measure: Pass rates on the NRA ServSafe Food Managers Certification Exam | Outcome/Objective: Students will apply approved food handling/safety standards in the preparation, service and storage of food.
High attendance record of the capstone HRI 256 class. A 100% attendance rate is required.

Managing a catered food function requires students to be involved and present. There is a strong attendance policy that is stressed the first day of class and the faculty of the program support and defend the zero tolerance for missed functions. Only one student dropped the course the second week of class due to lateness or being absent. Faculty is very satisfied with the high attendance record of the capstone HRI 256 class. A 100% attendance rate is required and will be used again in the spring 2011 catering class.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Track attendance at 5 catering functions. Each student performs in the role of manager for one function; staff roles in the other
  Outcome/Objective: Students will actively participate in the execution of different style catering functions.

Faculty continued to track dates and locations of each meeting in 2010-2011.

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. Professional development/meeting fees have been allocated from the 2011 by the HRI Discretionary Fund in the NVCCEF to encourage more professional meeting attendance. Faculty will continue to track dates and locations of each meeting in 2010-2011. It has been planned that scholarship recipients and the supporting organization be honored and recognized at an Annual Business Division Awards Ceremony in May of each year. Faculty continued to foster partnerships with organizations to increase the size and number of scholarships available specifically to hospitality management students.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Record the various memberships held by faculty and the number of hospitality industry professional meetings attended.  
  Outcome/Objective:
Develop partnerships with hospitality industry professional organizations.

**Emphasis placed on homework and classroom discussion.**

Information collected during Spring 2010 targeted student scores on questions reflecting understanding and interpreting profit and loss statements on a publicly-traded hospitality/tourism corporation. When converting the statistical data into letter grades equivalents, it provides evidence that the students have demonstrated an understanding of the subject matter. Faculty agreed this is a good demonstration of understanding a profit and loss statement. Question #7 on the interpretation of dividends had the lowest average. A commitment to place more emphasis on homework and classroom discussion in spring 2011.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**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:** Students will evaluate and interpret a company’s profit and loss statement.

**Modification and expansion of the survey tool for spring 2011**

The college survey provided incomplete information and answers to employment questions. The low response rate, less than 30% does not provide significant information. Less emphasis will be put on this survey format next year and more emphasis on the HRI program survey given to graduating Hospitality students during their capstone spring 2011 catering class. We will again modify and expand the survey tool for spring 2011 and ask who has used HRI classes or degrees for promotion or job enrichment as well as who is currently working in the hospitality career field. This will expand the use of the HRI graduate survey to all students enrolled in the catering class in spring 2011.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

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

- **Measure:** Conduct a post graduation college wide survey.
- **Outcome/Objective:** Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.
Project in all DIT 121 classes for fall 2010 and spring 2011.

Faculty continued to blend student dietary trends with current trends in nutrition in the classroom fall 2010 and spring 2011. On course evaluations this project is well received and enjoyed. We will continue the practice of requiring the project in all DIT 121 classes for fall 2010 and spring 2011.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Mid course completion and submission of a three-day personalized dietary intake. | Outcome/Objective: To provide opportunity for students to learn about better food choices and improve nutritional choices.

Certificate graduation goal in Fall 2011.

Faculty have announced to all students in their classes to meet and see their faculty advisor for support, guidance and assistance. Notices will be posted in each classroom with graduation application deadlines during fall 2010 and spring 2011 semesters. Faculty is very satisfied with the increase in the number of students obtaining their AAS diplomas. Will wait to collect certificate graduation data for spring 2010 before evaluating. Will relook at the certificate graduation goal in Fall 2011.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Track the number of students graduating. | Outcome/Objective: To encourage students to complete their AAS degrees and certificate programs in Hospitality Management.
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, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 12: Students will utilize basic building and accessibility codes related to the health, safety and welfare of the public to develop floor plans.

Students will utilize basic building and accessibility codes related to the health, safety and welfare of the public to develop interior floor plans.

O 19: Students will communicate design concepts clearly and effectively.

Students will communicate design concepts clearly and effectively.

Related Measures:

M 14: Final project for capstone class IDS 221

Source of Evidence: Project, either individual or group

Final project for capstone class IDS 221.

Documents:
- Grade Sheet IDS 221 Bar
- Project IDS 221 Bar Design

Achievement Target:

Score for a portion of the final project for IDS 221 in Spring 2010 were assessed. Two sections of the rubric apply for a total of 18 students: --Clarity of Overall Graphic Presentation (5 points maximum) --Oral Presentation (5 points maximum)

Findings (2009-2010) - Achievement Target: Met

Faculty determined that the achievement level was 4 of 5 points for Oral Presentation and 4 of 5 points for Clarity of Overall Graphic Presentation. Three students fell below that target for overall graphic presentation, and two for oral presentation. Results: Clarity of Overall Graphic Presentation: Score of 4 or
better = 15 students Score of 3 or lower = 3 students Oral Presentation: Score of 4 or better = 16 students Score of 3 or lower = 2 students

**O 20: Students will apply critical, analytical and strategic thinking skills in the interpretation of project requirements.**

Students will apply critical, analytical and strategic thinking skills in the interpretation of project requirements.

**Related Measures:**

**M 15: Programming Exercise for IDS 215**

Source of Evidence: Project, either individual or group Programming Exercise for IDS 215.

**Achievement Target:**

Faculty determined that the achievement level was 75 out of 100 possible points.

**Findings (2009-2010) - Achievement Target: Partially Met**

Score for the programming exercise for IDS 215. Total points possible for this assignment = 100. Results: 75 points or better = 10 students 74 points or lower = 5 students Two thirds of the students successfully analyzed the project and were able to develop a design scenario from the given information. Five of them did poorly, did not hand in their projects on time or at all. The faculty member gave four of them the option of redoing the project after the semester was complete. Three of them took on this assignment; however their grades were not significantly improved.

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

**O 15: To increase the success rate of students in the first semester of the program.**

To increase the success rate of students in the first semester of the program.

**Related Measures:**

**M 7: Grades for IDS 100, Theory and Techniques of Interior Design as compiled by OIR for years 2007-2009.**


**Achievement Target:**
The number of students receiving a grade of A will increase from the previous year and the number of students receiving a grade of F or W will decrease.

**Findings (2009-2010) - Achievement Target: Met**

The portion of students receiving a grade of A increased from the previous year and portion of students receiving a grade of F or W decreased. The total of the percentages for F and W for FA09 is 23%, for FA08 is 32%, and for FA07 is 36%. This shows a gradual reduction in the withdrawals and failures, partially due to the use of Blackboard for instructional information and reminders. FA09 52 Students A = 22 (42%) B = 9 (17%) C = 5 (10%) D = 4 (8%) F = 8 (15%) W = 4 (8%) X = 0 (0%) I = 0 (0%) FA08 50 Students A = 17 (34%) B = 12 (24%) C = 2 (4%) D = 1 (2%) F = 8 (16%) W = 8 (16%) X = 1 (2%) I = 1 (2%) FA07 60 Students A = 21 (36%) B = 9 (15%) C = 1 (2%) D = 5 (8%) F = 7 (12%) W = 14 (24%) X = 2 (3%) I = 0 (0%)

O 16: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

**Related Measures:**

M 8: Distribution of program placed students from OIR report entitled Distribution of Program Placed Students by Curriculum and Award Type 2005-2009.

Source of Evidence: Existing data
Distribution of program placed students from OIR report entitled Distribution of Program Placed Students by Curriculum and Award Type 2005-2009.

**Achievement Target:**

There will be an increase in the number of program placed students.

**Findings (2009-2010) - Achievement Target: Met**

Over the past six years, enrollment in entry level classes has fluctuated slightly due in part to the bad economy as well as the increased number of colleges offering interior design in the Washington, DC area. In Fall 2009, there was a small increase in the number of program placed students. Fall 2004 = 217 students program placed Fall 2005 = 222 students program placed Fall 2006 = 214 students program placed Fall 2007 = 217 students program placed Fall 2008 = 202 students program placed Fall 2009 = 214 students program placed

O 17: 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 Measures:**
M 9: Participation in the Interior Design Club

Source of Evidence: Administrative measure - other
Participation in the Interior Design Club

Achievement Target:
To expose students to industry representatives and interior designers.

Findings (2009-2010) - Achievement Target: Met

Fall 09 the Interior Design Club had 43 members with anywhere from 4 to 25 participating in activities such as a visit to Hillwood in Washington, DC (4) and a bus trip to Falling Water (25).

M 10: Class Field Trips

Source of Evidence: Administrative measure - other
Class Field Trips

Achievement Target:
IDS 225 students are required to attend 2 design events (of their choice) that would encourage networking with interior designers.

Findings (2009-2010) - Achievement Target: Met

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

M 11: Attendance at Neocon East Trade show in Baltimore, MD

Source of Evidence: Administrative measure - other
Attendance at Neocon East Trade show in Baltimore, MD

Achievement Target:
IDS 205 and IDS 215 students were required to attend Neocon East in Baltimore in October in the Fall of 2009.

Findings (2009-2010) - Achievement Target: Met

Of the 29 in these two classes, only 5 were not able to attend. 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.

M 12: Guest Speakers in class
Source of Evidence: Administrative measure - other
Guest Speakers in class

**Achievement Target:**

Guest speakers are included in many interior design classes, especially IDS 205 Materials and Sources.

**Findings (2009-2010) - Achievement Target: Met**

Guest speakers are included in many interior design classes, especially IDS 205 Materials and Sources. For this class several manufacturers' representatives are invited each semester to present information on their products to the students.

**O 18: To update courses required for the Interior Design AAS**

To update courses required for the Interior Design AAS

**Related Measures:**

**M 13: Trends in the industry, comments from Interior Design Program Advisory Board.**

Source of Evidence: Administrative measure - other
Trends in the industry, comments from Interior Design Program Advisory Board.

**Achievement Target:**

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.

**Findings (2009-2010) - Achievement Target: Met**

The interior design program introduced two new courses: Spring 2010 Designing Green Interiors Fall 2010 Kitchen and Bath Design The program will obtain the NKBA Accredited Program Toolkit to aid in developing a Kitchen and Bath program in the fall semester 2010. Design for the aging is being addressed in an introductory manner in IDS 100, and in the Spring 2010 a design project for IDS 215 included design of an adult day care center.

**O 21: 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 Measures:

M 16: 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.

Achievement Target:

There will be an increase in the number of IDS graduates every academic year.

Findings (2009-2010) - Achievement Target: Met

From 2008-09 to 2009-10, graduation increased by 100%. However, from 2007-08 to 2008-2009, the number decreased. For the past several years, the IDS program has consistently had approximately 12-15 graduates. Number of graduates 2009-2010: 12 Number of graduates 2008-2009: 6 Number of graduates 2007-2008: 12

O 22: To encourage students to continue with their Interior Design classes

To encourage students to continue with their Interior Design classes.

Related Measures:

M 17: Comparison of completion rates from 100 level and 200 level courses as compiled by OIR for years 2007-2009.

Comparison of completion rates from 100 level and 200 level courses as compiled by OIR for years 2007-2009.

Achievement Target:

We would like to increase the number of incoming students proportionally to the increase in the college enrollment.

Findings (2009-2010) - Achievement Target: Partially Met

If one assumes that first year courses are taken in the first year and second year courses are taken in the second year, this indicates that 42 students or 35% did not continue to the second year. Data from the previous year indicates that 51 students or 35% did not continue to the second year, which is identical to the current year. This is not really the case, however. Many students are only able to take one or two courses per year due to work schedule and family (IDS has a large percentage of non-traditional students) and they often have elder care issues as well. This impacts our enrollment each semester in different ways. In addition, students will often overload the first semester thinking that the course work will be less strenuous than it is, and lighten their course load in subsequent
semesters. Fall 2009 3 sections of IDS 100 = 52 students 1 sections of IDS 105 = 22 students 1 sections of IDS 106 = 19 students 1 section of IDS 109 = 22 students Total students in first-year courses = 115 This is a decrease of 6 students, or 5%, over the previous academic year. 1 sections of IDS 205 = 22 students 1 sections of IDS 206 = 15 students 1 section of IDS 215 = 12 students 1 section of IDS 225 = 11 students 1 section of IDS 245 = 17 students 1 section of IDS 290 = 6 students 1 section of IDS 298 = 7 students One course was cancelled due to low enrollment Total students in second-year courses = 79 This is a decrease of 15 students, or 16%, over the previous academic year. The number of first year students in courses Fall 2008 was 121 The number of second year students in courses Fall 2009 was 79

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

**Made plans to prepare a brochure by May 2010 outlining program information for prospective students**

Made plans to prepare a brochure by May 2010 outlining program information for prospective students

- **Established in Cycle:** 2008-2009
- **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:** To increase the number of program placed students in the program.

**Design for the aging in IDS 100, and in the Spring 2010 a design project for IDS 21**

Design for the aging continued to be addressed in an introductory manner in IDS 100, and it was decided that in the Spring 2010 a design project for IDS 215 will include design of an adult day care center.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High

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

- **Measure:** Trends in the industry, comments from Interior Design Program Advisory Board
- **Outcome/Objective:** To update courses required for the Interior Design AAS
Enrollment in entry level classes has fallen off slightly in the past year due in part to the bad economy.

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 have continued to monitor this trend.

Established in Cycle: 2008-2009  
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: To increase the number of program placed students in the program.

Faculty have given a five point pop quiz on most weeks which serves as a study guide for the test.

Faculty have given a five point pop quiz on most weeks which serves as a study guide for the test. These quizzes however do not force the student to recall specifics as they are multiple choice. It was decided that pop quizzes will incorporate more fill in the blank questions beginning in Spring 2010 semester.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

It was decided that visual learning aids will be added on Blackboard to help with identification of fabrics beginning in Spring 2010.

It was decided that visual learning aids will be added on Blackboard to help with identification of fabrics beginning in Spring 2010.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

Faculty made plans to assess the success of these classes via student survey and course grades.
Faculty made plans to assess the success of these classes via student survey and course grades to determine adoption into the curriculum for the next catalog year.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Trends in the industry, comments from Interior Design Program Advisory Board.  
**Outcome/Objective:** To update courses required for the Interior Design AAS

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**Faculty have committed to visit at least 2 high schools in Fall 2010 to share program information**

Faculty have committed to visit at least 2 high schools in Fall 2010 to share program information

**Established in Cycle:** 2008-2009  
**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:** To increase the number of program placed students in the program.

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**In order to increase the success rate for these students faculty made plans to do the following**

In order to increase the success rate for these students faculty made plans to do the following beginning in the Spring 2010 semester:  
• Make clear the expectations for project work including the approximate amount of time students may expect to spend on each project.  
• Set up calendar of project assignments and send reminders of due dates via Blackboard  
• Provide study guides/helps via Blackboard through such software as Softchalk or other VCCS tools. Grades for the semesters following will be the tool used to evaluate the success of these actions.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned
Many students that are in the program are not program placed. Faculty for entry level courses have committed to encouraging them to select their program of study and advisor.

Many students that are in the program are not program placed. Faculty for entry level courses have committed to encouraging 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.

Established in Cycle: 2008-2009
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: To increase the number of program placed students in the program.

More specific data on class visits and out of class experiences to ensure that students

Outlined plans to collect more specific data on class visits and out of class experiences to ensure that students are continually exposed to design professionals.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Attendance at Neocon East Trade show in Baltimore, MD | Outcome/Objective: To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.
Measure: Class Field Trips | Outcome/Objective: To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.
Measure: Guest Speakers in class | Outcome/Objective: To provide opportunities for students to interact with the interior design community in the greater
Washington, DC area. 
**Measure:** Participation in the Interior Design Club | **Outcome/Objective:** To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.

**Students experimented with new software, especially Sketchup and Photoshop to execute their projects.**

Students experimented with new software, especially Sketchup and Photoshop to execute their projects. These tools are becoming mainstream for designers and should be incorporated at some level into the interior design program. This relates to the program goal above.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Finished
- **Priority:** High

**The brochure to local high schools**

Outlined plans to distribute the brochure to local high schools summer 2010

- **Established in Cycle:** 2008-2009
- **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:** To increase the number of program placed students in the program.

**Scheduled this SLO to be assessed again in three semesters.**

Scheduled this SLO to be assessed again in three semesters.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High
Made plans to prepare brochure outlining program information for prospective students

Planned for the next academic year: Faculty will continue to monitor this trend over the coming year. In addition: A brochure will be prepared by April 2011 outlining program information for prospective students. The brochure will be distributed to local high schools Spring 2011. Faculty will visit at least two high schools in Spring 2011 to share program information. Many students that are in the program are not program placed. Faculty for entry level courses will 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.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

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: To increase the number of program placed students in the program.

Made plans to emphasize importance of project; made plans to distribute clear rubric; instructor approval

Faculty made plans to be more explicit about the importance of this exercise, make sure the rubric gets handed out with the assignment so students know how the points will be dispersed. In addition, students will not be permitted to proceed with the design portion of this project until the program is completed to the instructor's satisfaction. Made plans to assess this SLO again in three semesters.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Programming Exercise for IDS 215
Outcome/Objective: Students will apply critical, analytical and strategic thinking skills in the interpretation of project requirements.

Degree completion prior to transferring through better advising and mentoring.
Faculty have committed to encouraging students to complete their degrees prior to transferring through better advising and mentoring. This is ongoing.

**Established in Cycle:** 2009-2010  
**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:** To encourage students to complete their A.A.S. degree in Interior Design

Planned to adopt successful courses into the curriculum for the next catalog year.

Outlined plans to assess the success of these classes via student survey and course grades and adopt into the curriculum for the next academic year if they are successful they.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Trends in the industry, comments from Interior Design Program Advisory Board.  
**Outcome/Objective:** To update courses required for the Interior Design AAS

Outlined plans to make clear the expectations for project work, set up calendar of project assignments and send reminders of due dates

The following items have been outlined for the next academic year: In order to increase the success rate for these students, faculty will continue to do the following in the Fall 2011 semester: Make clear the expectations for project work including the approximate amount of time students may expect to spend on each project. Set up calendar of project assignments and send reminders of due dates via Blackboard. Provide study guides/ helps via Blackboard through such software as Softchalk or other VCCS tools. Grades for the semesters following will be the tool used to evaluate the success of these actions.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
**Measure:** Grades for IDS 100, Theory and Techniques of Interior Design as compiled by OIR for years 2007-2009. | **Outcome/Objective:** To increase the success rate of students in the first semester of the program.

Manufacturer’s representatives know that the students are their future clients, so they have shown particularly interest in getting to know them.

Manufacturer's representatives know that the students are their future clients, so they have shown particularly interest in getting to know them early on in their careers.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Guest Speakers in class | **Outcome/Objective:** To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.

Manufacturer’s representatives know that the students are their future clients, so they have shown particularly interested in getting to know them.

Manufacturer's representatives know that the students are their future clients, so they have shown particularly interest in getting to know them early on in their careers.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Class Field Trips | **Outcome/Objective:** To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.

Committed to modification of the rubric for this project to give students more specific targets to improve their level of competence.

Students are generally competent in graphic and oral presentation. Committed to modification of the rubric for this project to give students more specific targets
to improve their level of competence. Planned assessment of this SLO again in three semesters.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
- Measure: Final project for capstone class IDS 221 | Outcome/Objective: Students will communicate design concepts clearly and effectively.

More specific data on class visits and out of class experiences

it is easy to let the opportunities slide and it was decided that this exposure to industry personnel will be retained as a goal for the future. Outlined plans to collect more specific data on class visits and out of class experiences to ensure that students are continually exposed to design professionals.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
- Measure: Participation in the Interior Design Club | Outcome/Objective: To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.

Outlined plan to collect more specific data on class visits and out of class experiences

Outlined plan to collect more specific data on class visits and out of class experiences to ensure that students are continually exposed to design professionals.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
- Measure: Attendance at Neocon East Trade show in Baltimore, MD | Outcome/Objective: To provide opportunities for students to interact with the interior design community in the greater Washington, DC area.
Planned for next academic year: increase the number of incoming students proportionally to the increase in the college enrollment.

Planned for next academic year: increase the number of incoming students proportionally to the increase in the college enrollment. In the Spring 2011 semester, faculty will identify local high schools with interior design classes, design and distribute a brochure to those high schools with information about the program and visit at least two high schools to talk about the program in that same semester.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Comparison of completion rates from 100 level and 200 level courses as compiled by OIR for years 2007-2009. | Outcome/Objective: To encourage students to continue with their Interior Design classes
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 7: Show how to achieve organizational objectives by effectively interacting with others as team members and as team leaders.

Show how to achieve organizational objectives by effectively interacting with others as team members and as team leaders.

O 12: 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 Measures:**

M 9: MKT 282: Student e-commerce project – web site created using Google sites.

Source of Evidence: Project, either individual or group
MKT 282: Principles of eCommerce Student e-commerce project - web site created using Google sites.

**Achievement Target:**

Site must have 5 pages, and be engaging, easy to navigate, allow for interaction with customers, and appropriate for target audience with no spelling errors. Goal: 75% successful achievement rate.

**Findings (2009-2010) - Achievement Target: Met**

Data collected - Spring 2010 Data taken from two course sections Sample size = 28 students Project is 20% of class grade. 15% or better was needed to successfully master this SLO. Results: 25 out of 28 students (89%) earning 15% or better indicating mastery.

O 13: Calculate basic business math successfully

Calculate basic business math successfully.

**Related Measures:**

M 10: MKT 227: Comprehensive merchandising math exam – 60 points. Covers stock turnover, planned purchases, open-to-buy

Source of Evidence: Standardized test of subject matter knowledge

**Achievement Target:**

Goal: 75% successful achievement rate.

**Findings (2009-2010) - Achievement Target: Not Met**

Data collected - Spring 2010 Data taken from the one section Sample size = 25 students Results: 14 students (56%) earned 40 pts or more out of a total of 60 points indicating mastery of this SLO. 11 students (44%) earned less than 40 points indicating lack of mastery.

**O 14: Apply the marketing principles such as marketing strategies, sales promotion, sales management, good customer service**

Apply the marketing principles such as marketing strategies, sales promotion, sales management, good customer service, public relations and ethical procedures in consumer and business transactions.

**Related Measures:**

**M 11: MKT 215: Students act as both customer and sales representative 3 times during the semester. Evaluation criteria attached**

Source of Evidence: Presentation, either individual or group
MKT 215: Sales and Marketing Management Students act as both customer and sales representative 3 times during the semester. Evaluation criteria attached

**Achievement Target:**

Goal: 75% successful achievement rate.

**Findings (2009-2010) - Achievement Target: Met**

Data collected - Spring 2010 Data taken from one course Sample size = 24 students Student role playing - 30 points. 24 points or more indicates mastery. Results: 21 (87%) students earned 24 points or better and successfully mastered this SLO.

**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 Measures:**
M 12: MKT 201: Group work evaluation based on student and faculty evaluation of each other’s work ethics

Source of Evidence: Project, either individual or group
MKT 201 Intro. to Marketing: Group work evaluation based on student and faculty evaluation of each other's work ethics, cooperation, and positive group dynamics.

Achievement Target:

Goal: 75% successful achievement rate.

Findings (2009-2010) - Achievement Target: Met

Data collected - Fall 2009 Spring 2010 Data taken from 8 courses Sample size = 246 A rating of 6 points or better was needed to indicate mastery. Results: 225 (91%) out of 246 students successfully mastered this SLO.

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

O 8: 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 Measures:

M 5: Use 2010 industry trends statement developed by the MKT Program Advisory Committee. Assistant Dean reviewed MKT course content

Source of Evidence: Focus groups
Use 2010 industry trends statement developed by the MKT Program Advisory Committee. Assistant Dean reviewed MKT course content summaries for inclusion of topics listed in the industry trends statement.

Achievement Target:

All courses and degrees reflect the industry trends listed.

Findings (2009-2010) - Achievement Target: Met

All courses and degrees reflect the industry trends listed.

O 9: To teach students the basic principles of marketing including sales methods and presentations, retail mgt. skills, promotion, p

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 Measures:

M 6: OIR MKT Student Grade Distribution Report analysis for 2009-2010.

Source of Evidence: Existing data

Achievement Target:

Goal: Continue to maintain a 75% rate or better. Goal: Reduce the number of "F" grades reported in 2009 - 2010.

Findings (2009-2010) - Achievement Target: Partially Met

Overall student success rate has improved at AN and college wide. There are still too many "F" grades. Greatest number in MKT 201: Introduction to Marketing (52) and MKT 228 Promotion (11). 2009-2010: 284 grades issued: A - 110, B - 77, C - 41, D - 12, F - 37 Average % successful: AN Campus - 84.5% College wide - 78.5% 2008-2009: 243 grades issued: A - 86, B - 81, C - 37 D - 9, F - 30 Average % successful: AN Campus - 80.3% College wide - 73.4%

O 10: To maintain student class enrollments and graduation numbers.

To maintain student class enrollments and graduation numbers.

Related Measures:

M 7: Student FTES, program placement and graduation rates for 2009-10.

Source of Evidence: Existing data
Student FTES, program placement and graduation rates for 2009-10.

Achievement Target:

Goal: Maintain or improve FTES and program placed student numbers. Goal: Double-digit graduation total.

Findings (2009-2010) - Achievement Target: Met


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

No curriculum changes need to be recommended at this time. Continue to monitor program goals and objectives by me
It was decided no curriculum changes need to be recommended at this time. Continue to monitor program goals and objectives by means of this assessment tool for currency and viability.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Use 2010 industry trends statement developed by the MKT Program Advisory Committee. Assistant Dean reviewed MKT course content |  
**Outcome/Objective:** To keep the marketing curriculum up-to-date reflecting current industry trends.

It was decided there are too many “F” grades in MKT 201 an entry-level course. Of the 30 “F” grades, 20 were in MKT 201.

It was decided there are too many "F" grades in MKT 201 an entry-level course. Of the 30 "F" grades, 20 were in MKT 201. Problem: Students disappearing during the semester and not withdrawing from class produces a high number of "F" grades. Solution: Greater emphasis on faculty withdrawing students during the semester.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** OIR MKT Student Grade Distribution Report analysis for 2009-2010. |  
**Outcome/Objective:** To teach students the basic principles of marketing including sales methods and presentations, retail mgt. skills, promotion, p

It was decided this assessment could be used on a continual basis due to the small size of the program and its graduates.

It was decided this assessment could be used on a continual basis due to the small size of the program and its graduates.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High
It was decided this assessment will be used on a continual basis and meets the needs for evaluating SLO #1.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

It was decided to continue to monitor FTES and graduation rates.

It was decided to continue to monitor FTES and graduation rates. Problem: Course enrollment and graduation rates for the Marketing Program have been impacted by the economic slowdown. Solution: Continue to promote MKT courses and degrees.

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student FTES, program placement and graduation rates for 2009-10. | Outcome/Objective: To maintain student class enrollments and graduation numbers.

Sample size to be expanded Spring 2010

Sample size to be expanded Spring 2010

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Continue reminding faculty to drop students who disappear from class. Suggestions on reducing the number of F grades.

Continue reminding faculty to drop students who disappear from class. Ask faculty for suggestions on reducing the number of "F" grades, especially in MKT 201 and MKT 228.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: OIR MKT Student Grade Distribution Report analysis for 2009-2010. | Outcome/Objective: To teach students the basic principles of marketing including sales methods and presentations, retail mgt. skills, promotion, p

Advertisement and enrollment strategy.

Economic downturn tends to hurt career program enrollments and graduate numbers. Continued to promote degree and courses by means of student handouts and advising. Program planned to have discussions about offering more courses online to support the opportunity for increased student graduation rate.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student FTES, program placement and graduation rates for 2009-10. | Outcome/Objective: To maintain student class enrollments and graduation numbers.

Social Media Marketing as a new MKT course.

Social media marketing was mentioned frequently as the new hot topic. MKT Program Advisory Committee recommended this topic be offered as a standalone course.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Use 2010 industry trends statement developed by the MKT Program Advisory Committee. Assistant Dean reviewed MKT course content | Outcome/Objective: To keep the marketing curriculum up-to-date reflecting current industry trends.

To be assessed again Spring 2011.
To be assessed again Spring 2011.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** MKT 215: Students act as both customer and sales representative 3 times during the semester. Evaluation criteria attached | **Outcome/Objective:** Apply the marketing principles such as marketing strategies, sales promotion, sales management, good customer service

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To be assessed again Spring 2011.

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To be assessed again Spring 2011.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** MKT 201: Group work evaluation based on student and faculty evaluation of each other’s work ethics | **Outcome/Objective:** Show how to achieve organizational objectives by effectively interacting with others as a team member.

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To be assessed again Spring 2011.

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To be assessed again Spring 2011.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** MKT 282: Student e-commerce project – web site created using Google sites. | **Outcome/Objective:** Use the Internet to locate target markets, potential sales opportunities, and conduct e-commerce activities.

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**Student math skills**
To improve student math skills, we have strategized to offer students more class time working math problems with students spring semester when the course is offered again. To be assessed again Spring 2011.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: MKT 227: Comprehensive merchandising math exam – 60 points.
  Covers stock turnover, planned purchases, open-to-buy | Outcome/Objective:
  Calculate basic business math successfully
Detailed Assessment Report
2009-2010 Massage Therapy Career Studies Certificate

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

O 13: Demonstrate ethical behavior in the client/therapist relationship

Demonstrate ethical behavior in the client/therapist relationship

Related Measures:

M 7: Clinics employed client feedback forms

Source of Evidence: Employer survey, incl. perceptions of the program
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.

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 (2009-2010) - Achievement Target: Met

Data collection - Spring 2010 Data was collected from 1 WO section of HLT 180; data from MEC was not available Sample size = 8 students Average lab midterm score = 9.18 out of 10 Average lab final score = 9.6 out of 10 One faculty member taught this section 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

O 14: Demonstrate the principles of body mechanics when performing massage

Demonstrate the principles of body mechanics when performing massage.
**Related Measures:**

**M 8: HLT 280 – Lab practical included body mechanic component. The rubric for grading was the proper body positioning when executing massage strokes.**

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

HLT 280 - Lab practical included body mechanic component. The rubric for grading was the proper body positioning when executing massage strokes.

**Achievement Target:**

Achievement target of 80% on lab scores.

**Findings (2009-2010) - 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%

**O 15: Perform pre-massage consultations with clients using proper notations on session charts and post-massage evaluations**

Perform pre-massage consultations with clients using proper notations on session charts and post-massage evaluations

**Related Measures:**

**M 9: HLT 190 - SOAP note evaluations completed by students during massage clinics.**

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

HLT 190 - SOAP note evaluations completed by students during massage clinics.

**Achievement Target:**

Achievement target of 4.0.

**Findings (2009-2010) - 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: Perform cardio/pulmonary resuscitation and basic first aid**

Perform cardio/pulmonary resuscitation and basic first aid.

**Related Measures:**
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

Source of Evidence: Standardized test of subject matter knowledge
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.

Achievement Target:
Achievement target of a grade of 80% on both exams.

Findings (2009-2010) - 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 All massage students became certified in CPR by passing the written and practical exams by meeting the achievement target of a grade of 80% on both exams.

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

O 10: To prepare students to pass the National Certification exam

To prepare students to pass the National Certification exam

Related Measures:

M 4: Completion of 608 hours of course work

Source of Evidence: Activity volume
Completion of 608 hours of course work Graduation rates (OIR Factbook) Passing NCTBTMB exam after graduation

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 (2009-2010) - Achievement Target: Met
For year 2008-2009 thirteen students graduated with Certificates in Massage Therapy. For year 2009-2010 fifteen 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. Exam pass rate as reported by NCBTMB for NOVA students continues to be much higher than national and state averages
O 11: To prepare students to obtain employment as licensed massage therapists

To prepare students to obtain employment as licensed massage therapists

Related Measures:

M 5: Number of graduates who become licensed massage therapists and obtain jobs

Source of Evidence: Existing data
Number of graduates who become licensed massage therapists and obtain jobs. Graduates' responses listed in Graduate Survey Summaries, 2007-2008.

Achievement Target:

Program needs to develop follow-up method to assess graduates success in obtaining jobs through development of distribution list in Spring 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 Spring 2011.

Findings (2009-2010) - Achievement Target: Met

According to Graduate Survey Summaries, 2007-2008, the four graduates who were surveyed reported that they became employed as massage therapists.

O 12: To encourage students to continue in the massage therapy program after they complete prerequisite courses

To encourage students to continue in the massage therapy program after they complete prerequisite courses

Related Measures:

M 6: Enrollment rates in prerequisite HLT 170 course compared to enrollment rates in first program course, HLT 180

Source of Evidence: Existing data
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

Achievement Target:

To increase retention rates of massage therapy students.

Findings (2009-2010) - Achievement Target: Partially Met

Fall 2009 10 sections of HLT 170 at MEC = 57 students 6 sections of HLT 170 at WO = 65 students Total students in HLT 170 = 122 2 sections of HLT 180 at MEC = 15 students 2 sections of HLT 180 at WO = 26 students Total students in HLT 180 = 41 Spring 2010 6 sections of HLT 170 at MEC = 34 students 2 sections of HLT 170 at WO = 20 students Total students in HLT 170 = 54
section of HLT 180 at MEC = 11 students 1 section of HLT 180 at WO = 8 students Total students in HLT 180 = 19 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

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

Exam pass rate as reported by NCBTMB for NOVA students continued to be much higher than national average

Exam pass rate as reported by NCBTMB for NOVA students continued to be much higher than national average. Faculty continued to review curriculum to ensure success.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Completion of 608 hours of course work  
**Outcome/Objective:** To prepare students to pass the National Certification exam

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Survey students in HLT 170 courses to ask if they plan to continue with program, why/why not.

Faculty have made plans to survey students in HLT 170 courses to ask if they plan to continue with program, why/why not.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Enrollment rates in prerequisite HLT 170 course compared to enrollment rates in first program course, HLT 180  
**Outcome/Objective:** To encourage students to continue in the massage therapy program after they complete prerequisite courses

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**Follow-up method to assess graduates success in obtaining jobs**
Faculty considered for the program the need to develop follow-up method to assess graduates' success in obtaining jobs

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Number of graduates who become licensed massage therapists and obtain jobs  
**Outcome/Objective:** To prepare students to obtain employment as licensed massage therapists

**Method of disseminating information about job opportunities to graduates**

Faculty considered ways program needs to develop method of disseminating information about job opportunities to graduates

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Number of graduates who become licensed massage therapists and obtain jobs  
**Outcome/Objective:** To prepare students to obtain employment as licensed massage therapists

**Encourage clients to list negative as well as positive feedback.**

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 will affect the students' grades. This SLO will be assessed again in the fall 2010 semester.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Clinics employed client feedback forms  
**Outcome/Objective:** Demonstrate ethical behavior in the client/therapist relationship
Mentoring Program

Faculty are considering mentoring program to connect present students with former graduates working as massage therapists through distribution list to be developed in Spring 2011.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Number of graduates who become licensed massage therapists and obtain jobs | Outcome/Objective: To prepare students to obtain employment as licensed massage therapists

Faculty will continue to review curriculum to insure continued success

Faculty will continue to review curriculum to insure continued success.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Completion of 608 hours of course work | Outcome/Objective: To prepare students to pass the National Certification exam

Instructor reviewed SOAP notes with individual students and discussed methods to improve notations

Instructor reviewed SOAP notes with individual students and discussed methods to improve notations

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: HLT 190 - SOAP note evaluations completed by students during massage clinics. | Outcome/Objective: Perform pre-massage consultations with clients using proper notations on session charts and post-massage evaluations
Marketing plan to promote MT program needs to be developed and implemented.

Lack of program continuity between MEC and WO campuses, low enrollments and lack of unity of command has prompted merging the MEC program with WO program. MEC students were transitioned into existing WO courses in Fall 2010. Only WO campus will offer massage classes beginning Spring 2011. Marketing plan to promote MT program needs to be developed and implemented. Public relations officer will be contacted in Fall 2010 to advertise massage clinics in local newspapers. College website for MT needs to be revised for WO campus. Webmaster will be contacted to adapt MEC website to WO contact information in Spring 2011 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 will include a daytime course. Students on financial aid will be advised to wait to be program placed until third semester of program.

Established in Cycle: 2009-2010
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: To encourage students to continue in the massage therapy program after they complete prerequisite courses
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 Measures:**

**M 1: Number of certificates awarded**

Source of Evidence: Academic indirect indicator of learning - other

Number of certificates awarded

**Achievement Target:**

Monitoring for continuous improvement

**Findings (2009-2010) - Achievement Target: Partially Met**


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 Measures:**

**M 2: Grade Distribution by Course for required courses; Success Rate by Discipline**

Source of Evidence: Academic direct measure of learning - other

Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

**Achievement Target:**

Course success rate will be at or above the college average for course success rate.

**Findings (2009-2010) - Achievement Target: Partially Met**

Fall 2008 % Success Fall 2009 % Success MUS 140 65 64 MUS 157 44 38 MUS 158 100 69 MUS 179 88 63 MUS 227 80 58 College Average for Course Success rate: 2009: 73% 2008: 74%

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

**Related Measures:**

**M 3: Distribution Of Program Placed Students By Award Type**

Source of Evidence: Academic indirect indicator of learning - other Distribution Of Program Placed Students By Award Type (Fact book 09-10 Table 1.14)

**Achievement Target:**

Increased number of program placed students

**Findings (2009-2010) - Achievement Target: Met**


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

**Overall, number of student program placed has increased.**

Overall, number of student program placed has increased.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Distribution Of Program Placed Students By Award Type |
- **Outcome/Objective:** To increase the number of program placed students in the program.

**Scheduled to assess this program goal again next year.**

Course success rate was below the college average for 2009. Faculty made plans to discuss at next cluster meeting. Scheduled to assess this program goal again next year.

- **Established in Cycle:** 2009-2010
- **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
Scheduled to assess this program goal again next year.

Overall, the number of certificates awarded has remained steady around 4. Scheduled to assess this program goal again next year.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

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

- **Measure:** Number of certificates awarded
- **Outcome/Objective:** To encourage students to complete their career studies certificate
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

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 Measures:

M 2: Distribution Of Program Placed Students By Curriculum And Award Type

Source of Evidence: Academic direct measure of learning - other
Distribution Of Program Placed Students By Curriculum And Award Type (Fact book 09-10 Table 1.14)

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - Achievement Target: Met


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 Measures:

M 1: Number of Graduates by Program and Specialization

Source of Evidence: Academic direct measure of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 Through 2009-2010

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

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

**The number of program-placed students increased**

The number of program-placed students increased, meeting the program's achievement target. This program goal will be assessed again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  

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

**Scheduled to assess this program goal again next year.**

The number of graduates has increased after decreases for two years; this increase meets the program's achievement target. Scheduled to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**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

**Scheduled to assess this program goal again next year.**

The number of program-placed students increased, meeting the program's achievement target. Scheduled to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Distribution Of Program Placed Students By Curriculum And Award Type  
- **Outcome/Objective:** To increase the number of program placed students in the program.
**Detailed Assessment Report**  
**2009-2010 Fine Arts, A.A.**

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

**O 3: Will be able to create realistic or abstract/conceptual representations.**

Will be able to create realistic or abstract/conceptual representations.

**Related Measures:**

- **M 1: Drawing rubric**

  Source of Evidence: Academic direct measure of learning - other  
  Review of required projects in Drawing 12 and Design 12 on all 5 campuses.  
  (see attached grid)

  **Achievement Target:**

  Monitoring for continuous improvement.

  **Findings (2009-2010) - Achievement Target: Met**

  Results were compiled using types of visual projects required by course syllabi in the separate classes across the 5 campuses. Since the results were compiled from syllabi, all class sections may not have been actively offered in this assessment semester. Numbers of students vary by section but usually in the range of 20-30 per class. Total Faculty (full time and adjunct) - 24 Total Class Sections taught by faculty - 52 Drawing 1 - 18 Drawing 2 - 13 Design 1 - 13 Design 2 - 8 (see attached grid for ratio of realistic/abstract projects per individual class) Students are expected to produce abstract and realistic responses to visual projects in both the Drawing and Design sequences in any semester the course is taken.

**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 Measures:**

- **M 2: Self or peer critique**

  Source of Evidence: Academic indirect indicator of learning - other  
  Amount of student participation in individual or group critiques in the Drawing or Design sequences. (see attached grid) 3 Methods of Critique identified: 1. Student self-critique while talking with the teacher during class/working time. 2. Student to Student in class critique during semester usually completed projects.
3. Student presents work at the end of the semester for formal critique with teacher or class.

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

Faculty surveyed - 23 Number of classes reported: Drawing 1 - 35 Drawing 2 - 36 Design 1 - 26 Design 2 - 20 Student participation in a critiquing activity was measured in terms of frequency of participation in that activity. Such as: each class period, once a week, several times a semester ; the activity takes place at random intervals during the class semester. Students learn to use art terms and vocabulary when discussing a visual image. They verbalize their ideas about the visual concepts of proportion, placement, composition, balance, rhythm, and harmony in relation to the given image.

**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**

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 Measures:**

**M 3: Portfolio**

Source of Evidence: Portfolio, showing skill development or best work Individual instructor requirements per course. The main courses for portfolio building for transfer are the Drawing 12 and Design 12 sequences. Other advanced sequences such as Painting 12 or Advanced Design, Advanced Drawing, Sculpture, Printmaking and /or Ceramics can also be used in a professional presentation for exhibit possibilities or employment.

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Students submit work during each semester and at the end of the semester for evaluation by the professor. These projects are designed to build the students knowledge and use of various media and techniques. The number of works produced depends on the individual instructor. This critique and evaluation method is the standard assessment method used for verbal feedback and grading of visual art projects.
O 8: Increase enrollment in art courses.

Increase enrollment in art courses.

**Related Measures:**

**M 4: Student enrollment by FTES and Discipline.**

Source of Evidence: Academic direct measure of learning - other Table of student enrollment by FTES and Discipline.

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

The increase in enrollment continues: Fall 2007-698.7, 2008-723.7 2009-795.3

O 9: Increase number of graduates in Fine Arts programs

Increase number of graduates in Fine Arts programs

**Related Measures:**

**M 5: College Graduates by Curriculum and award type**

Source of Evidence: Academic direct measure of learning - other Table of College Graduates by Curriculum and award type

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

A.A. - There were 24 graduates in 2008 and there were 30 in 2009. Each semester the Fine Arts faculty continues to promote transfer potential to George Mason provided by our Articulation Agreement and the 3.5 GPA completion of the NOVA A.A. degree. A.A.A. - Had 11 graduates in 2009. This was a further decline from 16 in 2008.

O 10: Expand Art History specialization courses beyond Art 101-102

Expand Art History specialization courses beyond Art 101-102

**Related Measures:**

**M 6: Semester schedule of classes**
Source of Evidence: Academic direct measure of learning - other
Semester schedule of classes

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Spring 2010 Fall 2010 AL-0 AL-0 AN-0 AN-Far Eastern Modern LO-1 Far Eastern LO-2 Far Eastern Modern MA-1 Modern MA-1 Modern WO-1 Modern WO-1 Modern In previous semesters, MA has also offered the year long American Art sequence.

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

**Specialized art History courses**

Continued 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 decided to have Art History faculty promote the specialized art History courses particularly to those students enrolled in the basic 2 semesters of introductory History and Appreciation of Art.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Semester schedule of classes | **Outcome/Objective:** Expand Art History specialization courses beyond Art 101-102

**Outlined plans for Art Programs on each campus to determine which additional courses might be offered to promote increased enrollment**

Course Completion Rates for art courses, excluding those specific only to the Communication Design Degree, is 74%. This is close to the college rate of 73% and plans were made to assess this again next year. Decided that Art Programs on each campus will determine which additional courses might be offered to promote increased enrollment as part of the art degree or elective requirement. Each campus program, depending on facilities and time constraints, will select the specific courses to increase or eliminate each semester.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High
Continued to have students produce projects of various subjects in various media.

Continued to have students produce projects of various subjects in various media.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Portfolio | Outcome/Objective: Will create a portfolio of visual works/projects that can be used to satisfy transfer or other professional requirements such as

Continued to use current method when developing syllabi in the Drawing and Design sequences.

The results for this student learning outcome is successful if the student is required to produce visual projects using realistic or abstract image making techniques to produce completed projects. Continued to use current method when developing syllabi in the Drawing and Design sequences.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Drawing rubric | Outcome/Objective: Will be able to create realistic or abstract/conceptual representations.

Continued to use the critique as a method of student self assessment and to develop critical abilities to evaluate other works of art.

Continued to use the critique as a method of student self assessment and to develop critical abilities to evaluate other works of art.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Self or peer critique | Outcome/Objective: Will be able to critically evaluate personal studio art projects or those of other students.

It was decided that Faculty advisors will advise students to Program Place. The Art Cluster has scheduled a discussion for ways to promote degree completion.

Course Completion Rate of 74% for all art courses used by the AA and AAA degree. The lower completion rates occur in the more specialized courses and those running with low enrollment. A.A. – It was decided that faculty advisors will advise students to Program Place and encourage them to complete the degree as a transfer package. A.A.A. - Students seem to be more interested in completing the transfer degree; although some institutions will take many of the AAA degree courses as part of a transfer package. The Art Cluster has scheduled a discussion for ways to promote degree completion in the AAA.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: College Graduates by Curriculum and award type | Outcome/Objective: Increase number of graduates in Fine Arts programs
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Will be able to produce artworks in several media.

Will be able to produce artworks in several media.

O 2: Will be able to create artwork from direct observation.

Will be able to create artwork from direct observation.

O 3: Will be able to create realistic or abstract/conceptual representations.

Will be able to create realistic or abstract/conceptual representations.

Related Measures:

M 6: Review of required projects in Drawing 1&2 and Design 1&2 on all 5 campuses.

Source of Evidence: Project, either individual or group
Review of required projects in Drawing 12 and Design 12 on all 5 campuses.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

Results were compiled using types of visual projects required by course syllabi in the separate classes across the 5 campuses. Since the results were compiled from syllabi, all class sections may not have been actively offered in this assessment semester. Numbers of students vary by section but usually in the range of 20-30 per class. Total Faculty (full time and adjunct) - 24 Total Class Sections taught by faculty - 52 Drawing 1 - 18 Drawing 2 - 13 Design 1 - 13 Design 2 - 8 (see attached grid for ratio of realistic/abstract projects per individual class) Students are expected to produce abstract and realistic responses to visual projects in both the Drawing and Design sequences in any semester the course is taken.

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 Measures:
M 7: Amount of student participation in individual or group critiques in the Drawing or Design sequences.

Source of Evidence: Academic direct measure of learning - other Amount of student participation in individual or group critiques in the Drawing or Design sequences. (see attached grid) 3 Methods of Critique identified: 1. Student self-critique while talking with the teacher during class/working time. 2. Student to Student in class critique during semester usually completed projects. 3. Student presents work at the end of the semester for formal critique with teacher or class.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

Faculty surveyed - 23 Number of classes reported: Drawing 1 - 35 Drawing 2 - 36 Design 1 - 26 Design 2 - 20 Student participation in a critiquing activity was measured in terms of frequency of participation in that activity. Such as: each class period, once a week, several times a semester ;, the activity takes place at random intervals during the class semester. Students learn to use art terms and vocabulary when discussing a visual image. They verbalize their ideas about the visual concepts of proportion, placement, composition, balance, rhythm, and harmony in relation to the given image.

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

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 Measures:

M 5: Performance in drawing course sequences

Source of Evidence: Performance (recital, exhibit, science project) Individual instructor requirements per course. The main courses for portfolio building for transfer are the Drawing 12 and Design 12 sequences. Other advanced sequences such as Painting 12 or Advanced Design, Advanced Drawing, Sculpture, Printmaking and /or Ceramics can also be used in a professional presentation for exhibit possibilities or employment.

Achievement Target:

Monitoring for continuous improvement.
Findings (2009-2010) - Achievement Target: Met

The Course Completion Rate for Advanced Art Courses such as: the advanced drawing design, painting, printmaking, sculpture, ceramics and Supervised Study/Seminar and Project is 88%. This would indicate that students are producing advanced projects that can be used for transfer portfolios or professional requirements.

O 8: Increase enrollment in art courses.

Increase enrollment in art courses.

Related Measures:

M 2: Student enrollment by FTES and Discipline.

Source of Evidence: Academic direct measure of learning - other Table of student enrollment by FTES and Discipline.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

The increase in enrollment continues: Fall 2007-698.7, 2008-723.7 2009-795.3

O 9: Increase number of graduates in Fine Arts programs

Increase number of graduates in Fine Arts programs

Related Measures:

M 3: College Graduates by Curriculum and award type

Source of Evidence: Academic direct measure of learning - other College Graduates by Curriculum and award type

Achievement Target:

Monitor for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

A.A. - There were 24 graduates in 2008 and there were 30 in 2009. Each semester the Fine Arts faculty continues to promote transfer potential to George Mason provided by our Articulation Agreement and the 3.5 GPA completion of the NOVA A.A. degree. A.A.A. - Had 11 graduates in 2009. This was a further decline from 16 in 2008.
O 10: Expand Art History specialization courses beyond Art 101-102

Expand Art History specialization courses beyond Art 101-102

**Related Measures:**

**M 4: Semester schedule of classes**

Source of Evidence: Academic direct measure of learning - other Semester schedule of classes

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Spring 2010 Fall 2010 AL-0 AL-0 AN-0 AN-Far Eastern Modern LO-1 Far Eastern LO-2 Far Eastern Modern MA-1 Modern MA-1 Modern WO-1 Modern In previous semesters, MA has also offered the year long American Art sequence.

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

Outlined plans for Art Programs on each campus to determine which additional courses might be offered to promote increased enrollment

Course Completion Rates for art courses, excluding those specific only to the Communication Design Degree, is 74%. This is close to the college rate of 73% and will be assessed again next year. Outlined plans for Art Programs on each campus to determine which additional courses might be offered to promote increased enrollment as part of the art degree or elective requirement. It was decided that each campus program, depending on facilities and time constraints, will select the specific courses to increase or eliminate each semester.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student enrollment by FTES and Discipline.
- **Outcome/Objective:** Increase enrollment in art courses.

Continued to have students produce projects of various subjects in various media.
Continued to have students produce projects of various subjects in various media.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Performance in drawing course sequences | **Outcome/Objective:** Will create a portfolio of visual works/projects that can be used to satisfy transfer or other professional requirements such as

**Continued to promote Art History major as a Fine Arts degree. Have Art History faculty promote the specialized art History course**

Continued 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 decided to have Art History faculty promote the specialized art History courses particularly to those students enrolled in the basic 2 semesters of introductory History and Appreciation of Art.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Semester schedule of classes | **Outcome/Objective:** Expand Art History specialization courses beyond Art 101-102

**Decided to continue to use current method when developing syllabi in the Drawing and Design sequences.**

Decided to continue to use current method when developing syllabi in the Drawing and Design sequences.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Review of required projects in Drawing 1&2 and Design 1&2 on all 5 campuses. | **Outcome/Objective:** Will be able to create realistic or abstract/conceptual representations.
Continued to use the critique as a method of student self assessment and to develop critical abilities to evaluate other works of art.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Amount of student participation in individual or group critiques in the Drawing or Design sequences. | Outcome/Objective: Will be able to critically evaluate personal studio art projects or those of other students.

Outlined plan for faculty advisors for advise students to Program Place. The Art Cluster will discuss ways to promote degree completion in the AA

Course Completion Rate of 74% for all art courses used by the AA and AAA degree. The lower completion rates occurred in the more specialized courses and those running with low enrollment. A.A. – Outlined plan for faculty advisors to advise students to Program Place and encourage them to complete the degree as a transfer package. A.A.A. - Students seem to be more interested in completing the transfer degree; although some institutions will take many of the AAA degree courses as part of a transfer package. The Art Cluster has scheduled a discussion for ways to promote degree completion in the AAA.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: College Graduates by Curriculum and award type | Outcome/Objective: Increase number of graduates in Fine Arts programs
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Control the image capture.
   Control the image capture.

   **Document:**
   - Fine Arts-Photography Specialization exam questions

   **Related Measures:**

   **M 1: PHT100: Multiple choice exam questions**
   PHT100: Multiple choice exam questions

   Source of Evidence: Academic direct measure of learning - other

   **Document:**
   - Fine Arts-Photography Specialization exam questions

   **Achievement Target:**
   Faculty decided that the achievement level should be 70 % correct answers.

   **Findings (2009-2010) - Achievement Target: Partially Met**
   In Fall 2009 all PHT 100 students were assessed. This involved 9 faculty in 11 sections. The total sample was 144 students. The results for the question on shutter speeds was: · Woodbridge (34) 94.4% correct · ELI (20) 64.5 % correct · Alexandria (HB) (55) 90% correct · Alexandria (nonHB) (14) 88% correct All courses correct answers 123 =85.4% The results for the question on depth of field was: · Woodbridge (23) 63.8% correct · ELI (19) 61.3 % correct · Alexandria (HB) (48) 79% correct · Alexandria (nonHB) (12-) 75% correct All courses correct answers 102 =70.8%

   **M 2: PHT 135: Multiple choice exam question**
   PHT 135: Multiple choice exam question

   Source of Evidence: Academic direct measure of learning - other

   **Document:**
   - Fine Arts-Photography Specialization exam questions

   **Achievement Target:**
   Faculty decided that achievement level should be 70%
Findings (2009-2010) - Achievement Target: Met
In Spring 2010, all PHT 135 students were assessed. This involved 3 faculty in 3 sections. The total sample was 44 students. Woodbridge (11) 90.9% correct Alexandria (33) 93.9% correct All courses correct answers 44 =93.2%

O 12: Control Image Output
Control Image Output

O 13: Manage Image Assets and Workflow
Manage Image Assets and Workflow

Related Measures:

M 2: PHT 135: Multiple choice exam question
PHT 135: Multiple choice exam question

Source of Evidence: Academic direct measure of learning - other

Document:
• Fine Arts-Photography Specialization exam questions

Achievement Target:
Faculty decided that the achievement level should be 70%.

Findings (2009-2010) - Achievement Target: Met
In Spring 2010 all PHT 135 students were assessed. This involved 3 faculty in 3 sections. The total sample was 44 students. Woodbridge (11) 100% correct Alexandria (33) 100% correct All courses correct answers 44 =100%

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

O 8: 1. To obtain the instructional resources and develop the curriculum needed to provide excellent instruction in traditional and d
1. To obtain the instructional resources and develop the curriculum needed to provide excellent instruction in traditional and digital photography and to prepare students for today’s photography marketplace or transfer to a four-year institution.

Related Measures:

M 3: Photography facilities evaluated annually by faculty
The traditional and digital photography facilities are evaluated by the photography faculty and the advisory board in relationship to the curriculum twice a year.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
One new initiative annually: This academic year the initiative was to establish an Electronic Darkroom.
Findings (2009-2010) - Achievement Target: Met
Technology needs to be maintained or updated annually. In the 2009-2010 academic year at the Woodbridge campus the following items were updated: 23 new monitors for the computer lab, additional color calibration equipment, 10 lavaliere microphones, secure storage cabinet for video cameras, and one flatbed scanner. At the Alexandria campus the following items were updated: six new printers, one DSLR, one laptop computer, seven iMacs, one flatbed scanner, six video cameras, three sets of lights for video, six audio recorders, six microphone kits, one audio deck, and one video deck.

M 4: Amount of funding for faculty professional development.
One method of evaluation is successful funding for faculty professional development.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Funding to attend professional conferences.

Findings (2009-2010) - Achievement Target: Met
Three professors attended the national Society for Photographic Education Conference

O 9: 2.To enroll, retain and graduate more students.
2. To enroll, retain and graduate more students.

Related Measures:

M 5: FTES data
FTES data

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Faculty decided that the achievement level should be an increase in FTE's.

Findings (2009-2010) - Achievement Target: Met
FTE Fall 2009 123.7 FTE Fall 2008 106.3 FTE Fall 2007 103.5

M 6: Graduation rates data
Graduation rates data

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:
Faculty decided that the achievement level should be an increase in graduates.

Findings (2009-2010) - Achievement Target: Met
**M 9: Course Completion Rates**

Course Completion Rates—Fall 2009 Success rates by Discipline

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**
Faculty decided that the achievement level should be 70%.

**Findings (2009-2010) - Achievement Target: Met**
Success Rate 71.9%

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**O 10: 3. To provide quality education.**

3. To provide quality education.

**Related Measures:**

**M 7: Graduate Survey Summary**

Graduate Survey Summary 2009 Report from OIR

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Primary Goal in Attending NOVA Faculty decided that the achievement level should be 70%. Overall Rating of College Instruction Faculty decided that the achievement level should be the college average NOVA education as prep for present college studies Faculty decided that the achievement level should be 70%.

**Findings (2009-2010) - Achievement Target: Met**
Primary Goal in Attending NOVA Transfer to a university = 50% Improve job skills = 50% All respondents reported their goal was attained. Overall Rating of College Instruction Course content = 4 (college average 3.24) Faculty teaching ability = 4 (college average 3.23) 100% of graduates rated their NOVA education as prep for present college studies as excellent.

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**O 11: 4. To enhance the curriculum.**

4. To enhance the curriculum.

**Related Measures:**

**M 8: Successful completion of one new initiative annually**

Faculty decided that the achievement level should be one new initiative annually.

Source of Evidence: Academic indirect indicator of learning - other

**Achievement Target:**
Faculty decided that the achievement level should be one new initiative annually.

**Findings (2009-2010) - Achievement Target: Met**
In Spring 2010, PHT 135-Electronic Darkroom was offered at the Woodbridge campus for the first time.
**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Achievement level has been met.**
Since PHT 135-Electronic Darkroom is now offered on both campuses the achievement level has been met.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Successful completion of one new initiative annually |
- **Outcome/Objective:** 4. To enhance the curriculum.

**Achievement level was met.**
Faculty decided that the achievement level should be 70%. The graduate survey indicated a 100% success rate. Therefore the achievement level was met.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Graduate Survey Summary |
- **Outcome/Objective:** 3. To provide quality education.

**During the next academic year, knowledge gained at the conference will be incorporated into classroom teaching**
During the next academic year, knowledge gained at the conference will be incorporated into classroom teaching

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Amount of funding for faculty professional development. |
- **Outcome/Objective:** 1. To obtain the instructional resources and develop the curriculum needed to provide excellent instruction in traditional and d

**ELI, hybrid, 1st and 2nd week sessions**
FTE's have increased. Faculty decided that the achievement level should be an increase in FTE's. The increase was substantial and therefore our program goal was met. 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

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: FTES data | Outcome/Objective: 2.To enroll, retain and graduate more students.

Equipment purchased with funds
Equipment purchased with Tech Plan and ETF funding. Upgraded technology includes: 23 new monitors for the computer lab, additional color calibration equipment, 10 lavaliere microphones, secure storage cabinet for video cameras, and one flatbed scanner; six new printers, one DSLR, one laptop computer, seven iMacs, one flatbed scanner, six video cameras, three sets of lights for video, six audio recorders, six microphone kits, one audio deck, and one video deck.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Photography facilities evaluated annually by faculty | Outcome/Objective: 1.To obtain the instructional resources and develop the curriculum needed to provide excellent instruction in traditional and d

Program goal was met.
Faculty decided that the achievement level should be an increase in graduates. The number of graduates increased. Therefore our program goal was met.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Graduation rates data | Outcome/Objective: 2.To enroll, retain and graduate more students.
Revised course materials and on-line resources, virtual camera
Faculty decided that the achievement level should be 70 %. With 85.4% and 70.8% overall, the criteria for success were met. However, the success rate for ELI courses was 64.5%. The template used by the online ELI sections of PHT 100 was revised during the spring 2010 semester for use starting in summer 2010. Students are directed to additional on-line resources including a virtual camera and additional links to the textbook publisher's web site. The SLOs were retested in two summer 2010 sections ending September 6 September 20, 2010. The percentage of correct answers for the question on shutter speed rose from 64.5% to 95%. The percentage of correct answers for the question on depth of field rose from 61.3% to 80%. Faculty decided the criteria for success were met. The ELI course redesign was successful. The next tentative schedule for assessing the SLO is Spring 2011

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: PHT100: Multiple choice exam questions | Outcome/Objective: Control the image capture.

SLO assessed again Fall 2011
SLO assessed again Fall 2011

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PHT 135: Multiple choice exam question | Outcome/Objective: Control the image capture.

SLO assessed again Fall 2011
SLO assessed again Fall 2011

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PHT 135: Multiple choice exam question | Outcome/Objective: Manage Image Assets and Workflow
The next tentative schedule for assessing the SLO is Fall 2011
The achievement level of 100% meets the criteria for success. The next tentative schedule for assessing the SLO is Fall 2011

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

The next tentative schedule for assessing the SLO is Fall 2011
The achievement level of 93.2% meets the criteria for success. The next tentative schedule for assessing the SLO is Fall 2011

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

This goal was met.
Faculty decided that the achievement level should be 70%. This goal was met.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Course Completion Rates | Outcome/Objective: 2.To enroll, retain and graduate more students.
Outcomes/Objectives, with Any Associations and Related Measures,
Achievement Targets, Findings, and Action Plans

O 8: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

Related Measures:

M 8: Distribution Of Program Placed Students By Discipline

Source of Evidence: Academic indirect indicator of learning - other
Distribution Of Program Placed Students By Discipline

Achievement Target:

Increased number of program placed students

Findings (2009-2010) - Achievement Target: Met

FALL 2005 FALL 2006 FALL 2007 FALL 2008 FALL 2009 7306 8035 8881 8666 9657 "Data represents Number of Students program placed in General Studies, in total

O 9: To increase the success rate of students in their required courses

To increase the success rate of students in their required courses

Related Measures:

M 9: Grade Distribution by Course for required courses; Success Rate by Discipline

Source of Evidence: Academic direct measure of learning - other
Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

Achievement Target:

Students in RPK courses will pass at a higher rate than the college average for course success rate.

Findings (2009-2010) - Achievement Target: Met

Fall 2008 % Success Fall 2009 % Success RPK 100 61 88 RPK 135 69 92 RPK 141 71 85 RPK 201 91 86 RPK 265 81 100 College Average for Course Success rate: 2009: 73% 2008: 74%
O 10: To encourage students to continue through all courses and complete the degree

To encourage students to continue through all courses and complete the degree

Related Measures:

M 10: Number of Graduates by Program and Specialization

Source of Evidence: Academic indirect indicator of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 Through 2009-2010

Achievement Target:

Increased number of graduates

Findings (2009-2010) - Achievement Target: Met


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

Data has shown the number of students program placed is increasing. Achievement met.

Data has shown the number of students program placed is increasing. Achievement met.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Distribution Of Program Placed Students By Discipline |
Outcome/Objective: To increase the number of program placed students in the program.

Made plans to assess this program goal again next year

Students in RPK courses continued to pass at a higher rate than the college average. This meets the achievement target. Planned to assess this program goal again next year

Established in Cycle: 2009-2010
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

Planned to assess this program goal again next year.

The number of graduates has increased. This increase meets the program’s achievement target. Planned to assess this program goal again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Number of Graduates by Program and Specialization
  Outcome/Objective: To encourage students to continue through all courses and complete the degree
Student Learning Outcomes, 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 Measures:**

M 3: Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors

Source of Evidence: Performance (recital, exhibit, science project)
Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors.

**Achievement Target:**

Rubrics are presented for performances and jury examinations.

Findings (2009-2010) - Achievement Target: **Met**

Rubrics. Data collected throughout Fall 2009 and Spring 2010 by approximately 10 instructors supervised by full-time theory faculty. Approximately 50 students were chosen from a sample students enrolled in Applied Music 136.

O 3: The students will be able to perform pieces, exercises, and scales accurately.

The students will be able to perform pieces, exercises, and scales accurately.

**Related Measures:**

M 4: Teachers make weekly observations of progress

Source of Evidence: Performance (recital, exhibit, science project)
Teachers make weekly observations of progress.

**Achievement Target:**

Teachers make weekly observations of progress. Data Outcomes will be gleaned from targeted students.

Findings (2009-2010) - Achievement Target: **Met**

Data Outcomes gleaned from targeted students resulted in the conclusion that more time with piano accompanist resulted in more secure performances.
O 7: Ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her

This knowledge will be demonstrated by the student's ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her (SLO-curriculum map #3, #4)

Related Measures:

M 7: MUS111: Individual and Group Assignments; Quiz/Test

Source of Evidence: Performance (recital, exhibit, science project)
MUS111 Music Theory Individual and Group Assignments; Quiz/Test

Achievement Target:

Targeted questions on written and performance exams and quizzes.

Findings (2009-2010) - Achievement Target: Met

Data collect throughout Fall 2009 and Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a sample students enrolled in Music Theory 1.

O 8: Ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies

This knowledge will be demonstrated by the student's ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies in all inversions including secondary dominant chords, seventh chords, various types of cadences, and elementary modulation to closely related keys (SLO-curriculum map #3)

Related Measures:

M 8: Individual and Group Assignments; Quiz/Test

Source of Evidence: Standardized test of subject matter knowledge
Individual and Group Assignments; Quiz/Test

Achievement Target:

Targeted questions on written and performance tests; Rubrics.

Findings (2009-2010) - Achievement Target: Met

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collected throughout Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.
O 9: Ability to analyze music found in the 18th to early 20th centuries

This knowledge will be demonstrated by the student's ability to analyze music found in the 18th to early 20th centuries (SLO-curriculum map #2)

**Related Measures:**

**M 9: Individual and Group Assignments; Quiz/Test**

Source of Evidence: Standardized test of subject matter knowledge
Individual and Group Assignments; Quiz/Test

**Achievement Target:**

Targeted questions on written and performance tests; Rubrics.

**Findings (2009-2010) - Achievement Target: Met**

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collected throughout Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.

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 Measures:**

**M 5: OIR Data**

Source of Evidence: Academic indirect indicator of learning - other OIR Data.

**Achievement Target:**

Each degree program will show an increased number of graduates compared to the previous academic year.

**Findings (2009-2010) - Achievement Target: Met**

The Music Program has nearly doubled the number of graduates as compared to the previous year. 2009-2010: 22 2008-2009: 12 Each degree program shows an increased number of graduates compared to the previous academic year.

2009-2010 Academic Year 5550 MUSIC - 5 graduates 5591 MUSIC/JAZZ POP - 1 graduate 2008-2019 Academic Year 5550 MUSIC - 4 5591 MUSIC/JAZZ POP - no data available
O 6: To increase student success as measured by course completion rates

To increase student success as measured by course completion rates.

Related Measures:

M 6: OIR Data

Source of Evidence: Academic indirect indicator of learning - other OIR Data

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 (2009-2010) - Achievement Target: Partially Met

The course completion rate for both MUS 11 and MUS 136 declined in the 2009-2010 Academic Year. It may be significant, however that the number of students making As in MUS 111 increased from 24 to 61. 2009-2010 Academic Year MUS 111 Music Theory had a 70% overall success rate; grade A awarded - 61 Music 136 Applied Music: Voice had a 91% overall success rate; grade A awarded - 37 2008-2019 Academic Year MUS 111 Music Theory had a 74% overall success rate; grade A awarded - 24 Music 136 Applied Music: Voice had a 94% overall success rate; grade A awarded - 45

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

Instituted Music Theory cohorts to provide support for retention.

We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluated student course placement. Instituted Music Theory cohorts to provide support for retention.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: MUS111: Individual and Group Assignments; Quiz/Test |
Outcome/Objective: Ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her
We have added theory placement exam to better evaluated student course placement.

Redesigned assignment to reflect group learning to aid student scaffolding. We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluated student course placement.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: Individual and Group Assignments; Quiz/Test | Outcome/Objective: Ability to analyze music found in the 18th to early 20th centuries

We have determined that there is uncertainty among students about transfer. We are planning to meet with faculty of 4-year institutions.

We have examined increase advisement of music students pursuing the AA degree to determine any impediments that might prevent graduation. We have determined that there is uncertainty among students about transfer. We, therefore, have planned to meet with faculty of 4-year institutions to gain a clear picture of each school's transfer policy.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: OIR Data | Outcome/Objective: To increase student success as measured by the number of graduates

We have instituted new vocal seminars to provide more opportunity for students to work with piano accompanist.

We have instituted new vocal seminars to provide more opportunity for students to work with piano accompanist to achieve more secure performances.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
Measure: Teachers make weekly observations of progress | Outcome/Objective: The students will be able to perform pieces, exercises, and scales accurately.

We have instituted periodic contacts by full-time faculty with applied voice students to determine their level of satisfaction.

We have increased the level of supervision of the adjunct applied voice faculty. We have instituted course evaluations for applied lessons. In order to improve the course completion rate, we have instituted periodic contacts by full-time faculty with applied voice students to determine their level of satisfaction.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: OIR Data | Outcome/Objective: To increase student success as measured by course completion rates

We have reviewed repertoire and made recommendations to the voice faculty. We have adjusted course offerings.

We have reviewed repertoire and made recommendations to the voice faculty. We have adjusted course offerings to better meet student schedules.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors | Outcome/Objective: The student will be able to render a performance that is musically expressive and technically accurate.

We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings.

Redesigned assignment to reflect group learning to aid student scaffolding. We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have
Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluated student course placement

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Individual and Group Assignments; Quiz/Test | Outcome/Objective: Ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies
Detailed Assessment Report  
2009-2010 Music, A.A.A.

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

O 2: The students will be able to perform pieces, exercises, and scales accurately.

Perform pieces, exercises, scales and progressions accurately.

**Related Measures:**

**M 3: Teachers make weekly observations of progress**

Source of Evidence: Performance (recital, exhibit, science project)
Teachers make weekly observations of progress.

**Achievement Target:**
Weekly observations of progress will show an increase in skills.

**Findings (2009-2010) - Achievement Target: Met**

Data Outcomes gleaned from targeted students resulted in the conclusion that more time with piano accompanist resulted in more secure performances.

O 6: Ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her.

This knowledge will be demonstrated by the student's ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her.

**Related Measures:**

**M 5: MUS111: Individual and Group Assignments; Quiz/Test**

Source of Evidence: Standardized test of subject matter knowledge
Individual and Group Assignments; Quiz/Test MUS111 Music Theory

**Achievement Target:**
Targeted questions on written and performance tests; Rubrics.

**Findings (2009-2010) - Achievement Target: Met**

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collect throughout Fall 2009 and Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.
O 7: Ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies

This knowledge will be demonstrated by the student's ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies in all inversions including secondary dominant chords, seventh chords, various types of cadences, and elementary modulation to closely related keys.

**Related Measures:**

**M 6: Individual and Group Assignments; Quiz/Test**

Source of Evidence: Standardized test of subject matter knowledge
Individual and Group Assignments; Quiz/Test

**Achievement Target:**
Targeted questions on written and performance tests; Rubrics

**Findings (2009-2010) - Achievement Target: Met**

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collected throughout Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.

O 8: Ability to analyze music found in the 18th to early 20th centuries

This knowledge will be demonstrated by the student's ability to analyze music found in the 18th to early 20th centuries

**Related Measures:**

**M 6: Individual and Group Assignments; Quiz/Test**

Source of Evidence: Standardized test of subject matter knowledge
Individual and Group Assignments; Quiz/Test

**Achievement Target:**
Targeted questions on written and performance tests; Rubrics

**Findings (2009-2010) - Achievement Target: Met**

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collected throughout Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.
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 Measures:

M 1: Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors

Source of Evidence: Performance (recital, exhibit, science project)
Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors -- MUS136 Applied Music Voice.

Achievement Target:

Rubrics are presented for performances and examinations.

Findings (2009-2010) - Achievement Target: Met

Data collected throughout Fall 2009 and Spring 2010 by approximately 10 instructors supervised by full-time theory faculty. Approximately 50 students were chosen from a sample students enrolled in Applied Music 136.

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 Measures:

M 4: OIR Data

Source of Evidence: Academic indirect indicator of learning - other OIR Data

Achievement Target:

Each degree program will show an increase in the number of graduates over the previous academic year.

Findings (2009-2010) - Achievement Target: Met

The Music Program has nearly doubled the number of graduates as compared to the previous year. 2009-2010: 22 2008-2009: 12 Each degree program shows increase over the previous academic year.

2009-2010 Academic Year
5550 MUSIC - 5 graduates
5590 MUSIC/NO SPEC - 16 graduates
5591 MUSIC/JAZZ POP - 1 graduate
2008-2019 Academic Year
5550 MUSIC - 4
5590 MUSIC/NO SPEC - 7
5591 MUSIC/JAZZ POP - no data available
O 5: To increase student success as measured by course completion rates

To increase student success as measured by course completion rates

Related Measures:

M 4: OIR Data

Source of Evidence: Academic indirect indicator of learning - other OIR Data

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 (2009-2010) - Achievement Target: Partially Met

The success rate for both MUS 111 and MUS 136 declined in the 2009-2010 Academic Year. The number of students making As in MUS 111 increased from 24 to 61. 2009-2010 Academic Year MUS 111 Music Theory had a 70% overall success rate; grade A awarded - 61 Music 136 Applied Music: Voice had a 91% overall success rate; grade A awarded - 37 2008-2019 Academic Year MUS 111 Music Theory had a 74% overall success rate; grade A awarded - 24 Music 136 Applied Music: Voice had a 94% overall success rate; grade A awarded - 45

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

Instituted Music Theory cohorts to provide support for retention.

We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluated student course placement. Instituted Music Theory cohorts to provide support for retention.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: MUS111: Individual and Group Assignments; Quiz/Test
Outcome/Objective: Ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her.
We have added theory placement exam to better evaluated student course placement.

Redesigned assignment to reflect group learning to aid student scaffolding. We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluated student course placement.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Individual and Group Assignments; Quiz/Test | **Outcome/Objective:** Ability to analyze music found in the 18th to early 20th centuries

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We have examined increased advisement of music students to determine any impediments that might prevent graduation.

We have examined increased advisement of music students to determine any impediments that might prevent graduation.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium
Relationships (Measure | Outcome/Objective):  
Measure: OIR Data | Outcome/Objective: To increase student success as measured by the number of graduates

We have increased the level of supervision of the adjunct applied voice faculty. We have instituted course evaluations.

We have increased the level of supervision of the adjunct applied voice faculty. We have instituted course evaluations for applied lessons. In order to improve the course completion rate, we have instituted periodic contacts by full-time faculty with applied voice students to determine their level of satisfaction.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: OIR Data | Outcome/Objective: To increase student success as measured by course completion rates

We have instituted new vocal seminars to provide more opportunity for students to work with piano accompanist.

We have instituted new vocal seminars to provide more opportunity for students to work with piano accompanist to achieve more secure performances.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Teachers make weekly observations of progress | Outcome/Objective: The students will be able to perform pieces, exercises, and scales accurately.

We have reviewed repertoire and made recommendations to the voice faculty. We have adjusted course offerings.

We have reviewed repertoire and made recommendations to the voice faculty. We have adjusted course offerings to better meet student schedules.
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors | Outcome/Objective:
  The students will be able to render a performance that is musically expressive and technically accurate.
Detailed Assessment Report
2009-2010 Music, A.A.A. - Jazz/Popular Specialization

Student Learning Outcomes, 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 Measures:

M 1: Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors

Source of Evidence: Performance (recital, exhibit, science project)
Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors -- MUS136 Applied Music Voice.

Achievement Target:

Competency. Rubrics are presented for performances and examinations.

Findings (2009-2010) - Achievement Target: Met

Data collected throughout Fall 2009 and Spring 2010 by approximately 10 instructors supervised by full-time theory faculty. Approximately 50 students were chosen from a convenient sample students enrolled in Applied Music 136.

O 2: The students will be able to perform pieces, exercises, and scales accurately

The students will be able to perform pieces, exercises, and scales accurately.

Related Measures:

M 3: Direct method: Teachers make weekly observations of progress

Source of Evidence: Performance (recital, exhibit, science project)
Direct method: Teachers make weekly observations of progress.

Achievement Target:

Rubrics are presented for observations and performances. Progress is tracked.

Findings (2009-2010) - Achievement Target: Met

Data Outcomes gleaned from targeted students resulted in the conclusion that more time with piano accompanist resulted in more secure performances.
O 6: Ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her.

This knowledge will be demonstrated by the student's ability to sing melodies at sight without the aid of an instrument and notate melodies played for him/her.

**Related Measures:**

**M 5:** MUS111: Individual and Group Assignments; Quiz/Test.

Source of Evidence: Standardized test of subject matter knowledge Individual and Group Assignments; Quiz/Test. MUS111 Music Theory

O 7: Ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies

This knowledge will be demonstrated by the student's ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies in all inversions including secondary dominant chords, seventh chords, various types of cadences, and elementary modulation to closely related keys.

**Related Measures:**

**M 6:** Individual and Group Assignments; Quiz/Test

Source of Evidence: Standardized test of subject matter knowledge Individual and Group Assignments; Quiz/Test

**Achievement Target:**

Targeted questions on written and performance tests; Rubrics

**Findings (2009-2010) - Achievement Target: Met**

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collected throughout Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.

O 8: Ability to analyze music found in the 18th to early 20th centuries.

This knowledge will be demonstrated by the student's ability to analyze music found in the 18th to early 20th centuries.

**Related Measures:**

**M 6:** Individual and Group Assignments; Quiz/Test

Source of Evidence: Standardized test of subject matter knowledge Individual and Group Assignments; Quiz/Test
Achievement Target:

Targeted questions on written and performance tests; Rubrics

Findings (2009-2010) - Achievement Target: Met

Data Outcomes gleaned from targeted questions on written and performance tests; Rubrics. Data collected throughout Spring 2010 by 2 full-time theory faculty and 1 adjunct with approximately 40 students. Students were chosen from a convenient sample students enrolled in Music Theory 1.

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 Measures:

M 4: OIR Data

Source of Evidence: Academic indirect indicator of learning - other OIR Data

Achievement Target:

Each degree program will show increase over the previous academic year.

Findings (2009-2010) - Achievement Target: Met

The Music Program has nearly doubled the number of graduates as compared to the previous year. 2009-2010: 22 2008-2009: 12 Each degree program shows increase over the previous academic year. 2009-2010 Academic Year 5550 MUSIC - 5 graduates 5590 MUSIC/NO SPEC - 16 graduates 5591 MUSIC/JAZZ POP - 1 graduate 2008-2019 Academic Year 5550 MUSIC - 4 5590 MUSIC/NO SPEC - 7 5591 MUSIC/JAZZ POP - 0

O 5: To increase student success as measured by course completion rates

To increase student success as measured by course completion rates

Related Measures:

M 4: OIR Data

Source of Evidence: Academic indirect indicator of learning - other OIR Data
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 (2009-2010) - Achievement Target: Partially Met

The course completion rate for both MUS 111 and MUS 136 declined in the 2009-2010 Academic Year. The number of students making As in MUS 111 increased from 24 to 61. 2009-2010 Academic Year MUS 111 Music Theory had a 70% overall success rate; grade A awarded - 61 Music 136 Applied Music: Voice had a 91% overall success rate; grade A awarded - 37 2008-2019 Academic Year MUS 111 Music Theory had a 74% overall success rate; grade A awarded - 24 Music 136 Applied Music: Voice had a 94% overall success rate; grade A awarded - 45

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

Redesigned assignment to reflect group learning to aid student scaffolding.

Redesigned assignment to reflect group learning to aid student scaffolding. We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluate student course placement.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- **Measure**: Individual and Group Assignments; Quiz/Test | **Outcome/Objective**: Ability to use traditional voice leading principles to compose and harmonize melodies in choral style using diatonic harmonies

We have examined increased advisement of music students to determine any impediments that might prevent graduation

We have examined increased advisement of music students to determine any impediments that might prevent graduation.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: OIR Data | Outcome/Objective: To increase student success as measured by the number of graduates

We have increased the level of supervision of the adjunct applied voice faculty. We have instituted course evaluations.

We have increased the level of supervision of the adjunct applied voice faculty. We have instituted course evaluations for applied lessons. In order to improve the course completion rate, we have instituted periodic contacts by full-time faculty with applied voice students to determine their level of satisfaction.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: OIR Data | Outcome/Objective: To increase student success as measured by course completion rates

We have instituted new vocal seminars to provide more opportunity for students to work with piano accompanist.

We have instituted new vocal seminars to provide more opportunity for students to work with piano accompanist to achieve more secure performances.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Direct method: Teachers make weekly observations of progress | Outcome/Objective: The students will be able to perform pieces, exercises, and scales accurately

We have reviewed repertoire and made recommendations to the voice faculty. We have adjusted course offerings.

We have reviewed repertoire and made recommendations to the voice faculty. We have adjusted course offerings to better meet student schedules.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Periodic performance is studio master classes; performance in vocal recital each semester; jury examination for voice majors | Outcome/Objective: The students will be able to render a performance that is musically expressive and technically accurate.

We re-examined textbook selections and made changes through the theory curriculum.

Redesigned assignment to reflect group learning to aid student scaffolding. We re-examined textbook selections and made changes through the theory curriculum; We have adjusted course offerings for Basic Musicianship to have Basic Musicianship to coincide with Theory 1; We have added theory placement exam to better evaluated student course placement.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Individual and Group Assignments; Quiz/Test | Outcome/Objective: Ability to analyze music found in the 18th to early 20th centuries.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 12: Draw a 2 point perspective from a plan view, inked and colored

Draw a 2 point perspective from a plan view, inked and colored

**Related Measures:**

M 9: The drawing was evaluated for use of color, imagination, proper use of the perspective chart and representation of the elements

Source of Evidence: Project, either individual or group

Hrt 232 Students are able to draw a 2 point perspective from a plan view, in ink and rendered with colored with markers and pencils. The drawing was evaluated for use of color, imagination, proper use of the perspective chart and representation of the elements in the initial plan view in the reinterpreted perspective.

**Achievement Target:**

The success rate is if 80% of the students achieve a grade of 80 or better.

**Findings (2009-2010) - Achievement Target: Met**

The final grade distribution for the exercise was: 4 - 90%; 1 - 91%; 2 - 92%; 4 - 93%; and 3 - 95%. The achievement target was met with 100% of the students showing proficiency.

O 13: Perform various methods of sexual and asexual propagation

Perform various methods of sexual and asexual propagation as a part of a team, using lab resources, cuttings from teaching garden and written labs by the instructor to increase technical knowledge by hands-on practice.

**Related Measures:**

M 10: Conducted the propagation as required in the lab instructions and collected their data on the successful propagation

Source of Evidence: Project, either individual or group

Hrt 115 - In the labs, they conducted the propagation as required in the lab instructions and collected their data on the successful propagation, analyzing what the results meant. They then wrote a report on their results. Those reports were graded on the effectiveness of their writing, their ability to work as a team member, completeness of their report, notes on their observations, compilation of their data, interpretation of their data using basic math skills and their final conclusions.
Achievement Target:
Success is considered if 75% receive a grade of C or better.

Findings (2009-2010) - Achievement Target: Not Met
The students in the spring semester of 2011 were assigned a letter grade based upon their report. 37% received an A; 20% received a B; and 3% received a C. 17% received an I, 14% a W; and 8.5% were auditing the class. The I grades, if not completed, are 10% C; 8% D; 6% F. These grades would be higher if the students completed the work.

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

O 9: Strengthen community/industry relations/communications
Strengthen community/industry relations/communications

Related Measures:
M 6: Assist Student with Certification Exams

Source of Evidence: Standardized test of subject matter knowledge
Assist Student with Certification Exams

Achievement Target:
Realigned Arboriculture Course (Hrt 244) to meet the requirements for the certification exam. For Fall 2010. Used the certification study manual to make sure all salient points were covered and students were prepared by the end of course. The exam is not a requirement of the curriculum.

Findings (2009-2010) - Achievement Target: Not Met
We have contacted the certification personnel to try to obtain data or offer the exam on campus, but to date have had not had a response. Because of that, there is no way to track the students that take the exam and their success rate unless they report their results to us.

O 10: 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 Measures:
M 7: Worked with Dual Enrollment to encourage students to continue on at NOVA
Source of Evidence: Job placement data, esp. for career/tech areas
Worked with Dual Enrollment to encourage students to continue on at NOVA.

**Achievement Target:**

Worked with students and faculty at Monroe Vo-Tech during 2009 to have placement of one or more students in NOVA program for Fall 2010. Two students initially enrolled at NOVA in the Hort Program for Fall 2010, one on a scholarship.

**Findings (2009-2010) - Achievement Target: Not Met**

Work with instructor and Dual Enrollment personnel to encourage at least 20% of the students to enroll in one or more courses the Fall following graduation. The results have been less than satisfactory, while two initially enrolled, both withdrew.

**O 11: Continue to review and update hands-on skills**

Continue to review and update hands-on skills

**Related Measures:**

- **M 8: Provide more hands-on opportunity for the students in Construction and Maintenance**

Source of Evidence: Project, either individual or group
Provide more hands-on opportunity for the students in Construction and Maintenance.

**Achievement Target:**

Began the prioritization of plans for new approved teaching garden, developed plans to build the new transformer shed and greenhouse entrance arbor as a part of the class. Students built the shed and the arbor as a part of their hands-on class work during Spring of 2010, making revisions as needed to meet codes and concerns of NVCC personnel.

**Findings (2009-2010) - Achievement Target: Partially Met**

Students learned the proper use of tools, equipment and materials as they constructed the entrance arbor and transformer shed.

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

**Lectures and practice sessions .**

Made plans to review lectures and practice sessions for the future.
The desired level of achievement was attained, but the topics need to be more refined so more detailed steps need to be provided

Have determined that faculty need to better develop the plans and develop exercises to familiarize students with the tools prior to starting the project.

As a result of this experience, we have determined that faculty need to better develop the plans and develop exercises to familiarize students with the tools prior to starting the project. This has been scheduled to occur before the next class in Spring 2011.

New ways to reach students.

The following action items are scheduled for completion: Need to explore with instructor new ways to reach students.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Worked with Dual Enrollment to encourage students to continue on at NOVA | Outcome/Objective: Maintain Occupational Technology as main focus and work to have more local high school students enroll
Evaluation methods and requirements

The following action items have been scheduled for completion: The results indicate that students need to be pushed harder to complete the course work. Often, because of increasing workloads in the spring, students working in the Horticulture field do not complete their coursework. The evaluation methods and requirements need to be reviewed and perhaps revised, to lead to higher success rates without grade inflation. This will be reviewed again in Spring 2011

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Conducted the propagation as required in the lab instructions and collected their data on the successful propagation | Outcome/Objective: Perform various methods of sexual and asexual propagation

Made plans to assess the SLO next in Spring of 2011 or 2012.

Made plans to assess the SLO next in Spring of 2011 or 2012.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: The drawing was evaluated for use of color, imagination, proper use of the perspective chart and representation of the elements | Outcome/Objective: Draw a 2 point perspective from a plan view, inked and colored

New approaches with the certification personnel

Planned for next academic year: We will try new approaches with the certification personnel next year to see if we can at least have a closer working relationship

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
  Measure: Assist Student with Certification Exams | Outcome/Objective:
  Strengthen community/industry relations/communications
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Explain the principles fitness

Graduates will explain the principles fitness and demonstrate proper technique for flexibility, muscular strength, muscular endurance, and cardiovascular exercises.

**Document:**
*Fitness Exit Exam*

**Related Measures:**

**M 1: Exit Exam**

Source of Evidence: Academic direct measure of learning - other Exit Exam

**Document:**
*Fitness Exit Exam*

O 2: Identify the muscular-skeletal structure

Graduates will identify the muscular-skeletal structure as it relates to fitness.

**Related Measures:**

**M 1: Exit Exam**

Source of Evidence: Academic direct measure of learning - other Exit Exam

**Document:**
*Fitness Exit Exam*

O 7: Instruct exercise sessions

Graduates will instruct individual and group exercise sessions.

**Related Measures:**

**M 3: Instruct individual and group fitness lessons rubric**

Source of Evidence: Video or audio tape (music, counseling, art)
Demonstration and video critique A rubric (attached) was developed and used to evaluate their teaching skills, quality of their voice, loudness, clarity of instruction, cueing, form, and their interaction with the group (both seniors and student members of the class) at the end of the semester. Both classmates and seniors critiqued their teaching modules as well as the teacher. A 10-minute lesson was videotaped and critiqued by fellow fitness students and the teacher.

**O 10: Pass 3 out of 4 fitness assessments**

Graduates will perform a fitness level of very good to excellent by successfully passing 3 out of 4 fitness assessments.

**Related Measures:**

- **M 2: Physical Fitness Assessments**

  Source of Evidence: Academic direct measure of learning - other Physical Fitness Assessments

**O 16: Graduates will instruct individual and group exercise sessions**

Graduates will instruct individual and group exercise sessions

**Related Measures:**

- **M 7: Demonstration and video critique**

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

Demonstration and video critique A rubric (attached) was developed and used to evaluate their teaching skills, quality of their voice, loudness, clarity of instruction, cueing, form, and their interaction with the group (both seniors and student members of the class) at the end of the semester. Both classmates and seniors critiqued their teaching modules as well as the teacher. A 10-minute lesson was videotaped and critiqued by fellow fitness students and the teacher.

**Achievement Target:**

Successful completion- Obtaining a score Good to Excellent in 4 of the 5 measures

**Findings (2009-2010) - Achievement Target: Met**

Fall 2009- 14 students, 13 successfully completed In the Fall of 2009 there were 11 fitness students in the AN PED 220 and 3 at the AL campus. Of the 11 AN students 10 completed the teaching module successfully, one dropped out due to a physical injury. The 3 AL students successfully completed their modules as well. Spring 2010- 9 students, 8 good to excellent, 1 fair In the Spring 2010 there were 5 fitness students in AN PED 220 and 4 at the AL campus. All completed the teaching modules successfully with a good to excellent rating. One student from AL had a fair rating.
O 17: Graduates will administer physical fitness assessments on muscular strength, muscular endurance, cardiovascular endurance etc.

Graduates will administer physical fitness assessments on muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition

Related Measures:

M 8: Demonstration – The Senior Fitness Test developed by the Center on Successful Aging is used to assess the senior participants.

Source of Evidence: Performance (recital, exhibit, science project)
Demonstration - The Senior Fitness Test developed by the Center on Successful Aging is used to assess the senior participants pre and post program. There is a protocol which must be followed for the assessments to be valid. Students are taught the protocol and evaluated on their performance.

Achievement Target:

Monitoring for continuous progress.

Findings (2009-2010) - Achievement Target: Met

Fall 2009 - 14 students, 14 completed successfully (were able to assess properly) Spring 2010 - 9 students, 9 completed successfully

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

O 11: 1. Exit Exam pass rate of 4 out of 5 each year.

1. Exit Exam pass rate of 4 out of 5 each year.

Document:
• Fitness Exit Exam

Related Measures:

M 1: Exit Exam

Source of Evidence: Academic direct measure of learning - other Exit Exam

Document:
• Fitness Exit Exam

O 12: 2. 100% of students achieve SLO for the Physical Fitness Assessment.

2. 100% of students achieve SLO for the Physical Fitness Assessment.
Related Measures:

M 2: Physical Fitness Assessments

Source of Evidence: Academic direct measure of learning - other Physical Fitness Assessments

O 13: Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the fitness industry.

Upon completion of training graduates will have the knowledge and skills to become an entry level fitness instructor in the fitness industry

Related Measures:

M 4: Number of fitness students passing Exit exam

Source of Evidence: Academic direct measure of learning - other Number of fitness students passing Exit exam Successful completion of the internship Graduate survey conducted by OIR

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

Fall 2009- 13 of 14 students passed Fall 2009 -13 of 14, Spring 2010- 9 students The 2-Year Graduate Survey only yielded 4 responses from the Fitness students. Two of those took the courses for personal enrichment, two for an occupational choice. All were satisfied with their education (quality of instruction, course content, faculty concern, faculty availability, teaching ability and advising). All were employed in the field, 2 before attending NOVA, 1 while attending, and 1 after the completion of the certificate. Although the sample size is small it does speak to the quality of the NOVA faculty and their dedication to student learning.

O 14: Increase the number of graduates

Increase the number of graduates

Related Measures:

M 5: Number of graduates in Fitness Career Studies

Source of Evidence: Academic direct measure of learning - other Number of graduates in Fitness Career Studies Graduation totals from 2004-2008 report
Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

13 graduates in 2009-2010 Graduation totals respectively from 2004-2005 through 2008-2009: 6,3,4,11,6

O 15: To establish partnerships with outside groups/agencies

To establish partnerships with outside groups/agencies

Related Measures:

M 6: Affiliation with a national fitness organization. Increase resources for college-wide community

Source of Evidence: Academic direct measure of learning - other
Affiliation with a national fitness organization Increase resources for college-wide community

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

Woodbridge is forming an affiliation with ACE (American Council on Exercise)
Annandale is forming a relationship with NASPE With the opening of the new fitness center at Annandale we have been able to use the fitness students as ambassadors of fitness/student hires to monitor the center We have also given the opportunity to the students in the Personal Training class to train faculty/staff as clients. Both of these steps have increased the visibility of the Fitness Certificate Program.

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

Continued to give the students as much opportunity to assess a variety of populations as possible.
Planned for the next academic year: Continue to give the students as much opportunity to assess a variety of populations as possible. Encourage other faculty to use the fitness students in the PED 111, 103, 107, and 116 classes. Develop a rubric/checklist listing the protocol for each assessment item. Spring 2011 Every semester students taking PED 220 perform the assessments. The program will develop a rubric for the fitness assessments for Spring 2011.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Demonstration – The Senior Fitness Test developed by the Center on Successful Aging is used to assess the senior participants.  
**Outcome/Objective:** Graduates will administer physical fitness assessments on muscular strength, muscular endurance, cardiovascular endurance etc.

**Weekly feedback**

The results were satisfactory. As a result of the development of the rubric and the feedback from the students the SLO has more clarity. It has also lead to a better sequence for the development of the teaching modules. Both of which have resulted in better teaching methods by the students and more confidence in themselves. Planned for next academic year: Continue to have weekly feedback; Develop a set lesson with cueing instructions to help develop confidence and have a standard lesson for the seniors -Spring 2011. Students are assessed in this manner in every PED 220 class.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Demonstration and video critique  
**Outcome/Objective:** Graduates will instruct individual and group exercise sessions

**Marketing of programs**

Identified areas of need: Increase marketing of programs 1) Using the fitness students in the fitness center starting Fall 2010 2) Web information- Fall 2011

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium
Relationships (Measure | Outcome/Objective):
  Measure: Number of graduates in Fitness Career Studies | Outcome/Objective:
  Increase the number of graduates

Made plans to revise exam to keep up with current trends every other year.

The results were satisfactory. Each student failing the second attempt was given an appointment with their fitness advisor to go over the material and given an oral test. All students met the criteria for the internship except the student who physically had to drop out. Arrangements were made to have the student repeat the internship the following semester. Unfortunately she became pregnant and had to drop out. Made plans to revise exam to keep up with current trends every other year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

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 fitness industry.

Made plans to evaluate the relationship and the materials from the organization.

The following items were scheduled for completion: The relationships were established Fall 2010. The relationship and the materials from that organization need to be evaluated to determine if they are appropriate for our students. We will evaluate Spring 2011. After meeting with the advisory board the cluster will explore the addition/revision of the curriculum for the fitness certificate. Part of the exploration will be looking at the curriculum at peer institutions in Virginia and other community colleges in the country. We will target Fall 2011 for any changes to present to the Curriculum Committee.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Affiliation with a national fitness organization. Increase resources for college-wide community | Outcome/Objective: To establish partnerships with outside groups/agencies
O 13: Be able to define normalization and why it is necessary in the creation of a relational database.

Be able to define normalization and why it is necessary in the creation of a relational database.

**Related Measures:**

M 6: In ITD 256, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic.

Source of Evidence: Standardized test of subject matter knowledge
This Student Learning Outcome was mastered in ITD 256. This Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. The questions were given to the students at the end of the semester in a proctored testing environment. (Some instructors used the questions as a part of the final exam and other instructors gave the questions in a separate testing exercise.)

**Achievement Target:**

The IT Cluster was happy to see that more than 70% of the students answered the questions correctly. The IT Cluster was also happy to see that each individual question was answered correctly by more than 70% of the students. 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.

**Findings (2009-2010) - Achievement Target: Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students in Spring 2010. Every section of ITD 256 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 5 sections of the course reported results. A total of 121 students completed the questions. The combined Average Scores for all of the SLO specific test questions for all students reporting from all sections on all campuses is 73.33%. The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows: Question 1 91% Question 2 83% Question 3 46%

O 14: Be able to distinguish between a class and an object.
Be able to distinguish between a class and an object.

Related Measures:

M 7: In ITP 100, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic.

Source of Evidence: Standardized test of subject matter knowledge
This Student Learning Outcome was mastered in ITP 100. This Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. The questions were given to the students at the end of the semester in a proctored testing environment. (Some instructors used the questions as a part of the final exam and other instructors gave the questions in a separate testing exercise.)

Achievement Target:

The IT Cluster was happy to see that more than 60% of the students answered the questions correctly. The IT Cluster recognizes that some of the individual questions were not answered correctly by at least 60% of the students.

Findings (2009-2010) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students in Spring 2010. Every section of ITP 100 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 13 sections of the course reported results. A total of 212 students completed the questions. The combined Average Scores for all of the SLO specific test questions for all students reporting from all sections on all campuses is 69%. The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows: Question 1 88% Question 2 55% Question 3 64%

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

O 10: Students will obtain employment after graduation.

Students will obtain employment after graduation.

Related Measures:

M 3: Graduation rates as recorded by OIR in report entitled Number of Graduates by Program Specialization.

Source of Evidence: Exit interviews with grads/program completers
Graduation rates as recorded by OIR in report entitled Number of Graduates by Program Specialization.
Achievement Target:

60% of students (in all specializations) surveyed in the 2007 - 2008 Graduate Survey Report obtained a job while attending or after graduating. The goal is that this job rate increases every year.

Findings (2009-2010) - Achievement Target: Not Met

According to the report entitled Number of Graduates by Program Specialization: YEAR 2009 - 10 Number of Graduates (47) IST/NO SPEC 5 IST/SOFTWARE DEVEL 6 IST/MICROCOMPUTER 7 IST/NETWORK ADMIN 17 IST/NETWORK EGR 12 YEAR 2008 - 09 Number of Graduates (67) IST/NO SPEC 3 IST/SOFTWARE DEVEL 8 IST/MICROCOMPUTER 5 IST/NETWORK ADMIN 32 IST/NETWORK EGR 19 YEAR 2007 - 08 Number of Graduates (69) IST/NO SPEC 1 IST/SOFTWARE DEVEL 14 IST/MICROCOMPUTER 7 IST/NETWORK ADMIN 27 IST/NETWORK EGR 20

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 Measures:

M 4: Monitor feedback from Student Advisors for this degree, from counselors, and also from program placed students.

Source of Evidence: Evaluations
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.

Achievement Target:

Program placed students in the AAS IT degree will increase. Distribution of Program placed students from OIR report entitled Distribution of Program Placed Students by Curriculum and Award Type 2005 - 2009.

Findings (2009-2010) - Achievement Target: Not Met

According to the Distribution of Program Placed Students by Curriculum and Award: Fall 2005 = 1,096 students program placed Fall 2006 = 873 students program placed Fall 2007 = 837 students program placed Fall 2008 = 615 students program placed Fall 2009 = 563 students program placed 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 AAS IST degree. 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 will be put into effect in the Fall 2010 semester.

O 12: To increase the success rate of students in the first semester of the program.

To increase the success rate of students in the first semester of the program.

**Related Measures:**

- **M 5: Distribution of Grades for students from OIR report entitled Grade Distribution by Course (Sections Collapsed).**

  Source of Evidence: Academic indirect indicator of learning - other Distribution of Grades for students from OIR report entitled Grade Distribution by Course (Sections Collapsed).

**Achievement Target:**

The number of students receiving a grade of A will increase from the previous year and the number of students receiving a grade of F or W will decrease.

**Findings (2009-2010) - Achievement Target: Partially Met**

The number of students receiving a grade of A increased from the previous year, however, the number of students receiving a grade of F or W also increased. The total percentage for F and W for FA09 is 23%, FA08 is 24%, and FA07 26%. Fall 2009 3,951 students A = 1,431(36%) B = 852(21%) C = 501(13%) D = 232(6%) F = 600(15%) W = 318(8%) X = 16(1%) I = 1(0%) Fall 2008 3,212 students A = 1,077(34%) B = 670(21%) C = 433(13%) D = 225(7%) F = 506(16%) W = 271(8%) X = 30(1%) I = 0(0%) Fall 2007 2,866 students A = 947(33%) B = 590(20%) C = 382(13%) D = 192(7%) F = 447(15%) W = 301(11%) X = 7(1%) I = 0(0%)

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

**SLO assessment process**

Outlined following plan for refining the SLO assessment process. the IT Cluster will reevaluate the questions that were given to the students. The IT Cluster will determine if there are more appropriate questions for assessment of this SLO.

**Established in Cycle:** 2008-2009

**Implementation Status:** Planned
Priority: High

Continued to monitor the success of the structure of IT electives in the new degree program. Considered revising the elective structure.

Continued to monitor the success of the structure of IT electives in the new degree program. Considered revising the elective structure to make it more flexible to meet the needs of students.

Established in Cycle: 2008-2009  
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.

Continued to monitor.

Continued to monitor.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation rates as recorded by OIR in report entitled Number of Graduates by Program Specialization. | Outcome/Objective: Students will obtain employment after graduation.

Professional Development was awarded to faculty in order to support the new courses in the new degree model.

Professional Development was awarded to faculty in order to support the new courses in the new degree model.

Established in Cycle: 2008-2009  
Implementation Status: Finished  
Priority: High
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 will be put into effect in the Fall 2010 semester.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

The IT Cluster made plans to reword this SLO such that it matches the assessment format of multiple choice questions.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High

Made plans to assess this SLO again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High
New AAS IST degree model.

Determined that the IST program helped prepare learners to acquire work within the IT field. Graduates in the IST degree have declined in the past 2 years. Therefore we have decided to implement a new AAS IST degree model in the Fall 2010. 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 go into effect in the Fall 2010 semester.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Graduation rates as recorded by OIR in report entitled Number of Graduates by Program Specialization. | Outcome/Objective: Students will obtain employment after graduation.

Faculty expectations and course requirements.

This data indicates students entering the class found it more difficult than they thought. In order to increase the success rate for these students faculty committed to making their expectations and course requirements clear at the beginning the semester and follow up with reminders.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Distribution of Grades for students from OIR report entitled Grade Distribution by Course (Sections Collapsed). | Outcome/Objective: To increase the success rate of students in the first semester of the program.
Made plans to monitor the structure of IT electives in the new degree program. Consider revising the elective structure.

Continued to monitor the success of the structure of IT electives in the new degree program. Considered revising the elective to make it more flexible to meet the needs of students. Have committed to reviewing the IT Electives 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. The Faculty believe the economy and student desire to transfer has affected the low program placement enrollment. Faculty members have been working on the following task, while monitoring the trend: Developing brochures outlining the new model of the AAS IST Degree, including the different Career Studies Certificates. Distributing the brochures to current and prospective students. Visiting high schools and share degree information.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

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.

The IT Cluster has committed to rewording this SLO such that it matches the assessment format of multiple choice questions

Planned for next academic year: The IT Cluster will reword this SLO such that it matches the assessment format of multiple choice questions during our regular Fall or Spring cross campus day meeting. As we refine the SLO assessment process, the IT Cluster will reevaluate the questions that were given to the students. The IT Cluster will determine if there are more appropriate questions for assessment of this SLO. This SLO will be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: In ITP 100, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. | Outcome/Objective: Be able to distinguish between a class and an object.
The IT Cluster made plans to reword this SLO such that it matches the assessment format of multiple choice questions.

Planned for next academic year: The IT Cluster will reword this SLO such that it matches the assessment format of multiple choice questions. As we refine the SLO assessment process, the IT Cluster will reevaluate the questions that were given to the students. The IT Cluster will determine if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. This SLO will be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: In ITD 256, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. | Outcome/Objective: Be able to define normalization and why it is necessary in the creation of a relational database.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 12: Be able to define normalization and why it is necessary in the creation of a relational database.

Be able to define normalization and why it is necessary in the creation of a relational database.

Related Measures:

M 6: In ITD 256, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic.

Source of Evidence: Standardized test of subject matter knowledge
This Student Learning Outcome was mastered in ITD 256. This Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. The questions were given to the students at the end of the semester in a proctored testing environment. (Some instructors used the questions as a part of the final exam and other instructors gave the questions in a separate testing exercise.)

Achievement Target:

The IT Cluster was happy to see the average scores for all students answering the 3 questions was 70% correct. The IT Cluster was also happy to see the majority of the questions answered correctly. The question students answered below 70%, indicates student need for reinforcement of the concept.

Findings (2009-2010) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students in Spring 2010. Every section of ITD 256 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 5 sections of the course reported results. A total of 121 students completed the questions. The combined Average Scores for all of the SLO specific test questions for all students reporting from all sections on all campuses is 73.33%. The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows: Question 1 91% Question 2 83% Question 3 46%

O 13: Be able to distinguish between a class and an object.

Be able to distinguish between a class and an object.

Related Measures:
M 7: In ITP 100, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic.

Source of Evidence: Standardized test of subject matter knowledge
This Student Learning Outcome was mastered in ITP 100. This Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. The questions were given to the students at the end of the semester in a proctored testing environment. (Some instructors used the questions as a part of the final exam and other instructors gave the questions in a separate testing exercise.)

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

O 10: To encourage students to complete their A.S. degree in Information Technology.

To encourage students to complete their A.S. degree in Information Technology.

Related Measures:

M 4: Graduate Survey Results as recorded by OIR in report entitled Number of Graduates by Program and Specialization.

Source of Evidence: Academic indirect indicator of learning - other
Graduate Survey Results as recorded by OIR in report entitled Number of Graduates by Program and Specialization.

Achievement Target:

The IT program will have a consistent increase in graduates.

Findings (2009-2010) - Achievement Target: Met

Graduation increased from 2008-09 to 2009-10 by 100%. The graduation rates tripled from 2007-08 to 2008-09. Number of IT graduates 2009-10: 155 Number of IT graduates 2008-09: 74 Number of IT graduates 2007-08: 17

O 11: To increase the number of program placed students in the program.

To increase the number of program placed students in the program.

Related Measures:

M 5: Distribution of program placed students from OIR report entitled Distribution of Program Placed Students by Curriculum and Award Type 2005 - 2009.
Achievement Target:

Enrollment in the IT degree program will increase every year.

Findings (2009-2010) - Achievement Target: Met

Enrollment in the IT degree program has increased every year. Students Program Placed: Fall 2007: 571 Fall 2008: 851 Fall 2009: 1,244

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

As we refine the SLO assessment process, the IT Cluster made plans to reevaluate the questions that were given to the students. The IT C

Scheduled for completion: As we refine the SLO assessment process, the IT Cluster will reevaluate the questions that were given to the students. The IT Cluster will determine if there are more appropriate questions for assessment of this SLO.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Determined that the IST program helped prepare learners to acquire work within the IT field. Continued to monitor.

Determined that the IST program helped prepare learners to acquire work within the IT field. Continued to monitor.

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: High

The IT Cluster made plans to reword this SLO such that it matches the assessment format of multiple choice questions.

The IT Cluster made plans to reword this SLO such that it matches the assessment format of multiple choice questions.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Made plans to assess this SLO again once all of the other SLO for the program have been assessed for a first time.

Faculty has committed to encouraging students to complete their degrees prior to transferring; Continued to monitor.

It was determined that faculty should continue working with the students with Advisement, so students placed continue to increase.
Planned for next academic year: The IT Cluster will reword this SLO such that it aligns with the assessment format of multiple choice questions. As we refine the SLO assessment process, the IT Cluster will reevaluate the questions that were given to the students. The IT Cluster will determine if there are more appropriate questions for assessment of this SLO during the Fall and Spring semester cross campus day meetings. This SLO will be assessed again once all of the other SLO for the program have been assessed for a first time.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: In ITD 256, this Student Learning Outcome was assessed using 3 Fill-in-the blank questions directed at this topic. | Outcome/Objective: Be able to define normalization and why it is necessary in the creation of a relational database.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: Perform venipunctures and dermal puncture collection, handling and processing

Perform venipunctures and dermal puncture collection, handling and processing

Related Measures:

M 6: MDL 196 Clinical Evaluation, competency checklist: sp10, su10

Source of Evidence: Field work, internship, or teaching evaluation
MDL 196 - Clinical Evaluation, competency checklist: sp10, su10

Achievement Target:

The results will be satisfactory.

Findings (2009-2010) - Achievement Target: Met

Of the 23 students who successfully completed Spring /Summer 2010 MDL 196, the Clinical Practice course, scores in this area reflected: 5 good, 18 excellent; 78 % excellent rating. The results were satisfactory. The achievement target was met.

O 12: Demonstrate ethical and professional conduct

Demonstrate ethical and professional conduct

Related Measures:

M 7: MDL 196 Clinical Evaluation, competency checklist: sp10, su10

Source of Evidence: Field work, internship, or teaching evaluation
MDL 196 - Clinical Evaluation, competency checklist: sp10, su10

Achievement Target:

The results will be satisfactory.

Findings (2009-2010) - Achievement Target: Met

Of the 23 students who successfully completed Spring /Summer 2010 MDL 196, the Clinical Practice course, scores in this area reflected: 3 good, 20 excellent;
87% excellent rating. The results were satisfactory. The achievement target was exceeded.

O 13: Develop problem-solving skills in the pre-analytical phase of specimen collection

Develop problem-solving skills in the pre-analytical phase of specimen collection

**Related Measures:**

M 8: MDL 196 Clinical Evaluation, competency checklist: sp10, su10

Source of Evidence: Field work, internship, or teaching evaluation
MDL 196 - Clinical Evaluation, competency checklist: sp10, su10

**Achievement Target:**

The results will be satisfactory.

**Findings (2009-2010) - Achievement Target: Met**

Of the 23 students who successfully completed Spring/Summer 2010 MDL 196, the Clinical Practice course, scores in this area reflected: 2 fair, 4 good, 17 excellent; 74% excellent rating. The results were satisfactory. The achievement target was met.

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

O 7: Student retention at a rate equivalent to the previous year

Student retention at a rate equivalent to the previous year

**Related Measures:**

M 2: Retention rate

Source of Evidence: Existing data
Retention rate Student Information System (SIS) class rosters - progression from didactic course, MDL 105 to clinical course, MDL 196.

**Achievement Target:**

Maintain student retention rate

**Findings (2009-2010) - Achievement Target: Met**

There were 39 students were enrolled during the 09-10 academic year. Of that number, 36 completed the certificate. The retention rate was 92%. The retention rate showed a 11% improvement over the previous year.

O 8: Student graduation at a rate equivalent to the previous year.
Student graduation at a rate equivalent to the previous year.

**Related Measures:**

**M 3: Graduation Rate.** Student Information System (SIS), advisor transcript review

Source of Evidence: Existing data
Graduation Rate. Student Information System (SIS), advisor transcript review

**Achievement Target:**

Same or higher graduation numbers than last academic year

Findings (2009-2010) - Achievement Target: Met

A total number of 36 students graduated in the 2009-2010 academic year which compares to 25 graduates the previous year. A 44% increase over the previous year.

**O 9: Provide students with the knowledge and skills necessary to pass certification examinations**

Provide students with the knowledge and skills necessary to pass certification examinations

**Related Measures:**

**M 4: Number of successful students passing the national exam (as reported by students)**

Source of Evidence: Alumni survey or tracking of alumni achievements
Number of successful students passing the national exam (as reported by students)

**Achievement Target:**

Graduate survey will indicate a high pass rates on the national exam.

**Findings (2009-2010) - Achievement Target: Met**

To date, 20 students have applied for and taken the national certification exam. Pass rate data was gathered by student disclosure only. Of the 20 students who applied for the exam, 18 students have indicated a passing score. 2 students have not responded. Therefore, by disclosure, 100% of the students responding indicated a passing score on the national certification examination.

**O 10: Students employed in the field following graduation from the program at a rate equivalent to the previous year**

Students employed in the field following graduation from the program at a rate equivalent to the previous year
Related Measures:

M 5: Career placement rate

Source of Evidence: Alumni survey or tracking of alumni achievements

Career placement rate

Achievement Target:

Maintain graduate employment rate in the field at that of the previous year

Findings (2009-2010) - Achievement Target: Met

Of the 36 students interviewed at time of graduation, the employment rate was equivalent to previous years.

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

Instructional materials.

Made plans to review instructional materials with faculty.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Have determined that many graduates are preparing for other fields and do not enter the workforce as a phlebotomist

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Career placement rate | Outcome/Objective: Students employed in the field following graduation from the program at a rate equivalent to the previous year

Made plans to review oral methodologies with faculty.

Made plans to review oral methodologies with faculty.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Review with faculty

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation Rate. Student Information System (SIS), advisor transcript review | Outcome/Objective: Student graduation at a rate equivalent to the previous year.
Measure: Retention rate | Outcome/Objective: Student retention at a rate equivalent to the previous year

Planned to assess the SLO again next semester.

We have determined that we do not have a 100% return on our graduate survey. The use of results ...

We do not have a 100% return on our graduate survey. The use of results is limited.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Career placement rate | Outcome/Objective: Students employed in the field following graduation from the program at a rate equivalent to the previous year
Measure: Number of successful students passing the national exam (as reported by students) | Outcome/Objective: Provide students with the knowledge and skills necessary to pass certification examinations
We do not have direct access to national exam results.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of successful students passing the national exam (as reported by students) | Outcome/Objective: Provide students with the knowledge and skills necessary to pass certification examinations

New program with the national phlebotomy certification agency

We have entered a new program with the national phlebotomy certification agency to allow us access to pass rates and test scores, providing us with increased accuracy in the collection and analysis of certification data.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of successful students passing the national exam (as reported by students) | Outcome/Objective: Provide students with the knowledge and skills necessary to pass certification examinations

At the end of each semester, faculty committed to review with affiliates, instructional materials to increase excellent ratings in this ...
At the end of each semester, faculty committed to review with affiliates, instructional materials to increase excellent ratings in this category.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: MDL 196 Clinical Evaluation, competency checklist: sp10, su10 |  
Outcome/Objective: Perform venipunctures and dermal puncture collection, handling and processing

Faculty planned to continue to review instructional materials in this category on a semi-annual basis.

Faculty planned to continue to review instructional materials in this category on a semi-annual basis.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: MDL 196 Clinical Evaluation, competency checklist: sp10, su10 |  
Outcome/Objective: Perform venipunctures and dermal puncture collection, handling and processing

Results satisfactory and comparable to previous cohorts seeking employment in the field

Results satisfactory and comparable to previous cohorts seeking employment in the field e.g. many graduates are preparing for other fields and do not enter the workforce as a phlebotomist.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium
Relationships (Measure | Outcome/Objective):

**Measure**: Career placement rate | **Outcome/Objective**: Students employed in the field following graduation from the program at a rate equivalent to the previous year
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 10: Perform data collection and measurement techniques selected by a physical therapist.

Perform data collection and measurement techniques selected by a physical therapist.

Related Measures:

M 6: Criterion #10 on the Clinical Performance Instrument (CPI): “Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist”

Source of Evidence: Standardized test of subject matter knowledge

Criterion #10 on the Clinical Performance Instrument (CPI): "Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist"

Achievement Target:

The achievement target was that 100% of students would achieve scores of 90% or above on criterion #10.

Findings (2009-2010) - Achievement Target: Partially Met

Data for 27 students in the final clinical experience PTH 232 was recorded by 27 clinical instructors (CIs) in the spring of 2010. Three core faculty members oversaw 9 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 2010 end of year faculty meeting. The achievement target was that 100% of students would achieve scores of 90% or above on criterion #10. The result of the analysis was that 26 of 27 students (96%) achieved a score of 90% or above on criterion #10. The student who did not meet the criterion failed PTH 232 and will repeat the clinical rotation. The achievement target was not met.

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 Measures:

M 7: Criterion #9 on the Clinical Performance Instrument (CPI): “Participates in patient status judgments within the clinical environ"
Source of Evidence: Standardized test of subject matter knowledge
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 (e.g., codes, protocols), thinking, data collection, and interpretive process".

Achievement Target:

The achievement target was that 100% of students would achieve scores of 90% or above on criterion #9.

Findings (2009-2010) - Achievement Target: Partially Met

Data for 27 students in the Class of 2010 in the final clinical experience PTH 232 was recorded by 27 clinical instructors (CIs) in the spring of 2010. Three core faculty members oversaw 9 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 2010 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 26 of 27 students (96%) achieved a score of 90% or above on criterion #9. The student who did not meet the criterion failed PTH 232 and will repeat the clinical rotation. The achievement target was not met.

O 12: Develop lifelong learning habits that reflect professional development.

Develop lifelong learning habits that reflect professional development.

Related Measures:

M 8: Criterion #19 on the Clinical Performance Instrument (CPI): “Implements a self-directed plan for career development and life ...

Source of Evidence: Standardized test of subject matter knowledge
Criterion #19 on the Clinical Performance Instrument (CPI): "Implements a self-directed plan for career development and lifelong learning."

Achievement Target:

The achievement target was that 100% of students would achieve scores of 90% or above on criterion #19.

Findings (2009-2010) - Achievement Target: Partially Met

Data for 27 students in the Class of 2010 in the final clinical experience PTH 232 was recorded by 27 clinical instructors (CIs) in the spring of 2010. Three core faculty members oversaw 9 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 2010 end of year faculty meeting. The achievement target was that 100% of students would achieve scores of 90% or
above on criterion #19. The result of the analysis was that 25 of 27 students (93%) achieved a score of 90% or above on criterion #9. The two students who did not meet the criterion failed PTH 232 and will repeat the clinical rotation. The achievement target was not met.

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

O 8: 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 Measures:

M 3: The PTA Program’s Graduation Rate

Source of Evidence: Existing data
The PTA Program’s Graduation Rate

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 (2009-2010) - Achievement Target: Partially Met

The PTA Program's Graduation Rate for 2010 was 61.00% (41 students admitted, 25 graduated). Data was collected by the Assistant Dean in May 2010 from graduation records provided by the Dean of Allied Health. The National Average data for 2010 graduates is not available at the writing of this report. The program’s graduation rate for 2009 was 65%. The slight decrease in the graduation rate from 2009 to 2010 is perhaps artificial, as 2 students are repeating a failed final clinical experience this fall and are expected to graduate in December.

M 5: Annually review the PTA program continuation requirements

Source of Evidence: Academic indirect indicator of learning - other
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. In this instance, the program policy of allowing three attempts to pass a checkout in PTH 121 was examined.

Achievement Target:

The achievement rate for the Class of 2010 was 90%.

Findings (2009-2010) - Achievement Target: Met
Four core faculty members administered 4 physical agents checkouts to 41 Class of 2010 students in PTH 121 in the Fall semester of 2008. Per the syllabus and the PTA Student Handbook, students were permitted three attempts to pass each checkout. Students failing a third time were removed from the course. Course and check out failure data was gathered and evaluated by the Assistant Dean. 6 of 41 (15%) students of the Class of 2010 failed PTH 121 in the first semester and were therefore ineligible to take PTH 122 in the second semester. Two of the six (5% of the class) had failed two attempts at a physical agent checkout and required a third attempt. In the second semester, an additional 3 students failed PTH 122; of those, 1 had required 3 attempts at a check out in PTH 121 the previous semester. In summation, of the 9 first year students in the Class of 2010 who failed courses in the first year, 3 (33%) had been unable to pass checkouts in PTH 121 in two attempts. Data examined from the previous 4 years by the Assistant Dean revealed that no student who had failed to pass a checkout on the first two attempts was ultimately successful in graduating from the 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.

O 9: NVCC PTA program graduates will be employed as physical therapist assistants and practice under the direction and supervision of

NVCC PTA program graduates will be employed as physical therapist assistants and practice under the direction and supervision of a licensed PT.

**Related Measures:**

**M 4: 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

Pass Rate on the National Licensure Exam taken through the Federation of State Boards of Physical Therapy (FSBPT)

**Achievement Target:**

The achievement target is an overall pass rate of 90%.

**Findings (2009-2010) - Achievement Target: Met**

Data was provided to the Assistant Dean in the spring of 2010 for the Class of 2009. It was analyzed by the four core faculty members. 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 83% for first time test takers and the ultimate pass rate was 79%. In 2008 the first time pass rate was 94%; the ultimate pass rate was 100%.
**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Action Plans were developed for the failing students and the clinical experience will be remediated.**

Action Plans were developed for the failing students and the clinical experience will be remediated. Items to be completed in the next academic year: The program will continue to strive to provide role models for lifelong learning and career development, primarily by encouraging participation in the American Physical Therapy Association (APTA). The required textbook for PTH 231, 232 and 210 in the second year is membership in the APTA. Course assignments utilize members-only resources on the APTA website. All students participate in a fieldtrip to the APTA headquarters in Alexandria. Guest speakers in PTH 231, 232 and 210 courses are chosen because they model career development and lifelong learning. Similarly, two past graduates of the program who have achieved content specialist status are invited to lecture in PTH 121 in the fall of the first year. In the spring of 2010, faculty made the decision for the Program and its students to host one Virginia Physical Therapy Association (VPTA) Northern District meeting with its attendant continuing education speaker per year. All second year students will be required to attend the statewide VPTA Student Conclave this fall, and all students in both cohorts will be given incentives to participate in VPTA's Annual Conference held in Herndon in October. This student learning outcome is assessed every year.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

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

- **Measure:** Criterion #19 on the Clinical Performance Instrument (CPI): “Implements a self-directed plan for career development and lifelong
  | **Outcome/Objective:** Develop lifelong learning habits that reflect professional development.

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**An Action Plan was developed for the failing student, and the clinical experience will be remediated.**

An Action Plan was developed for the failing student, and the clinical experience will be remediated. Faculty made plans to continue to stress data collection skills. Data collection is taught and assessed in PTH 121, 122, 115, 105, and 225. It is practiced in clinical settings with actual patients in the PTH 105 clinical lab and in clinical rotations in PTH 131, 231 and 232. This student learning outcome is assessed every year.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium
Relationships (Measure | Outcome/Objective):

Measure: Criterion #10 on the Clinical Performance Instrument (CPI): “Obtains accurate information by performing selected data collection |
Outcome/Objective: Perform data collection and measurement techniques selected by a physical therapist.

An Action Plan was developed for the failing student, and the clinical experience will be remediated. …

An Action Plan was developed for the failing student, and the clinical experience will be remediated. Planned for completion in the next academic year: The program will continue to stress clinical problem solving throughout the curriculum. Patient scenarios which require critical thinking are utilized in every exam in every course and in the checkouts in PTH 121 and practices in PTH 122, 105 and 225. A group project in PTH 115 requires management of a real clinical problem across 4 weeks. Students are guided by faculty in actual patient problem solving during patient treatment in the PTH 105 clinical labs in area skilled nursing facilities and acute care hospitals in the fall of the first year, and experience 10 weeks of full time clinical rotations with clinical instructors prior to the final 8 week clinical experience. This student learning outcome is assessed every year.

Established in Cycle: 2009-2010
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 environ |
Outcome/Objective: Solve clinical problems and make treatment decisions based on the plan of care established by the physical therapist.

Faculty made plans to continue to follow continuation trends, and will next examine the impact of raising the passing course grade in the

Outlined following elements for completion: The achievement rate for the Class of 2010 was 90%. Based on this analysis, in the Fall of 2009, the number of checkout attempts permitted in PTH 121 was reduced from 3 to 2. Preliminary data shows that for the Class of 2011, 7 students in PTH 121 failed the course. Of those, 5 were removed from the course after failing to pass a second checkout attempt. One of the other two who ultimately failed the course was repeating the course and had required 3 checkouts the previous fall. 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 are now seeking to reduce the number of students who fail two checkouts. 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, 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. Preliminary data are encouraging; to date only 6 of the 80 whirlpool and sterile technique checkouts have occasioned a retake and all 6 were successfully passed on the second attempt. Faculty will continue to follow continuation trends, and will next examine the impact of raising the passing course grade in the 2010-2011 school year from 73% to 75%. This goal is assessed every year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Annually review the PTA program continuation requirements
Outcome/Objective: NVCC PTA program faculty are dedicated to enhancing student retention and student success in the PTA program.

Stronger academic preparation and increased graduation rate.

Planned for the next academic year: The four core faculty members constantly look at graduation rate data to determine effective admissions criteria. For instance, 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. Graduation data for this class is not yet fully available; the impact of the change will be analyzed at the conclusion of the Spring 2011 semester. Some Class of 2010 students were deferred from the previous year; the Class of 2011 will be the first class in which all members met the 2.5 GPA requirement for admission. It is anticipated that stronger academic preparation will result in an increased graduation rate. Faculty will continue to explore methods to increase student graduation rates. This goal is assessed every year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: The PTA Program’s Graduation Rate
Outcome/Objective: NVCC PTA program faculty are dedicated to enhancing student retention and student success in the PTA program.
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: 2009-2010
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: NVCC PTA program graduates will be employed as physical therapist assistants and practice under the direction and supervision of …
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 11: Communicate effectively with patients, families and other health care provider.

Communicate effectively with patients, families and other health care provider.

Related Measures:

M 5: Clinical evaluation

Source of Evidence: Field work, internship, or teaching evaluation
Clinical evaluation

Achievement Target:

The majority of students in the program will demonstrate good communication skills.

Findings (2009-2010) - Achievement Target: Met

Spring 2010 Cohort 46 students' Evaluation and clinical competency checklist demonstrate 95% of students received a grade of "A" in communication. The remaining 5% of students received a "B."

O 12: Determine proper exposure factors to achieve optimum images of anatomical structures

Determine proper exposure factors to achieve optimum images of anatomical structures

Related Measures:

M 5: Clinical evaluation

Source of Evidence: Field work, internship, or teaching evaluation
Clinical evaluation

Achievement Target:

The majority of students in the program will demonstrate good communication skills.

Findings (2009-2010) - Achievement Target: Met

Spring 2010 Cohort 46 students’ Clinical evaluation demonstrates 91% of student received a grade of "A", 8% relieved a grade of "B" and 2% received a grade of "C."
M 6: American Registry of Radiologic Technologist (ARRT) National certification examination: Category: Image Production and Evaluation...

Source of Evidence: Certification or licensure exam, national or state
American Registry of Radiologic Technologist (ARRT) National certification examination: Category: Image Production and Evaluation

Achievement Target:

Students will improve scores.

Findings (2009-2010) - Achievement Target: Partially Met

ARRT Results: 2008-2009 - 8.3 NOVA/national Avg. 8.4 2009-2010 - 8.2 NOVA/no national results

O 13: Evaluate images for diagnostic information, positioning and other pertinent technical details

Evaluate images for diagnostic information, positioning and other pertinent technical details

Related Measures:

M 5: Clinical evaluation

Source of Evidence: Field work, internship, or teaching evaluation
Clinical evaluation

Achievement Target:

The majority of students in the program will demonstrate good communication skills.

Findings (2009-2010) - Achievement Target: Met

Spring 2010 Cohort 46 students' Clinical evaluation demonstrates 89% of student received a grade of "A", 6% relieved a grade of "B" and 5% received a grade of "C."

M 6: American Registry of Radiologic Technologist (ARRT) National certification examination: Category: Image Production and Evaluation...

Source of Evidence: Certification or licensure exam, national or state
American Registry of Radiologic Technologist (ARRT) National certification examination: Category: Image Production and Evaluation

Achievement Target:

Students will improve scores.
Findings (2009-2010) - Achievement Target: Partially Met

ARRT Results: 2008-2009 - 8.3 NOVA/national Avg. 8.4 2009-2010 - 8.1 NOVA/no national results

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

O 7: Develop competitive admission policy for the Radiography Program for review and approval by college administration

Develop competitive admission policy for the Radiography Program for review and approval by college administration

Related Measures:

M 2: Retention Rates

Source of Evidence: Existing data
Retention Rates

Achievement Target:

Receive approval for a competitive admissions policy

Findings (2009-2010) - 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. Assessment result will be available at the end of 2010-2011.

O 8: Improve student performance on the national certification exam (ARRT) from previous year

Improve student performance on the national certification exam (ARRT) from previous year

Related Measures:

M 4: National certification passing rate and number of successful students passing the exam.

Source of Evidence: Certification or licensure exam, national or state
National certification passing rate and number of successful students passing the exam.

Achievement Target:

Increase in the number of students passing exam.

Findings (2009-2010) - Achievement Target: Not Met
91% of students who took the ARRT exam in 2009 passed the examination. 88% of the students who took the ARRT exam in 2010 passed the exam. There was a 3% decrease in passing rate between 2009 and 2010.

O 9: Increase the number of graduates entering the workforce

Increase the number of graduates entering the workforce

**Related Measures:**

**M 2: Retention Rates**

Source of Evidence: Existing data
Retention Rates

**Achievement Target:**

Increase the number of graduates

**Findings (2009-2010) - Achievement Target: Met**

2007-2009 Cohort - 46 graduates 2008-2010 Cohort - 47 graduates. There was a 2% increase in graduates between the 2007-2009 cohorts and 2008-2010 cohorts

O 10: Increase retention rates in the radiography program

Increase retention rates in the radiography program

**Related Measures:**

**M 2: Retention Rates**

Source of Evidence: Existing data
Retention Rates

**Achievement Target:**

Increase retention rate

**Findings (2009-2010) - Achievement Target: Not Met**

2007-2009 Cohort retention rate 78% 2008-2010 Cohort retention rate 77%
Retention rates have dropped 1 percentage point over the last 2 cohorts.

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

**Assessment result. Retention rates**

Planned for next academic year: Assessment result will be available at the end of 2010-2011 for review. Retention rates will be calculated Discussion of criteria
for competitive admission will be reviewed by Radiography Advisory Board in fall 2010 for further recommendations

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Retention Rates | Outcome/Objective: Develop competitive admission policy for the Radiography Program for review and approval by college administration

Faculty have committed to review new instructional materials in fall 2010 to determine how these statistics can be improved.

Faculty have committed to review new instructional materials in fall 2010 to determine how these statistics can be improved.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: American Registry of Radiologic Technologist (ARRT) National certification examination: Category: Image Production and Evaluation  
Outcome/Objective: Determine proper exposure factors to achieve optimum images of anatomical structures

Faculty have committed to review new instructional materials in fall 2010 to determine how these statistics can be improved.

Faculty have committed to review new instructional materials in fall 2010 to determine how these statistics can be improved.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: American Registry of Radiologic Technologist (ARRT) National certification examination: Category: Image Production and Evaluation  
Outcome/Objective: Evaluate images for diagnostic information, positioning and other pertinent technical details
Implementation of competitive admission began in fall of 2010 in an effort to improve this goal. Review by Radiography Advisory Board in fall 2010 for further recommendations

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Retention Rates | Outcome/Objective: Develop competitive admission policy for the Radiography Program for review and approval by college administration

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 this goal.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Retention Rates | Outcome/Objective: Increase the number of graduates entering the workforce
Relationships (Measure | Outcome/Objective):
  Measure: Retention Rates | Outcome/Objective: Increase retention rates in the radiography program

Implementation of competitive admission began in fall of 2010 in an effort to improve this goal...

A decrease in the passing rate of the ARRT exam is not an acceptable outcome. Implementation of competitive admission began in fall of 2010 in an effort to improve this goal. Decided to have this information reviewed by Radiography Advisory Board in fall 2010 for further recommendations

  Established in Cycle:  2009-2010
  Implementation Status:  Planned
  Priority:  Medium

Relationships (Measure | Outcome/Objective):
  Measure: National certification passing rate and number of successful students passing the exam. | Outcome/Objective: Improve student performance on the national certification exam (ARRT) from previous year
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: 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 Measures:**

M 1: Clinical Evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other
Clinical Evaluation, competency checklist

M 9: Performance on final exam & clinical competencies

Source of Evidence: Performance (recital, exhibit, science project)
Performance on final exam clinical competencies

**Achievement Target:**

Students to achieve > 85%

**Findings (2009-2010) - Achievement Target: Partially Met**

Spring 2010 (2010 grads) A. 16 of 17 students achieved a grade of >85%
B. Clinical Competencies- each student achieved a score of >85% on each competency

O 5: Perform the psychomotor and demonstrate the cognitive skills in the areas of respiratory therapy home care, patient education/...

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 Measures:**

M 1: Clinical Evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other
Clinical Evaluation, competency checklist

M 9: Performance on final exam & clinical competencies
Source of Evidence: Performance (recital, exhibit, science project)
Performance on final exam clinical competencies

**Achievement Target:**

Students to achieve > 85%

**Findings (2009-2010) - Achievement Target: Met**

Fall 2009 (2010grads-all) A. 16 of 16 students achieved >85% B. 16 of 16 students achieved >85% C. 16 of 16 students achieved >85% on ECG competency

**O 8: Communicate effectively with respiratory care and other healthcare professionals.**

Communicate effectively with respiratory care and other healthcare professionals.

**Related Measures:**

**M 1: Clinical Evaluation, competency checklist**

Source of Evidence: Academic direct measure of learning - other Clinical Evaluation, competency checklist

**O 16: 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 Measures:**

**M 9: Performance on final exam & clinical competencies**

Source of Evidence: Performance (recital, exhibit, science project) Performance on final exam clinical competencies

**Achievement Target:**

Students to achieve >85%

**Findings (2009-2010) - Achievement Target: Partially Met**

Fall 2009 (2011 grads) A. RTH151 written exam 27 of 32 achieved >85% 84% of students achieved >85% B. RTH196- 15 of 17 passed the clinical competencies C. RTH131 - 20 of 21 passed clinical competencies
O 17: 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 Measures:**

M 10: Case Study presentation

Source of Evidence: Academic direct measure of learning - other RTH296 -Case Study presentation. Each student is assessed by at least 2 faculty members. The total assessment must be > 85% Attachment #3. RTH253- Case Study presentation. Each student is assessed by at least 2 faculty members. Attachment #3.

**Achievement Target:**

The total assessment must be > 85%

**Findings (2009-2010) - Achievement Target: Met**

Summer 2010 (2011 grads) 14 of 16 students passed this oral presentation with an assessment grade of >85%. 2009 Fall (2010 grads) 18 of 18 students passed this oral presentation with an assessment grade of > 85%

O 18: 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 Measures:**

M 11: RTH253-Affective evaluation #s 1, 2, 3, 4, 9 completed by clinical faculty on each student.

Source of Evidence: Academic indirect indicator of learning - other RTH253-Affective evaluation #s 1, 2, 3, 4, 9 completed by clinical faculty on each student. Tool found at www.Dataarc.ws. Attachment #1 On a Likert scale of 1-5 each student to receive grades of 3 or greater in each category

**Achievement Target:**

On a Likert scale of 1-5 each student to receive grades of 3 or greater in each category.

**Findings (2009-2010) - Achievement Target: Met**
Fall 2009 2010 grads- 17-17 students successfully completed RTH253 (the 3rd of 4 clinical practice courses) Scores were all 3 or above

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

**O 9: The Respiratory Therapy program will increase the retention rate from the previous year**

The Respiratory Therapy program will increase the retention rate from the previous year

**Related Measures:**

**M 2: Retention rate**

Source of Evidence: Existing data  
Retention rate  

**Achievement Target:**  
Increase retention rate from the previous year  

Have instituted a tutoring program for 1st year students with 2nd year students.  
*Established in Cycle: 2008-2009*

Have instituted a tutoring program for 1st year students with 2nd year students. Evaluation of this program will be reviewed ...

**O 10: The Respiratory Therapy program will increase total number of students graduating from the previous year.**

The Respiratory Therapy program will increase total number of students graduating from the previous year.

**Related Measures:**

**M 3: Graduation rate**

Source of Evidence: Existing data  
Graduation rate  

**Achievement Target:**  
Increase the number of students graduating from the previous year

**O 11: Student performance on the national CRT certification exam will be equal or improve from the previous year.**
Student performance on the national CRT certification exam will be equal or improve from the previous year.

**Related Measures:**

- **M 4: National certification 1st time pass rate and number of successful students passing the exam the 1st time**

  Source of Evidence: Certification or licensure exam, national or state
  National certification 1st time pass rate and number of successful students passing the exam the 1st time

  **Achievement Target:**

  Increase or maintain first-time pass rate relative to the previous year

**O 12: The Respiratory Therapy Program will maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation date**

The Respiratory Therapy Program will maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation date

**Related Measures:**

- **M 5: Career placement rate - surveys**

  Source of Evidence: Job placement data, esp. for career/tech areas
  Phone call survey to graduates/talk to employers.

  **Achievement Target:**

  Maintain a job placement rate of > 70% as set by CoARC by 6 months post graduation date

**Findings (2009-2010) - Achievement Target: Met**

Employment for the 2009-10 graduating class is 72% (13 of 18) as of 9/2010.
Employment for the 2008-9 graduating class is 88% (15 of 17) as of 9/2010.
Employment of graduates for the 2007-8 was100% (18 of 18).

**O 13: Maintain an attrition rate of less than 30% as set by CoARC standards**

The Respiratory Therapy program will maintain an attrition rate of less than 30% as set by CoARC standards

**Related Measures:**

- **M 6: Attrition Rate**

  Source of Evidence: Academic direct measure of learning - other
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 included into the attrition rate until they are fully withdrawn from the RTH program ATTACHMENT 13

Achievement Target:

Maintain an attrition rate of less than 30% as set by CoARC standards

Findings (2009-2010) - Achievement Target: Met

25 new students for 2010 grad class. (2008-2010) Retention = 72% Attrition = 28% Total student enrollment for both years = 28+25+4(IP)=57 2008-9 Retention= 70.4% Attrition= 29.6% Current: 2009-2010 grad cohort=72% 2% improvement. Class of 2011: 28 new students 14 with cohort and 6 IP Retention = 71% Attrition = 29%

O 14: 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 Measures:

M 7: Passing rate on the RRT National NBRC exams

Source of Evidence: Standardized test of subject matter knowledge
The NBRC maintains records of each school's passing rate. www.nbrc.org ATTACHMENT15 Alternative assessment tool is the NBRC SAE RRT written exam. ATTACHMENT 15A

Achievement Target:

Passing rate on the RRT National NBRC exams of > 50% as set by CoARC

Findings (2009-2010) - Achievement Target: Met

56% 10 of 18 of students have passed the RRT exams as of 9/2010 (2010 grads) Taken by 2010 graduating class April29. 82.3% passed the NBRC SAE written Registry. CoARC threshold is >50% 82% 14 of 17 have passed the RRT exams as of 10/2010. (2009 grads)

O 15: 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 Measures:
M 8: Employer and Graduate Surveys

Source of Evidence: Employer survey, incl. perceptions of the program
Employer and Graduate Surveys. Categories: Cognitive, Psychomotor, Affective
Survey tools listed on DATAARC at www.dataarc.ws ATTACHMENT #18, 19
Likert scale 1-5 Graduates and employers are contacted by email and then
phone to obtain a >60% return rate (CoARC mandated return rate is 50%)

Achievement Target:

Monitoring for continuous improvement

Findings (2009-2010) - 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. 2009 May grads-
Survey taken spring 2010 Survey results: each category scored a 3 or higher on
a Likert scale 2008 Survey results: each category scored a 3 or higher on a
Likert scale

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

Administer survey end of Dec 2010

CoARC standard for attrition is standard used. Less than 30% attrition is the
goal. CoARC to increase attrition value to <40% for next evaluation year. The
attrition goal has been met this year. Will institute a survey for those students
utilizing the tutoring program. Assessment of the program has been set as # of
students using program/to total # of students. And # of low performance
students as evaluated by class test scores that utilized the tutoring center. 2
Faculty members have decided to make a survey for RTH students. Administer

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Attrition Rate | Outcome/Objective: Maintain an attrition rate of less
than 30% as set by CoARC standards

Assess again (2011 grads) May 2011

1 student did not meet goal. Planned to assess again (2011 grads) May 2011 B.
Goal was met Planned to assess again (2011 grads) May 2011
Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Performance on final exam & clinical competencies |
  Outcome/Objective: Perform the psychomotor and demonstrate the cognitive
  skills in all areas of neonatal/pediatric critical care.

Assess again Dec 2010

Case Study assessments are reviewed by the Clinical Coordinator-Aug 2010
Determined that 2 students will repeat case study in Fall 2010. Review of repeat
- Dec 2010. The goal has been met Assess again Dec 2010

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Case Study presentation | Outcome/Objective: Apply the knowledge of
  Respiratory Therapy information into patient case studies and scenarios.

Continued to monitor

Review at the RTH Program Advisory Committee in April 2010 Hospital hiring
freezes (9/09-12/09) were major cause of less than 100% job placement. This
was the 1st year since the program was started that job placement was less
than 100% for students that qualified. Program goal has been met. Continued to
monitor. Students are 5 months out of program.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Career placement rate - surveys | Outcome/Objective: The Respiratory
  Therapy Program will maintain a job placement rate of > 70% as set by CoARC by
  6 months post graduation date
Goal was met

11 of 18 or 61% graduate surveys returned. 10 of 15 or 67% employer surveys were returned. Scheduled to follow up on 5 students that recently were employed. Goal was met for 2009 graduating class Goal was met for 2008 graduating class

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Employer and Graduate Surveys | Outcome/Objective: The Respiratory Therapy Program will graduate well trained, well educated respiratory care practitioners

Program Goal to exceed CoARC standard was met. CoARC is eliminating this standard for next evaluation year.

The Program pass rate exceeds the set standard. Program Goal was met.
Program Goal to exceed CoARC standard was met. CoARC is eliminating this standard for next evaluation year. Program Goal was met.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Passing rate on the RRT National NBRC exams | Outcome/Objective: Maintain a passing rate on the RRT National NBRC exams of > 50% as set by CoARC

Scheduled to review again (2011 grads) at Faculty Meeting - Jan 2011

Reviewed at Faculty meeting - Jan 2010. The goal has been met Scheduled to review again (2011 grads) at Faculty Meeting - Jan 2011

Established in Cycle: 2009-2010
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.
Scheduled to review and assess again in 2011

1% short of goal Review 2012 grads at Faculty Meeting- Jan2011 Students with appropriate clinical skills have moved on to the summer semester. Scheduled to assess again May 2011 C. Students with appropriate clinical skills have moved on to the Fall semester. Scheduled to assess again August 2011 Unsuccessful students may re-apply to the program if this was their 1st attempt

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Performance on final exam & clinical competencies |
Outcome/Objective: Perform the psychomotor and demonstrate the cognitive skills in all areas of adult non- critical care

The goal was met. Assessed again (2011grads)-Fall 2010

The goal was met. Assessed again (2011grads)-fall 2010

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Performance on final exam & clinical competencies |
Outcome/Objective: Perform the psychomotor and demonstrate the cognitive skills in the areas of respiratory therapy home care, patient education/...
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 Measures:

M 1: Number of Graduates by Program and Specialization

Source of Evidence: Academic direct measure of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

2009-10: 271 2008-09: 162 2007-08: 68 (first year with graduates) 67% increase from previous year

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 Measures:

M 2: Distribution of Program Placed Students by Curriculum and Award Type

Source of Evidence: Academic direct measure of learning - other
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

FALL 2007: 220 FALL 2008: 1,028 FALL 2009: 1,797 75% increase from previous year Program initiated in Fall 2007.

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

Scheduled to assess this program goal again next year.
The number of program-placed students continued to increase since 2007, meeting the program's achievement target. **Scheduled to assess** this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Distribution Of Program Placed Students By Curriculum And Award Type | **Outcome/Objective:** To increase the number of program placed students in the program.

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**Scheduled to assess this program goal again next year.**

**Established in Cycle:** 2009-2010  
**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, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Demonstrate a broad understanding of Principles of Real Estate in order to effectively perform the duties of salesperson.

Demonstrate a broad understanding of Principles of Real Estate in order to effectively perform the duties of salesperson.

Related Measures:

M 1: Comprehensive final exam tests student's knowledge of real estate principles.

Source of Evidence: Academic direct measure of learning - other
Comprehensive final exam tests student's knowledge of real estate principles.

M 5: Comprehensive final exam test student's Knowledge of real estate principles.

Source of Evidence: Academic direct measure of learning - other
Comprehensive final exam test student's Knowledge of real estate principles.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Partially Met

The following shows the final grades from REA100 which teaches these topics.
REA 100 A B C D F W X 35 8 6 0 0 7 2

O 3: Prepare appraisals using three appraisal approaches (market approach, cost approach, and the income approach).

Prepare appraisals using three appraisal approaches (market approach, cost approach, and the income approach).

Related Measures:

M 2: Require an appraisal for the three approaches and have comprehensive final exam test the content of the approaches.

Source of Evidence: Academic direct measure of learning - other
Require an appraisal for the three approaches and have comprehensive final exam test the content of the approaches.
O 4: Explain the difference between the primary and secondary mortgage markets and be able to assist a client in obtaining financing.

Explain the difference between the primary and secondary mortgage markets and be able to assist a client in obtaining financing.

**Related Measures:**

M 1: Comprehensive final exam tests student's knowledge of real estate principles.

Source of Evidence: Academic direct measure of learning - other
Comprehensive final exam tests student's knowledge of real estate principles.

M 3: Comprehensive final exam tests the student's ability to explain the difference in markets, and tests to see if the student has the ability to help obtain financing.

Source of Evidence: Academic direct measure of learning - other
Comprehensive final exam tests the student's ability to explain the difference in markets, and tests to see if the student has the ability to help obtain financing.

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

O 6: To cover the courses necessary to sit for the Virginia Real Estate Broker's Licensing exam.

To cover the courses necessary to sit for the Virginia Real Estate Broker's Licensing exam.

**Related Measures:**

M 4: Evaluate success rate through letter grades in Real Estate courses.

Source of Evidence: Academic direct measure of learning - other
The number of students taking real estate courses and the grades made in those courses.

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

Letter Grades in REA Courses in Fall 2009/Spring 2010: A B C D F W X 35 8 6 0 0 7 2

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

Recommendation to change Real estate CSC to Licensing program
Recommendation that the Real Estate Brokerage Career Studies Certificate become a Real Estate Licensing Program in a distance learning environment.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Evaluate success rate through letter grades in Real Estate courses. | Outcome/Objective: To cover the courses necessary to sit for the Virginia Real Estate Broker's Licensing exam.

Students successful in mastering the overview of the real estate industry

Despite decreased enrollments in the certificate programs, students taking the introductory course have been successful in mastering the overview of the real estate industry.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive final exam test student's Knowledge of real estate principles. | Outcome/Objective: Demonstrate a broad understanding of Principles of Real Estate in order to effectively perform the duties of salesperson.
Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Increase enrollments in distance learning classes making the travel and tourism classes available for people worldwide.

Increase enrollments in distance learning classes making the travel and tourism classes available for people worldwide.

**Related Measures:**


**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

TRV 100- Spring 2009 - 21 Spring 2010 - 24 Summer 2009 - 0 Summer 2010 - 22 Fall 2009 - 33 TRV 111- Fall 2009 -24 TRV 112 - Spring 2009 - 17 Spring 2010 - 33 TRV 295 (TRV elective) - Sp 09 - 6 Sp 10 - 8

O 2: Increase students' awareness of the environment and its role in tourism.

Increase students' awareness of the environment and its role in tourism.

**Related Measures:**

M 2: Student involvement in sustainable tourism activities and passing Leave No Trace (LNT) test.

Source of Evidence: Academic indirect indicator of learning - other Student involvement in sustainable tourism activities and passing Leave No Trace (LNT) test.

**Achievement Target:**

Monitoring continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**
Spring 2009 - TRV/RPK Sustainable Tourism students volunteered for Tourism Cares weekend at Gettysburg and passed the LNT test.

**O 3: Incorporate service learning into TRV**

Incorporate service learning (i.e. community service and volunteer activities which help students learn about tourism) into TRV 100 and TRV 125.

**Related Measures:**

**M 3: Review community service and what the students learned from their experiences.**

Source of Evidence: Academic direct measure of learning - other
Review community service and what the students learned from their experiences.

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

Over 50% of the students completed service learning hours and were given course credit. Students were given grade points upon completion of appropriate volunteer services if they showed how it helped them with their future travel career.

**O 4: Give students practical experiences in areas of tourism through internships in tourism.**

Give students practical experiences in areas of tourism through internships in tourism.

**Related Measures:**

**M 4: Determine the number of students who participate in tourism-based internships.**

Source of Evidence: Academic indirect indicator of learning - other
Determine the number of students who participate in tourism-based internships.

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Eleven students worked as interns at the Luxury Travel Expo and The Travel Institute conference in November of 2009.
O 5: Increase number of students obtaining the tour guiding career studies certificate.

Increase number of students obtaining the tour guiding career studies certificate.

**Related Measures:**

**M 5: Students completing the tour guiding career studies certificate for fall 2009 and spring 2010 semesters**

Source of Evidence: Academic direct measure of learning - other
Students completing the tour guiding career studies certificate for fall 2009 and spring 2010 semesters, as reported by the NOVA Office of Institutional Research in The Fact Book.

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Partially Met**

Students completed tour guiding career studies certificate Fall, 2009 1 Spring 2010 2

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

**Made plans for more opportunities for service**

Items scheduled for completion: Since full participation was not reached, more opportunities for service learning will be identified and promoted. Service learning will continue to be an integral part of TRV 100 and TRV 125,

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

**Measure:** Review community service and what the students learned from their experiences.  
**Outcome/Objective:** Incorporate service learning into TRV

**The organizers of the conferences invited NOVA back to participate in 2010.**

The organizers of the conferences were pleased with the NOVA students' contributions to the success of the conferences and invited NOVA back to participate in 2010.

**Established in Cycle:** 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- **Measure:** Determine the number of students who participate in tourism-based internships. | **Outcome/Objective:** Give students practical experiences in areas of tourism through internships in tourism.

*We have committed to continue to market the certificate to students in all TRV courses, and encourage them to market the program outside of the college.*

The number of students enrolled in this CSC remained constant. As tourism is the second largest industry in the world, second only to agriculture, if this certificate were more widely advertised, the enrollments would increase significantly. We have committed to continue to market the certificate to students in all TRV courses, and encourage them to market the program outside of the college.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

Relationships (Measure | Outcome/Objective):
- **Measure:** Students completing the tour guiding career studies certificate for fall 2009 and spring 2010 semesters | **Outcome/Objective:** Increase number of students obtaining the tour guiding career studies certificate.

*Committed to continue to offer a “Sustainable Tourism” course in the spring portion of the academic year.*

Committed to continue to offer a "Sustainable Tourism" course in the spring portion of the academic year.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

Relationships (Measure | Outcome/Objective):
- **Measure:** Student involvement in sustainable tourism activities and passing Leave No Trace (LNT) test. | **Outcome/Objective:** Increase students’ awareness of the environment and its role in tourism.
Have planned to determine if more online classes should be added to the curriculum.

In Spring 2011, we have planned to determine if more online classes should be added to the curriculum. At this time 3 of the required 5 TRV courses for the travel and tourism certificate are online as well as a 3 credit TRV elective. Eight TRV electives are required for the certificate.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Evaluate enrollments of TRV students in ELI classes in the Standard Enrollment Management Report.  
**Outcome/Objective:** Increase enrollments in distance learning classes making the travel and tourism classes available for people worldwide.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 16: Compose a written business document in contemporary business format and style.

Compose a written business document in contemporary business format and style.

Related Measures:

M 9: English 116—Final project, resume and cover letter Rubric on completeness, correctness, and responsiveness of cover letter (50 percent)

Source of Evidence: Project, either individual or group

English 116-Final project, resume and cover letter Rubric on completeness, correctness, and responsiveness of cover letter (50 percent); format and completeness of resume (50 percent)

Achievement Target:

Successful completion of project.

Findings (2009-2010) - Achievement Target: Met

22 of 27 students enrolled were able to complete this project with 16 grades of A, 6 of B. The program ensures that English 116 effectively permits students to demonstrate completeness, correctness, and responsiveness, plus format and completeness of resume.

O 17: Produce edited documents with application of copy and comprehensive editing

Produce edited documents with application of copy and comprehensive editing.

Related Measures:

M 10: English 205—Technical Editing, Seamless Final Product –External Proposal Rubric on Executive Summary (10 percent); Formatting

Source of Evidence: Project, either individual or group

English 205-Technical Editing, Seamless Final Product -External Proposal Rubric on Executive Summary (10 percent); Formatting and Correctness of Proposal (30); Completeness of elements of Proposal (15); Seamless editing of team contributions into final product (45)

Achievement Target:
Successful completion of project.

**Findings (2009-2010) - Achievement Target: Met**

8 of 14 students were able to complete course. All eight were successful on the seamless final writing project, with 2 grades of C; three of B, and 3 of A.

**Other 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 Measures:**

**M 7: Successful completion of English 116, English 205, course prior to capstone course, and capstone course**

Source of Evidence: Academic indirect indicator of learning - other Successful completion of English 116, English 205, course prior to capstone course, and capstone course

**Achievement Target:**

Increase success rates from previous years.

**Findings (2009-2010) - Achievement Target: Met**

English 116 - 27 enrolled, 22 completed successfully. English 205 -14 students enrolled in English 205, 8 completed successfully. Of 2 students enrolled in Capstone Course, English 290 Internship, 2 finished successfully. All students who attempted evaluated assignments passed, but for English 205 some enrolled students seemed to find obstacles prior to reaching final project. Results were strong for English 116-81 percent success and English 290 100 percent rate for those who complete program and are placed in work place internships. English 205 had 57 percent completion rate, which indicates need for revision. English 205 will be revised to smooth out assignments 3 and 4, which seem to prove difficult for some students.

**O 15: To demonstrate student's ability to apply knowledge gained in entire program in the Capstone course.**

To demonstrate student's ability to apply knowledge gained in entire program in the Capstone course.

**Related Measures:**
M 8: English 290—Coordinated Internship Holistic Scoring. Student obtains an internship; On-site supervisor assumes responsibility for conduct of internship and reports on quality of student performance at conclusion of internship. Upon completion, student submits an 8-10 page paper describing internship experience and lessons learned.

**Achievement Target:**

Successful completion of the program.

**Findings (2009-2010) - Achievement Target: Met**

Two students registered for English 290 and completed the capstone course internship, one with grade of B and one with A. Both students graduated in fall 2010. The capstone internship has been successful for all students who make it through the course work and apply their skills to an internship.

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

Scheduled study of assignments for revision for second 16 week spring course.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

**Measure:** Successful completion of English 116, English 205, course prior to capstone course, and capstone course  
**Outcome/Objective:** To encourage students to complete certificate in professional writing

Have determined that English 205 needs adjustment and revision of stages prior to reaching final assignment.

Have determined that English 205 needs adjustment and revision of stages prior to reaching final assignment. Those who attempted could complete while some enrolled students appear to have found earlier projects an obstacle to persevering. The program is currently working with ELI on revising this course for spring 2011 section.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium
Relationships (Measure | Outcome/Objective):

Measure: English 205—Technical Editing, Seamless Final Product –External Proposal Rubric on Executive Summary (10 percent); Formatting |
Outcome/Objective: Produce edited documents with application of copy and comprehensive editing
Detailed Assessment Report  
2009-2010 Teacher Education Specialization of Social Sciences A.S.  

Student Learning Outcomes, 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 Measures:**

M 1: Midterm Essay on Licensure Requirements

Source of Evidence: Writing exam to assure certain proficiency level
EDU 200 students will complete a midterm examination in which an essay related to their understanding of licensure requirements has been embedded. At least two faculty members will assess students' answers to the essay question.

O 2: Students will summarize, reflect upon and outline their field experiences in the public school systems during their 40 field ...

Students will summarize, reflect upon and outline their field experiences in the public school systems during their 40 field placement hours.

**Related Measures:**

M 2: Professional Portfolio

Source of Evidence: Portfolio, showing skill development or best work
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 two faculty members will evaluate the student's portfolios using a rubric for determining if the required information is provided.

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 Measures:**

M 3: Court Case Research Paper
Source of Evidence: Written assignment(s), usually scored by a rubric
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.

**Document:**
- *Teacher Educ Specialization Court Case Asgnmt*

**O 4: Students will summarize and give examples of the field of education; focusing on the inter-relationship of teaching, learning,**

Students will summarize and give examples of the field of education; focusing on the inter-relationship of teaching, learning, students, and society.

**Related Measures:**

**M 4: Professional Portfolio**

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

**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 (2009-2010) - Achievement Target: Met**

Spring 2010 Data was collected for 5 out of 7 sections of EDU 200 = 92 students a. Four instructors graded the portfolios using a common rubric. 92% 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.

**O 5: Students will illustrate and explain assessment techniques in the public school systems.**

Students will illustrate and explain assessment techniques in the public school systems.
**Related Measures:**

**M 5: Final Exam Essay**

Source of Evidence: Writing exam to assure certain proficiency level
As a course requirement, EDU 200 students will complete a final exam essay which will test their understanding of assessment techniques in the public school systems. At least three faculty members will evaluate the essay to determine whether students have included the required information and concepts.

**Achievement Target:**

At least 70% of the students completing the final exam essay will earn a score of 85% or better.

**Findings (2009-2010) - Achievement Target: Met**

Spring 2010 Data was collected for 5 out of 7 sections of EDU 200 = 92 students a. Four instructors graded the final exam essay which counted as 20% of the final exam grade. These instructors consulted with each other concerning content so that the grading was consistent. 90% of the students received a 17 out of 20 points or better on the midterm essay.

**O 6: Students will prepare and compose topics related to practice in a variety of communities, identifying students of differing ages**

Students will prepare and compose topics related to practice in a variety of communities, identifying students of differing ages and with culturally diverse and exceptional populations.

**Related Measures:**

**M 6: Final Exam Essay**

Source of Evidence: Writing exam to assure certain proficiency level
Normal 0 false false false MicrosoftInternetExplorer4 As a course requirement, EDU 200 students will complete a final exam essay which will test their understanding of topics related to practice in a variety of communities; identifying students of differing ages and with culturally diverse and exceptional populations. At least three faculty members will evaluate the essay to determine whether students have included the required information and concepts.

**Achievement Target:**

At least 70% of the students completing the final exam essay will earn a score of 85% or better, which will address the students' understanding of teaching in a variety of communities; identifying students of differing ages and with culturally diverse and exceptional populations.

**Findings (2009-2010) - Achievement Target: Met**

...
Spring 2010 Data was collected for 5 out of 7 sections of EDU 200 = 92 students. Four instructors graded the final exam essay which counted as 18% of the final exam grade. These instructors consulted with each other concerning content so that the grading was consistent. 90% of the students received a 16 out of 18 points or better on the midterm essay.

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 Measures:

M 7: Number of sections available

Source of Evidence: Academic direct measure of learning - other
*Number of sections available. *Campuses where sections of EDU 200 are offered to students.

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - 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.

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 Measures:

M 8: Number of students that graduate in the program.

Source of Evidence: Academic direct measure of learning - other
Number of students that graduate in the program.

Achievement Target:
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.

**Findings (2009-2010) - Achievement Target: Met**

Number of graduates in the General Studies or Social Science Degrees with Teacher Specialization: May 2006 - 17 students May 2007 - 26 students May 2008 - 35 students May 2009 - 42 students May 2010 - 57 students Our number of Teacher Education Program graduates grew by 26% from school year 2008-2009 to 2009-2010. This exceeded the program goal of 10%.

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

**Additional sections for portfolio requirements in the future.**

Students met the requirements. Because the students did so well, we have discussed idea that additional sections be added to their portfolio requirements in the future.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Professional Portfolio  
- **Outcome/Objective:** Students will summarize and give examples of the field of education; focusing on the inter-relationship of teaching, learning, s

**Continued to advertise the Teacher Education Program**

We have committed to continue to advertise the Teacher Education Program so that we can possibly offer more than one section at the campuses. Currently, the only campus with two sections of EDU 200 is Annandale.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of sections available  
- **Outcome/Objective:** To expand the Teacher Education Program at Northern Virginia Community College so that classes are available at all main campus
Continued to meet with counselors; Continued to advertise the Teacher Education Program

Continued to meet with counselors on all campuses so that they understand how to advise our Teacher Education students. Continued to advertise the Teacher Education Program so that students know it is available. Examples of advertising might include articles in school local newspapers, flyers on our closed-circuit campus television system, and distribution of flyers on all campuses counseling centers.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
- **Measure**: Number of students that graduate in the program. |
- **Outcome/Objective**: To increase the number of students who complete the program

The students met the requirement.

The students met the requirement. We feel this was because we stressed the importance of "Differentiated Instruction" for our diverse populations throughout the semester. In addition to this final exam essay question, we required that our students address diverse needs as part of their portfolio project in their chapter describing "Instructional Strategies."

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):
- **Measure**: Final Exam Essay  
- **Outcome/Objective**: Students will prepare and compose topics related to practice in a variety of communities, identifying students of differing ages

We have committed to focus on how assessment tools are used in our school systems next semester to strengthen our students' understanding

The students met the requirements, but it was clear that the weakest area of the essay answers was explaining HOW the assessment tools were used in our public school systems. We have committed to focus on how assessment tools
are used in our school systems next semester to strengthen our students' understanding of assessment techniques.

Established in Cycle:  2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Final Exam Essay | Outcome/Objective: Students will illustrate and explain assessment techniques in the public school systems.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

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 Measures:**

M 2: Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

Source of Evidence: Academic indirect indicator of learning - other
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

**Achievement Target:**

There will be an increase from the previous year.

**Findings (2009-2010) - Achievement Target: Met**


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 Measures:**

M 1: Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

Source of Evidence: Academic indirect indicator of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

**Achievement Target:**

There will be an increase from previous year

**Findings (2009-2010) - Achievement Target: Met**

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

The number of graduates has continued to grow, meeting the program's achievement target.

The number of graduates has continued to grow, meeting the program's achievement target. Scheduled to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

- **Measure:** Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010  
- **Outcome/Objective:** To encourage students to complete their degree

The number of program-placed students continued to increase, meeting the program’s achievement target. ...

The number of program-placed students continued to increase, meeting the program's achievement target. Scheduled to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

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

- **Measure:** Distribution Of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)  
- **Outcome/Objective:** To increase the number of program placed students in the program.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Control the image capture process.

Control the image capture process.

**Document:**
- Photography Exam Questions

**Related Measures:**

**M 1: PHT100: Multiple choice exam questions**

Source of Evidence: Academic direct measure of learning - other PHT100: Multiple choice exam questions

**Document:**
- Photography Exam Questions

**Achievement Target:**

Faculty decided that the achievement level should be 70 %.

**Findings (2009-2010) - Achievement Target: Met**

In fall 2009 all PHT100 students were assessed. This involved 9 faculty in 11 sections. The total sample was 144 students. The results for the question on shutter speeds was:
- Woodbridge (34) 94.4 % correct
- ELI (20) 64.5 % correct
- Alexandria (HB) (55) 90% correct
- Alexandria (nonHB) (14) 88% correct
All courses correct answers 123 =85.4 %
The results for the question on depth of field was:
- Woodbridge (23) 63.8 % correct
- ELI (19) 61.3 % correct
- Alexandria (HB) (48) 79% correct
- Alexandria (nonHB) (12-) 75% correct
All courses correct answers 102 =70.8 %

O 11: Control Image Output

Control Image Output

**Related Measures:**

**M 2: PHT 135: Multiple choice exam question**

Source of Evidence: Academic direct measure of learning - other PHT 135: Multiple choice exam questions.
Achievement Target:

Faculty decided that the achievement level should be 70%.

Findings (2009-2010) - Achievement Target: Met

In spring 2010 all PHT 135 students were assessed. This involved 3 faculties in 3 sections. The total sample was 44 students. · Woodbridge (11) 90.9% correct · Alexandria (33) 93.9% correct All courses correct answers 41 = 93.2%

O 12: Manage Image Assets and Workflow

Manage Image Assets and Workflow

Related Measures:

M 16: PHT 135: Multiple choice exam question

Source of Evidence: Standardized test of subject matter knowledge PHT 135: Multiple choice exam questions.

Achievement Target:

Faculty decided that the achievement level should be 70%.

Findings (2009-2010) - Achievement Target: Met

In Spring 2010 all PHT 135 students were assessed. This involved 3 faculty in 3 sections. The total sample was 44 students. · Woodbridge (11) 100% correct · Alexandria (33) 100% correct All courses correct answers 44 = 100%

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

O 9: 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 Measures:

M 3: Graduate Surveys

Source of Evidence: Alumni survey or tracking of alumni achievements

Graduate Surveys

Achievement Target:
Faculty decided that the achievement of goals should be 70%. Faculty decided that the achievement level should be the college average. Students rated Course Content slightly under the college level. Faculty decided that the achievement level should be a majority of recent graduates employed.

Findings (2009-2010) - Achievement Target: Partially Met

The graduate survey indicated a 100% success rate. Therefore the achievement level was met. 2009 Report from OIR Primary Goal in Attending NVCC Transfer to a university = 20% Occupational training = 20% Improve job skills = 20% Personal enrichment = 40% All respondents reported their goal was attained Students rated Course Content slightly under the college level. For the Course Content, achievement level was not met. Overall Rating of College Instruction Course Content = 3.00 (college 3.24) Faculty Teaching Ability = 3.4 (college 3.23) A majority of recent graduates employed. Achievement level was met. Occupational Status 6 months after graduating FT employed = 80% PT employed = 20% Unemployed (looking) = 0% Unemployed (not looking) = 0%

M 4: Consulted with Photography Curriculum Advisory Board about current trends in the profession.

Source of Evidence: Focus groups
Consulted with Photography Curriculum Advisory Board about current trends in the profession.

Achievement Target:

Industry experts on the board recommended adding video to the curriculum to prepare students for those skills, which are currently in demand in the profession.

Findings (2009-2010) - Achievement Target: Met

PHT130 was offered in Fall 2009 for the first time. PHT131 will be offered in Spring 2011. Achievement level was met.

M 13: Continue to consult with Photography Curriculum Advisory Board about current technology needed for keeping instruction current.

Source of Evidence: Curriculum/syllabus analysis of course to program
Continue to consult with Photography Curriculum Advisory Board about current technology needed for keeping instruction current.

Achievement Target:

The Advisory Board recommended upgrading technology and equipment to support an updated curriculum.

Findings (2009-2010) - Achievement Target: Met
Tech Plan and ETF funding will be used annually to upgrade technology. 6 new printers, 1 DSLR, 1 laptop computer, 7 iMacs, 1 flatbed scanner, 6 video cameras, 3 sets of lights for video, 6 audio recorders, 6 microphone kits, 1 audio deck, 1 video deck, were updated and purchased at Alexandria campus. At the Woodbridge campus the following items were updated: 23 new monitors for the computer lab, additional color calibration equipment, 10 lavaliere microphones, secure storage cabinet for video cameras, and one flatbed scanner. Faculty decided that the achievement level should be adequate funding of technology. This year that goal was met.

**M 14: Consulted with Photography Curriculum Advisory Board about how to provide quality instruction in lighting to meet current expect**

Source of Evidence: Curriculum/syllabus analysis of course to program
Consulted with Photography Curriculum Advisory Board about how to provide quality instruction in lighting to meet current expectations in the profession.

**Achievement Target:**

The Advisory Board recommended upgrading lighting equipment and improving facilities to support lighting instruction. They suggested using AT220 as a lighting studio.

**Findings (2009-2010) - Achievement Target: Met**

An office was converted to support lighting instruction. Photo program is able to offer open lab studio sessions due to the new space. Faculty decided that the achievement level for this year is to have a dedicated space for studio lighting instruction. The achievement level was met.

**M 15: Professional development**

Source of Evidence: Academic indirect indicator of learning - other Professional development

**Achievement Target:**

Three professors attended the national Society for Photographic Education Conference. Made connection with the American Society of Media Photographers the conference.

**Findings (2009-2010) - Achievement Target: Met**

During the next academic year, knowledge gained at the conference will be incorporated into classroom teaching. The program will host a lecture by Judy Herrmann from ASMP in November. Faculty decided that level of achievement this year should be support to attend professional conferences and the goal was met.

**O 10: To enroll, retain and graduate more students**

To enroll, retain and graduate more students
Related Measures:

M 7: FTES data

Source of Evidence: Existing data
FTES data

Achievement Target:
Increase FTES

Findings (2009-2010) - Achievement Target: Met
FTES have increased. The increase was substantial and therefore our program goal was met. FTE Fall 2009 123.7 FTE Fall 2008 106.3 FTE Fall 2007 103.5

M 8: Graduation rates data

Source of Evidence: Existing data
Graduation rates data

Achievement Target:
To increase the number of graduates

Findings (2009-2010) - Achievement Target: Met
2009-10 = 9 2008-09 = 8 2007-08 = 11. This year compared with the previous year, the number of graduates increased slightly. The goal has been met because faculty decided that the achievement level should be an increase.

M 9: Number of program placed students

Source of Evidence: Existing data
Number of program placed students

Achievement Target:
Increase the number of program placed students

Findings (2009-2010) - Achievement Target: Met
Fall 2009 = 135 Fall 2008 = 125 Fall 2007 = 119. The number of program placed students continues to grow. The increase was substantial and therefore our program goal was met.

M 10: Lighting class enrollment rates and number of courses and course sections for lighting
Source of Evidence: Existing data
Lighting class enrollment rates and number of courses and course sections for lighting

Achievement Target:
Offer enough sections to meet the demand for these courses.

Findings (2009-2010) - Achievement Target: Met
Demand is consistently high for lighting classes, which are usually fully enrolled to the maximum of 15 students per section. Spring 2010 PHT195 Lighting = 3 sections (36 students) PHT221 = 1 section (16 students) Fall 2009 PHT195 Lighting = 2 sections (33 students) Spring 2009 PHT 195 Lighting = 2 sections (31 students) Fall 2008 PHT 195 Lighting = 2 sections (30 students)

M 11: Number of students enrolled in the NVCC Photo Club

Source of Evidence: Existing data
Number of students enrolled in the NVCC Photo Club

Achievement Target:
Faculty decided that the achievement level should be to maintain the number of students in the club.

Findings (2009-2010) - Achievement Target: Met
Fall 2009 44 students belong to NOVA Photo Club

M 12: Number of scholarship applications

Source of Evidence: Existing data
Number of scholarship applications

Achievement Target:
Increase the number of students applying for scholarships

Findings (2009-2010) - Achievement Target: Met
Spring 2010 = 7 applicants 2009 = 5 applicants 2008 = 3 applicants

M 17: History of Photography class enrollment rates
Achievement Target:

Enrollment will continue to grow.

Findings (2009-2010) - Achievement Target: Met

Enrollment continues to grow. PHT110 was increased from 3 sections the previous year to 4 sections this year. The program achieved the goal by increasing enrollment. Spring 2010 PHT110 = 1 section (24 students) Fall 2009 PHT110 = 3 sections (71 students) Spring 2009 PHT110 = 0 section fall 2008 PHT110 = 3 sections (69 students)

M 18: Video class enrollment rates

Achievement Target:

The goal is to increase enrollment.

Findings (2009-2010) - Achievement Target: Met

Enrollment continues to grow in the Alexandria campus where the AAS degree is offered (PHT130 is a degree requirement for AAS.) PHT131 will be offered in Spring 2011. The program achieved the goal by increasing enrollment. Spring 2010 PHT130 = 2 sections (23 students) Fall 2009 PHT195/130 Video = 2 sections (17 students)

M 19: Success rates - Success rates by Discipline - ELI Classes Excluded from OIR

Achievement Target:

Faculty decided that the achievement level should be 70%.

Findings (2009-2010) - Achievement Target: Met

Fall 2009 PHT Success Rate 71.9% Faculty decided that the achievement level should be 70%. This goal was met.
Action Plan Details for This Cycle (by Established cycle, then alpha)

Financial support to retain students

Planned for next academic year: By providing financial support, this new opportunity can help to retain students but it needs to be promoted aggressively to attract more applicants. To further increase applicants, faculty will continue to publicize this opportunity and to offer to assistance to students with the application process.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Number of scholarship applications | Outcome/Objective: To enroll, retain and graduate more students

Continued to identify courses with potential to grow and add sections to meet demand.

To promote further growth, continued to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes as well as traditional 16-week sessions. Continued to identify courses with potential to grow and add sections to meet demand. Committed to continue to promote classes and degree programs aggressively. Advising sessions during summer 2010 to in increase and promote the program.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: FTES data | Outcome/Objective: To enroll, retain and graduate more students

Planned for offering more sections of PHT221 and PHT222 in Spring 2011.

Planned for offering more sections of PHT221 and PHT222 in Spring 2011. The program achieved the goal by increasing enrollment.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Lighting class enrollment rates and number of courses and course sections for lighting | Outcome/Objective: To enroll, retain and graduate more students
The popularity of this club has indicated that it can play a role in retaining students by increasing their engagement in the program...

The popularity of this club has indicated that it can play a role in retaining students by increasing their engagement in the program.

Established in Cycle:  2009-2010  
Implementation Status:  Planned  
Priority:  Medium

Relationships (Measure | Outcome/Objective):  
Measure:  Number of students enrolled in the NVCC Photo Club |  
Outcome/Objective:  To enroll, retain and graduate more students

The template used by the online ELI sections of PHT 100 was revised during the spring 2010 semester for use starting in summer ...  

The template used by the online ELI sections of PHT 100 was revised during the spring 2010 semester for use starting in summer 2010. Students are directed to additional on-line resources including a virtual camera and additional links to the textbook publisher's web site. The SLOs were retested in two summer 2010 sections ending September 6 September 20, 2010.

Established in Cycle:  2009-2010  
Implementation Status:  Planned  
Priority:  Medium

Relationships (Measure | Outcome/Objective):  
Measure:  PHT100: Multiple choice exam questions |  
Outcome/Objective:  Control the image capture process.
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 Measures:

M 1: Number of Graduates by Program and Specialization
Source of Evidence: Academic direct measure of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

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 Measures:

M 2: Grade Distribution by Course for required courses
Source of Evidence: Academic direct measure of learning - other
Grade Distribution by Course for required courses

Achievement Target:
Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met
Fall 2008 % Success Fall 2009 % Success HMS 121 92 71 HMS 141 92 94
HMS 251 83 88 HMS 266 77 HMS 142 HMS 145 61 87 HMS 252 91 HMS 258
86 HMS 290 83 100 Success Rate by Discipline 2009: 82.9% 2008: 80.4%
College Average for Course Success rate: 2009: 73% 2008: 74%

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

**Related Measures:**

**M 3: Distribution of Program Placed Students By Curriculum And Award Type**

Source of Evidence: Academic direct measure of learning - other
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

FALL 2005 FALL 2006 FALL 2007 FALL 2008 FALL 2009 22 39 41 40 47

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

**Made plans to assess this program goal again next year.**

Students in HMS courses continued to pass those courses at a higher rate than the college average, meeting the program’s achievement target. Made plans to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Grade Distribution by Course for required courses |  
- **Outcome/Objective:** To increase the success rate of students in their required courses

**Made plans to assess this program goal again next year.**

The number of program-placed students continued to increase, meeting the program's achievement target. **Made plans to assess this** program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium
Relationships (Measure | Outcome/Objective):
   Measure: Distribution Of Program Placed Students by Curriculum and Award Type | Outcome/Objective: To increase the number of program placed students in the program.

Made plans to assess this program goal again next year.

The number of graduates has increased over the past five years; this increase meets the program's achievement target. Made plans to assess this program goal again next year.

   Established in Cycle: 2009-2010
   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
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 Measures:**

M 1: Number of Graduates by Program and Specialization

Source of Evidence: Academic direct measure of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**


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 Measures:**

M 2: Distribution of Program Placed Students by Curriculum and Award Type

Source of Evidence: Academic direct measure of learning - other
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

**Achievement Target:**

Monitoring for continuous progress.

**Findings (2009-2010) - Achievement Target: Met**

FALL 2005: 1,611 FALL 2006: 1,709 FALL 2007: 1,861 FALL 2008: 1,974 FALL 2009: 2,244 14% increase from previous year

**Action Plan Details for This Cycle (by Established cycle, then alpha)**
Scheduled to assess this program goal again next year.

The number of graduates increased again after a decrease two years ago, meeting the program's achievement target. Scheduled to assess this program goal again next year.

Established in Cycle: 2009-2010  
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

Scheduled to assess this program goal again next year.

The number of program-placed students continued to increase, meeting the program's achievement target. **Scheduled to assess** this program goal again next year.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Distribution Of Program Placed Students by Curriculum and Award Type  
Outcome/Objective: To increase the number of program placed students in the program.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 3: Follow and uphold applicable laws and the veterinary technology profession’s ethical codes to provide high quality care to...

Follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients.

**Related Measures:**

M 2: a. A series of 6 questions were included in the final examination for VET 216 Pharmacology of Domestic Animals that covered...

Source of Evidence: Academic direct measure of learning - other
a. A series of 6 questions were included in the final examination for VET 216 Pharmacology of Domestic Animals that covered legal use and handling of drugs attach exam b. Score results on the Pharmacy Pharmacology sub-section of the Veterinary Technician National Exam (VTNE)

O 4: Safely and effectively administer prescribed drugs to patients.

Safely and effectively administer prescribed drugs to patients.

**Related Measures:**

M 3: a. Final exam scores in VET 216 Pharmacology of Domestic Animals which covers drug calculations, legal use and handling, safety,

Source of Evidence: Academic direct measure of learning - other
a. Final exam scores in VET 216 Pharmacology of Domestic Animals which covers drug calculations, legal use and handling, safety, efficacy, client education, contraindications and indications of all major categories of drugs attach exam b. Score results on the Pharmacy Pharmacology sub-section of the Veterinary Technician National Exam (VTNE)

O 5: Accurately dispense and explain prescribed drugs to patients.

Accurately dispense and explain prescribed drugs to patients.

**Related Measures:**

M 4: a. Final exam scores in VET 216 Pharmacology of Domestic Animals which covers drug calculations, legal use and handling, safety,

Source of Evidence: Academic direct measure of learning - other
a. Final exam scores in VET 216 Pharmacology of Domestic Animals which covers drug calculations, legal use and handling, safety, efficacy, client
education, contraindications and indications of all major categories of drugs attach exam b. Score results on the Pharmacy Pharmacology sub-section of the Veterinary Technician National Exam (VTNE)

**Achievement Target:**

a. Pharmacology final exam scores Fall 2008 = 85% (range 61-96%) Fall 2009 = 81% (range 51-92%) There is a single section of VET 216 (Pharmacology) each year. All students taking the course were included in the sample. b. Test results on the Pharmacy Pharmacology sub-section of the VTNE Jan 2009 = 64.69% Jan 2010 = data not available at this time National benchmark data 2009 = 55.89% There is a single section of VET 216 (Pharmacology) each year. All students taking the January VTNE were included in the sample.

**O 14: Safely and effectively produce diagnostic radiographic and non-radiographic images.**

Safely and effectively produce diagnostic radiographic and non-radiographic images.

**Related Measures:**

**M 1:** a. Radiographic portfolios created by students using actual patients. Portfolios are evaluated for technique, positioning,

Source of Evidence: Academic direct measure of learning - other
a. Radiographic portfolios created by students using actual patients. Portfolios are evaluated for technique, positioning, labeling and safety concerns. Evaluation tool? Rubric? b. Score results on the Diagnostic Imaging sub-section of the Veterinary Technician National Exam (VTNE)

**O 20: Safely and effectively handle common laboratory animals (VET 217)**

Safely and effectively handle common laboratory animals (VET 217)

**Related Measures:**

**M 9:** Completion of VET 217 lab training with visual observation by instructor of required skills.

Source of Evidence: Academic direct measure of learning - other Completion of VET 217 lab training with visual observation by instructor of required skills.

**Achievement Target:**

All VET students will successfully document competency by demonstrating the required tasks to instructors.

**Findings (2009-2010) - Achievement Target: Met**
Skills list completion VET 217 (100%)-all tasks were successfully completed by each student (24 students-all students in course) and visually verified and documented by the instructor.

O 21: Understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils and ferrets.

Understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils and ferrets.

Related Measures:

M 10: Completion of lab training and exams.

Source of Evidence: Academic direct measure of learning - other
a. Completion of lab training with visual observation by instructor of required skills b. Test results for spring 2010 VET 217: Mid-term was a group, in class exam Final was a comprehensive multiple choice exam.

Achievement Target:

For the final exam, the goal is that all students will receive a minimum score of 70%.

Findings (2009-2010) - Achievement Target: Partially Met

a. Skills list completion VET 217 (100%)-all tasks were successfully completed by each student (24 students-all students in course) and visually verified and documented by the instructor b. Test results for spring 2010 VET 217: Mid-term was a group, in class exam and all students (24 exams collected) were able to complete the required information (100%) Final( 24 exams collected)-minimum value 54%, maximum value 100%, average 76%, median 71%, %, range 46 points and a standard deviation of 13.73 points (out of 100).

O 22: Safely and effectively mange patients in all phases of anesthetic procedures (VET 135).

Safely and effectively mange patients in all phases of anesthetic procedures (VET 135).

Related Measures:

M 11: Completion of VET 135 lab training with visual observation by instructor of required skills.

Source of Evidence: Academic direct measure of learning - other
Completion of VET 135 lab training with visual observation by instructor of required skills.
Achievement Target:

All VET students will successfully document competency by demonstrating the required tasks to instructors.

**Findings (2009-2010) - Achievement Target: Met**

Skills list completion VET 135 (100%)-all tasks were successfully completed by each student and visually verified and documented by the instructor.

O 23: Safely and effectively select utilize and maintain anesthetic delivery and monitoring instruments and equipment (VET 135).

Safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment (VET 135).

**Related Measures:**

a. Completion of VET 135 lab training with visual observation by instructor of required skills
b. Test results for 2010 VTNE Anesthesia and Analgesia subsection

Achievement Target:

All VET students will successfully document competency by demonstrating the required tasks to instructors

**Findings (2009-2010) - Achievement Target: Met**

Skills list completion VET 135 (100%)-all tasks were successfully completed by each student (30 students total-all students in class) and visually verified and documented by the instructor.

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

O 17: The VET Program will increase the number of qualified VET graduates

The VET Program will increase the number of qualified VET graduates

**Related Measures:**

M 5: Data obtained from OIR

Source of Evidence: Academic indirect indicator of learning - other
Data obtained from OIR-Number of NOVA Awards by Curriculum Code and Specialization-preliminary data (2009-2010) and College Graduates by Curriculum and Award Type (2008-2009) of VET graduates

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Total number of graduates 2008 = 18 (on campus only) Total number of graduates 2009 = 45* Total number of graduates 2010 = 37 (preliminary data) *includes online and on campus program graduates

O 18: The VET Program graduates will be recognized for achieving mastery of skills and theoretical knowledge in keeping with national standards.

The VET Program graduates will be recognized for achieving mastery of skills and theoretical knowledge in keeping with national standards.

**Related Measures:**

**M 6:** Have students maintain and submit for graduation essential skills books as required by the American Veterinary Medical Association

Source of Evidence: Academic indirect indicator of learning - other
Have students maintain and submit for graduation essential skills books as required by the American Veterinary Medical Association (AVMA).

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Skill sheets completed and collected = 100% (24 students-all students graduating from the on campus Program)

**M 7:** Veterinary Technician graduates must successfully pass the Veterinary Technician National Exam (VTNE) in order to be licensed in

Source of Evidence: Academic indirect indicator of learning - other
Veterinary Technician graduates must successfully pass the Veterinary Technician National Exam (VTNE) in order to be licensed in the state of Virginia.

**Achievement Target:**

Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Pass rate VTNE January 2009 on campus = 86% Pass rate VTNE June 2009 on campus = 62% ~5 of 13 candidates were retake candidates~ Pass rate VTNE September 2010 on campus 1st time candidates = 100% Pass rate VTNE September 2010 on campus repeater candidates = 50% *Benchmark data
VTNE national pass rates: 2009 = 59%, 2010 = 61% Benchmark data VTNE retake candidate pass rates: 2009 = 27%, 2010 = 24%

O 19: The VET Program will achieve and maintain a student retention rate of 60% & or higher (college goal).

The VET Program will achieve and maintain a student retention rate of 60% or higher (college goal).

Related Measures:

M 8: 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
Comparison of number of students admitted vs. students still enrolled in their 2nd year of studies (based on class rosters)

Achievement Target:

Monitoring for continuous improvement.

Findings (2009-2010) - Achievement Target: Met

Number of students admitted 2008 = 34 Number of 2nd year students 2010 = 24 Percentage retained = 71% Number of students admitted in 2009 = 38 Number of 2nd year students 2010 to date = 28 Percentage retained 74% Number of students admitted in 2010 = 40 *Benchmark value = 57% national average retention rate for veterinary technology programs as reported by the American Veterinary Medical Association* ~data is for the on campus program

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

A concerted effort to highlight and promote the VET Program

The VET Program retention rate of 74% is well above the college goal of 60% and the national average of 57% for vet tech programs. Most of the students were lost during their first semester of studies. The addition of the SDV course designed specifically for vet tech students should help facilitate the transition to college. Vet Tech SDV has been scheduled to be piloted this fall (2010). In addition, a concerted effort to highlight and promote the VET Program with the goal of attracting a larger and deeper applicant pool is being pursued through advertising, newsletters and press releases. Scheduled to reevaluate this goal annually.
Each student was individually signed off on over 200+ skills required by the American Veterinary Medical Association (AVMA).

Individual assessment of students at the mid-term. Planned to review this item at next cycle.

a. The Program Skills competency was sufficient. No further action needs to be taken. Planned to review this item at next cycle. b. In subsequent semesters, the mid-term will no longer be administered as a group project to allow for earlier and more through individual assessments of students. On the final, the median (71%) and average (76%) are adequate in terms of an overall assessment of knowledge of exotic and lab animals. The range, however, is extreme. Determined goal that all students will receive a minimum score of 70%. Determined that individual assessment of students at the mid-term will allow for early intervention and tutoring if needed to reach the Program goal. Review this item at next cycle.
Relationships (Measure | Outcome/Objective):

Measure: Completion of lab training and exams. | Outcome/Objective:
Understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils and

No further action needs to be taken. Planned to review this item at next cycle.

Determined that the Program 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. Review this item at next cycle.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Completion of VET 135 lab training with visual observation by instructor of required skills | Outcome/Objective: Safely and effectively manage patients in all phases of anesthetic procedures (VET 135).

No further action needs to be taken. Planned to review this item at next cycle.

Determined that program 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. Planned to review this item at next cycle.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Completion of VET 217 lab training with visual observation by instructor of required skills. | Outcome/Objective: Safely and effectively handle common laboratory animals (VET 217)

No further action needs to be taken. Planned to review this item at next cycle.
Determined that the Program 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. Planned review this item at next cycle.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Lab training and test results | **Outcome/Objective:** Safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment (VET 135).

**Phase III facility expansion at the LO campus. Planned to reevaluate this goal once the Phase III expansion is completed.**

The goal of the Program was to increase total number of graduates. Initiation of an on-line option has lead to an increase in the number of graduates (37 vs. 18-105% increase in two years). The original goal has been met. As of 2008, the online option is now available every year where as previously a new class was admitted on alternate years. The Program is also part of the Phase III facility expansion at the LO campus. Greater facility capacity will allow for the admission of additional on campus students. Planned to reevaluate this goal once the Phase III expansion is completed.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Data obtained from OIR | **Outcome/Objective:** The VET Program will increase the number of qualified VET graduates

**Students are actively encouraged to take review courses in preparation for the VTNE. Planned to reevaluate this goal annually.**

The Program pass rate of 100% is well above the national average of 61%. The 100% completion rate on the skills sheets is our stated Program goal. Pass rates and completion rates have met Program targets. Students are actively encouraged to take review courses in preparation for the VTNE. Information for those courses is provided in the fall and spring of their senior year. The Program
has seen an increase in the number of students with diagnosed and undiagnosed learning disabilities. The faculty has committed to intervene early and encourage students to seek help through the early warning system, counseling, tutors, etc. Faculty and counseling are piloting an SDV course this fall (2010) geared for VET students that specifically addresses issues such as learning styles, test taking and studying strategies. Subject quizzes are given during the fall semester prior to the VTNE to encourage studying and review in preparation for the examination. Planned to reevaluate this goal annually.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Veterinary Technician graduates must successfully pass the Veterinary Technician National Exam (VTNE) in order to be licensed in | **Outcome/Objective:** The VET Program graduates will be recognized for achieving mastery of skills and theoretical knowledge in keeping with national
Detailed Assessment Report  
2009-2010 Nursing, A.A.S.

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

O 1: Demonstrate quantitative reasoning in the practice of nursing.

Demonstrate quantitative reasoning in the practice of nursing.

**Related Measures:**

**M 1: Diagnostic Math Test for Nursing with a pass score of 90% and entrance into NUR 111.**

Source of Evidence: Academic direct measure of learning - other
Diagnostic Math Test for Nursing with a pass score of 90% and entrance into NUR 111.

**Achievement Target:**

The desired level of achievement is 90% passing rate of Diagnostic Test.

**Findings (2009-2010) - Achievement Target: Not Met**

In 2009 and 2010, the following numbers of students received the Diagnostic Math test for Nursing. Years- # of students 2009 160- mean- not available 2010 163 - mean - 88.758% mean The Diagnostic Math Test was administered during two nursing summer orientation sections and by one faculty member for both sections. Results indicate approx. 86% of the students pass the Diagnostic Test for nursing. In 2009 and 2010, the desired level of achievement of 90% was not attained.

**M 2: Drug Dosage Calculation Test**

Source of Evidence: Academic direct measure of learning - other
Drug Dosage Calculation Test every semester for NUR 111, NUR 201/ 180; NUR 221 and NUR 222 to include: Basic computation and dosage calculations with a minimal pass rate of 90%. Tests are leveled with increasing difficulty per semester.

**Achievement Target:**

Drug Dosage Calculation Test per semester for NUR 111, NUR 201/ 180; NUR 221 and NUR 222 to include: Basic computation and dosage calculations with a minimal pass rate of 90%.

**Findings (2009-2010) - Achievement Target: Met**

In 2009 and 2010 the following number of students received the Drug and Dosage tests per semester. First year Second year Total 2009 - 258 159 417
2010-2011 There are approx. 10 sections and 10 faculty involved. All students are required to take the Drug and Dosage Calculation test each semester. Results indicate that approx. 90% of the students passed the test on the first attempt. On the second attempt there is appx. 98% pass rate. The average criterion scores and overall rubric scores were 85%. The average scores for SLO specific test items were 90%. In 2009 and 2010, the desired level of achievement of 90% was attained. For those few students who failed, they are advised to meet with their nursing teacher and math tutor to review math principles and take the test again within two weeks. If successful, they are advised to take the NUR 135 elective Nursing Drug and Calculation course and/or MTH 126 for future success in the nursing program. If the student fails the second attempt the student must withdraw from the nursing program.

O 2: Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment

Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment, and promoting/maintaining physiological and psychological integrity.

**Related Measures:**

**M 3: Nursing Course Examinations**

Source of Evidence: Academic direct measure of learning - other
Nursing Course Examinations in NUR 111, NUR 150, NUR 180/NUR 201; NUR 221 NUR 222, NUR 254, NUR 255

**Achievement Target:**

The desired level of achievement is 78% passing.

**Findings (2009-2010) - Achievement Target: Met**

In 2009 and 2010, the following number of students was administered nursing course examinations per semester. This includes first and second levels. 2009-total = 417 2010-total = 297 There were 27 faculty involved and there were appx. four to five major sections. Results indicate that app. 89 % % pass the Nursing Courses. The average criterion scores and overall rubric scores were established at 85%. The average scores for standardized testing SLO specific test items were 850.

**M 4: Comprehensive examinations**

Source of Evidence: Comprehensive/end-of-program subject matter exam
Standardized Comprehensive examinations
Achievement Target:

The desired level of achievement is a score of 850. Percentile scores are obtained and points given within the rubric of the nursing course. The examinations have been verified for validity and reliability. Appx. 5% of the students have been able to achieve outstanding percentile scores of 1000 and above. Appx. 88% of the students have achieved above average scores 650-850 and appx. 7% of the students have received less than satisfactory or 600 and below. Students have the opportunity to take practice tests prior to this comprehensive test.

Findings (2009-2010) - Achievement Target: Not Met

Comprehensive Standardized examinations are required in every semester for NUR 111, NUR 150, NUR 180/ NUR 201 and NUR 221, NUR 222 and NUR 255. Appx. 5% of the students have been able to achieve outstanding percentile scores of 1000 and above. Appx. 88% of the students have achieved above average scores 650-850 and appx. 7% of the students have received less than satisfactory or 600 and below. In 2009 and 2010, the desired level of achievement of achieving 850 was not attained by all students. However remedial practice tests are used by the students to improve their scores.

M 5: Clinical experience with written nursing care plan

Source of Evidence: Academic direct measure of learning - other
Clinical experience with written nursing care plan/Concept map. In 2009 and Spring, 2010, 100% of the students are required to perform satisfactory in the clinical experience which is a component of each nursing course. Failure or unsatisfactory performance in clinical experience results in failure of the associated nursing course. The passing rate is appx. 98% for clinical experience. The grade obtained in either satisfactory or unsatisfactory. A clinical tool with criterion references such as leveled nursing clinical objectives are used to measure satisfactory performance. A written care plan or concept map is required for each clinical experience. Criteria are used for satisfactory achievement with written work. If incomplete, the student has opportunity to revise the written work. The clinical experience is factored in the general rubric of the nursing course and is criterion reference by the evaluation tool. There are no average criterion scores. It is either pass or fail.

Achievement Target:

Desired pass rate: 100% for the nursing care plan/concept map.

Findings (2009-2010) - Achievement Target: Not Met

In 2009 and Spring, 2010, approximately 5% of the students fail to achieve the desired pass rate of 100% for the nursing care plan/concept map. If a student fails it is usually due to not comprehending the requirements. There is one opportunity to reset the deficiencies and to produce a passing nursing care plan/concepts map. If the student fails for unsafe practice in the clinical area, the
student fails the course and follows the nursing procedure for re-admittance to
the nursing program if space is available.

**M 6: Campus laboratory experience**

Source of Evidence: Academic direct measure of learning - other
Campus laboratory experience. In 2009 and 2010, all nursing students are
required to pass in the nursing campus laboratory experience for completion of
the nursing course. A nursing checklist is used to evaluate pass or fail
performances. Failure with campus lab skills results in failure in the nursing
program.

**Achievement Target:**

Desired level of achievement is 99%.

**Findings (2009-2010) - Achievement Target: Met**

99% of the students pass the nursing laboratory experience. In 2009 and 2010,
the desired level of achievement is currently obtained at 99%.

**O 15: Utilize the nursing process, critical thinking strategies and Maslow’s
Hierarchy of Needs to provide nursing care**

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 Measures:**

**M 17: Writing assignments in each course**

Source of Evidence: Written assignment(s), usually scored by a rubric
NUR 111: Nursing Process Care Plan Paper including Maslow Hierarchy of
Needs NUR 111- Nursing Process Extrapolated/subcomponent of the
Standardized scores for NUR 111, Fundamentals test. NUR 150- Nursing
Process Community paper NUR 150- Nursing Process Extrapolated/
subcomponent of the Standardized scores for the Community test NUR 180:
Nursing Process Maternal-Newborn Health Teaching Paper to including Maslow
Hierarchy of Needs. NUR 180: Nursing Process: Extrapolated/subcomponent
scores of the nursing process of the Standardized Maternal/ Newborn test NUR
201: Nursing Process Psychosocial Assessment Paper including Maslow
Hierarchy of Needs NUR 201 Extrapolated/ subcomponent scores of the Nursing
Process Psychiatric Standardized test. NUR 222: Nursing Process Concept
Plan Paper for complex patients including Maslow Hierarchy of Needs. NUR
222- extrapolated subcomponents for Nursing Process in RN exit exam Spring
2010, Extrapolated critical thinking percentile scores from nursing standardized
tests
Achievement Target:

NUR 111- Nursing Process Care Plan: The desired level achievement is 100% passing rate. The desired level of 950 percentile score for the Nursing Process exam. Nursing 180, Maternal/ Newborn Nursing Process Teaching Paper: The desired level achievement is 100%. The desired level is a 950 percentile score for Nursing Process exam. NUR 201: Nursing Process Psychosocial Assessment paper: The desired level of achievement is a 100% passing rate. The desired level of achievement is a 950 percentile for the Nursing Process exam. NUR 222, Nursing Process concept plan paper: The desired level of achievement is a 100% passing rate. The desired level is achievement at the 950 percentile of the nursing process exam. The desired level of achievement at the 950 percentile for critical thinking exam.

Findings (2009-2010) - Achievement Target: Partially Met

The desired level achievement at 100% was achieved for the NUR 111- Nursing Process Care Plan. Evaluation course survey comments made by students and full time faculty indicate 90 %satisfaction with present nursing process care plan with minor changes to the paper plan and development of a rubric. The desired level of 950 percentile score for the Nursing Process was not achieved. Students will self remediate by reviewing the test and faculty will identify their areas of strengths and weaknesses of content in the fundamental content. The desired level of 100% was achieved for the nursing process community paper. Course evaluation of students and faculty Indicate a 95% satisfaction with the paper. Minor revisions will be made to the community paper and rubric. The desired level of 950 percentile score for the Nursing Process was not achieved. Students will self-remediate. Faculty will identify areas of strengths and weakness in the community content and monitor scores for improvement. The desired level achievement at 100% was achieved for the Nursing 180, Maternal/ Newborn Nursing Process Teaching Paper. Course evaluation survey comments by students and full time faculty indicate 98% satisfaction with present teaching paper. As a result, there will be no changes made to the teaching paper at this time. The desired level of 950 percentile score for Nursing Process was not achieved. Students will remediate by reviewing their individual test and faculty will identify strengths and weakness in the maternal/newborn content. Faculty will continue to monitor scores for improvement. The desired level of achievement at 100% passing rate was achieved for the NUR 201: Nursing Process Psychosocial Assessment paper. Course evaluation survey comments by students and full time faculty indicate 95% satisfaction with present psychological Assessment paper. Cultural influences will be added to the paper. Faculty will continue to monitor scores for improvement. The desired level of achievement of 950 percentile for the Nursing Process was not attained. Students will remediate by reviewing their individual test and faculty will identify strengths and weakness in the psychiatric content. Faculty will continue to monitor improvement of scores. The desired level of achievement at 100% passing rate was achieved for the NUR 222, Nursing Process concept plan paper. Evaluation survey comments of students and full time faculty indicate 95% satisfaction with present concept plan paper. As a result, there will be minor changes made to the paper at this time. The desired level of achievement
at the 950 percentile of the nursing process was not achieved. Student will remediate by reviewing their own test for strengths and weakness. Faculty will continue to monitor the scores for improvement and review areas of content for weakness. The desired level of achievement at the 950 percentile for critical thinking was not achieved for the nursing courses. Evaluations of the scores indicate that student self - remediation needs to be implemented with the use of remediation strategies provided by the standardized testing company, known as HESI. Faculty will monitor the improvement of scores. Faculty will review areas of content that are indicating strengths or weakness in the curriculum.  

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**NUR 111 - First Level Nursing 1- Nursing process paper**

**Traditional track**

- Students number = 166
- Faculty number = 3
- Sections = 3

100% of the students passed the nursing process care plan requirement. NUR 111-Nursing Process Percentile score= 692.2

**NUR 150 - Community Paper**

- Faculty number = 4
- Sections = 4

- Student n= 166
- Percentile score= 779

- NUR 180, Maternal/Newborn Nursing -Nursing Process Teaching paper. Traditional track N=170
- Faculty N= 3
- Sections= 4
- 100% of the students passed the Nursing Process Maternal /Newborn teaching paper requirement. NUR 180: Nursing process Percentile score= 844

**NUR 201, Psychiatric Nursing**

- Nursing Process Psychosocial paper
- N= 170
- Sections= 3
- Faculty= 3

Psychiatric Nursing Process Percentile score= 861.8

**NUR 222, Second Level Nursing Principles and Concepts**

- Nursing Process Concept Plan Paper
- Traditional track N= 110
- Faculty N= 4
- Sections = 1

100% of the students passed the Nursing Process Concept Plan requirement.

**NUR 222- Nursing Process**

- Traditional track N=110
- Percentile score : 794.6

**Extrapolated Critical thinking (CT) percentile scores from standardized nursing tests administered in nursing courses:**

- NUR 111- Fundamentals of Nursing - traditional track
- Student N= 166
- Sections 3
- Faculty N= 3
- CT Percentile score = 730

- NUR 150 - Community Based Nursing - Student n= 166
- Sections= 4
- CT Percentile score = 756

- NUR 180- Maternal Child Care - student n= 170
- Sections= 4
- CT Percentile score = 854

- NUR 201- Psychiatric Nursing , Student N= 170
- Sections=4
- CT Percentile score = 848

- NUR 222- Second Level Nursing Principles RN Exit exam Student N= 110
- Sections=1
- CT Percentile score= 854

- NUR 255 - Nursing Management Student N= 110
- Sections=4
- CT Percentile score= 780

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**O 16: Provide culturally competent therapeutic nursing care to clients with common well-defined health needs in community based...**

Provide culturally competent therapeutic nursing care to clients with common well-defined health needs in community based settings.

**Related Measures:**

**M 18: NUR 150: Cultural Assessment Paper of Self and other.**

Source of Evidence: Written assignment(s), usually scored by a rubric
NUR 150: Cultural Assessment Paper of Self and other. Extrapolated standardized percentile scores for cultural issues in all nursing course standardized tests.

**Achievement Target:**

The desired achievement is a 100% passing rate for culture/diversity competency. The desired level is an achievement of the 950 percentile for cultural/diversity issues.

**Findings (2009-2010) - Achievement Target: Partially Met**

The desired achievement of 100% passing rate for culture/diversity competency was achieved. The desired level of achievement of the 950 percentile for cultural/diversity issues were not achieved for all courses except for NUR 180-Maternal -New Born. NUR 150: Cultural Assessment Paper of Self and other Student number= 170 Student sections= 4 Faculty number= 4 100% of the students passed the cultural assessment paper. NUR 111- cultural issues-traditional track Student n= 166 Percentile score= 816 NUR 150 - traditional track cultural /human diversity Student n= 170 Percentile score= 788 NUR 180- Maternal- Newborn - traditional track cultural/ human diversity Student N=170 Percentile score= 956 NUR 201- Psychiatric nursing - traditional track cultural/ human diversity Student= 170 Percentile score= 582 NUR 222- Second Level Nursing traditional track cultural/ human diversity Student= 110 Percentile score= 807 NUR 255- Nursing Management Cultural/ human diversity Student= 110 Percentile score= 826

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

**O 9: The program provides opportunities for students to become competent graduates.**

The program provides opportunities for students to become competent graduates.

**Related Measures:**

**M 7: Employer surveys**

Source of Evidence: Employer survey, incl. perceptions of the program

**Achievement Target:**

Desired level of achievement is 85% employer satisfaction. Survey return rate will improve from previous years. Desired level of achievement is 100% satisfaction. Survey rate of return will improve.
Findings (2009-2010) - Achievement Target: Partially Met

In Spring, 2009, 75 employer surveys were distributed with 34% return rate. There was a 96% satisfaction rate with graduate knowledgebase; 80% graduate clinical proficiency rate and 88.5% satisfaction rate with behavioral skills. The average of components were 88.5%. In Fall, 2010, the advisory committee met and 75 employer surveys were accepted by members to distribute to patient care directors who evaluate graduates of the nursing program. 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. Quantitative results are still pending.

M 8: Nursing Course Examinations

Source of Evidence: Academic direct measure of learning - other
Nursing Course Examinations

Achievement Target:
Desired level of achievement is 90%.

Findings (2009-2010) - Achievement Target: Met

In fall, 2009 Nursing course examinations scores indicate that there is an approximate student passes rate/success rate of 92%. The examinations are weighted and included in rubric. It is noted that app. 92% of the nursing students pass the nursing course examinations. Student's grades are monitored for frequency and distribution, mean, level of difficulty. The nursing course examinations average is appx. 82-85%. The level of difficulty is app. 80-85%. In Spring, 2010; nursing course examination scores indicate that there is an approximate success rate of 94%. 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.

M 9: Case studies/Patient directed scenarios

Source of Evidence: Academic direct measure of learning - other
Case studies/Patient directed scenarios

Achievement Target:
Desired level of achievement is 100% completion of case studies/patient care directed scenarios.

Findings (2009-2010) - Achievement Target: Met
In 2009, 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 assignment and receive points towards final nursing course grades. In Spring, 2010, Case studies/patient directed scenarios results indicate that 100% of the students are completing the case studies and receiving reinforcement to nursing content.

**M 10: Practice Tests**

Source of Evidence: Academic direct measure of learning - other Practice Tests

**Achievement Target:**

100% completion of practice tests

**Findings (2009-2010) - Achievement Target: Met**

In Fall, 2009 and Spring, 2010 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.

**M 11: Comprehensive standardized examinations**

Source of Evidence: Standardized test of subject matter knowledge Comprehensive standardized examinations

**Achievement Target:**

Desired level is the achievement of a score of 850 or higher.

**Findings (2009-2010) - Achievement Target: Partially Met**

In Spring 2009, the desired level of achievement of 850 was not reached by all students. Comprehensive standardized tests will continue to be integrated and administered for NUR 111, NUR 150, NUR 180, NUR 201, NUR 221, NUR 222 and NUR 255. A Predictor RN NCLEX will continue to be administered in the last semester of the nursing program to indicate success in passing NCLEX. Validity and Reliability will be monitored by faculty. In Spring 2010, the level achievement of 850 was achieved. The nursing faculty decided that it will raise the student achievement score every year based on achievement of previous score until the student score reaches 900 which is most desired. In Spring 2009 and Spring, 2010, 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... 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, 2009, RN Predictor average score combining all nursing tracks was 762; results indicate that there is student improvement in nursing knowledge as indicated by standardized scores. In spring 2010, RN predictor average/mean score was 875; results indicate that there is student improvement.

**O 10: 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 Measures:**

**M 7: Employer surveys**

Source of Evidence: Employer survey, incl. perceptions of the program

Employer surveys

**Achievement Target:**

Desired levels of achievement are 85% employer satisfaction.

**Findings (2009-2010) - Achievement Target: Met**

In Spring, 2009, 100 surveys were sent out and (n= 21) returned. The results indicate that there was an overall 88.5% satisfaction rate with graduates. In Fall, 2010, advisory committee members voiced quantitative comments that indicated 100% satisfied with the practice of graduates. Qualitative Results also indicated that more professional and communication techniques especially with management concerns be enhanced in the NOVA nursing program. Qualitative results are pending based on 75 surveys distributed during the last advisory committee meeting for this year.

**M 13: End of Course Nursing Program evaluations**

Source of Evidence: Student course evaluations on learning gains made

End of Course Nursing Program evaluations

**Achievement Target:**

85% student satisfaction with the program

**Findings (2009-2010) - Achievement Target: Met**
In Spring 2009, n= 274 and in Spring 2010, n= 176, Nursing Program end of course evaluations results indicate more than 89-90% of the students rate the nursing program as excellent and very good.

**M 14: Graduate surveys**

Source of Evidence: Alumni survey or tracking of alumni achievements

Graduate surveys

**Achievement Target:**

85% graduate satisfaction with the nursing program

**Findings (2009-2010) - Achievement Target: Met**

Graduate surveys are conducted every two years by OIR. In Spring 2009, 86% of the nursing graduates rated the nursing program (n= 78) as good to excellent. In prior years the result was consistent with 2006 and 2007 results. The factors rated were quality of instruction; course content; grading; faculty concern for students; faculty teaching ability, availability and advisement. In Spring 2010, graduates not surveyed. 2011 will be next OIR survey. In 2009, 88% of the graduates indicate that they are employed unless they elect not to choose employment at the time of the survey to attend to children or admitted full time to a BSN program.

**O 11: The students enrolled in the Nursing program complete curriculum requirements in the prescribed length of time.**

The students enrolled in the Nursing program complete curriculum requirements in the prescribed length of time.

**Related Measures:**

**M 15: NOVA Nursing Program graduation rates**

Source of Evidence: Existing data

NOVA Nursing Program graduation rates

**Achievement Target:**

Increase graduation rate by 10-12%

**Findings (2009-2010) - Achievement Target: Partially Met**

The results of combining all tracks in the nursing program produced the following graduation data: 274 graduates in 2009- app. 87% 176 graduates in 2010- app.73% In 2009, the increase in graduates can be attributed to the Workforce Development Grant which allowed more nursing faculty to be hired
and to meet the demands in the community for more skilled Registered Nurses. As a result admissions increased and graduations increased. In 2010, the number of graduate’s admissions was reduced and the attrition rate increased to an unexpected level. This decline was attributed to the revisions made in the nursing curriculum to reflect increase knowledge and competencies for the NCLEX and community health care agencies. In 2009, the desired level of achievement of increasing graduate rates by 10-12% was not only attained but exceeded the expectation. In 2009, Nursing Success strategies were implemented in all nursing courses. In 2010, the desired level of achievement of increasing graduate rates by 10-12 % was not attained due to an unexpected attrition rate. This may be attributed to the fact that the Nursing courses were revised in 2009 and 2010 to reflect current nursing practice, advance knowledge and expectations for the RN NCLEX. The nursing program graduation rates will continue to be tracked and results will be shared with the nursing advisory committee and with nursing faculty and students. It is evident by the NOVA RN NCLEX pass rates listed below that there is success with graduate completion as well as passing the RN NCLEX.

O 12: 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 Measures:

M 16: National Council Licensing Examination (NCLEX)

Source of Evidence: Certification or licensure exam, national or state National Council Licensing Examination (NCLEX)

Achievement Target:

85% NCLEX pass rate

Findings (2009-2010) - Achievement Target: Met

The NOVA RN NCLEX rates results are: 2009 - 84.0% 2010 - 91.0 % traditional 100% for Momentum and Online track It is noted that the NOVA RN NCLEX rates are rising with 2009 and 2010 data.

O 13: The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate...

The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate surveys

Related Measures:
M 7: Employer surveys

Source of Evidence: Employer survey, incl. perceptions of the program

Employer surveys

Achievement Target:

85% employer satisfaction with graduates' practice of the three roles of associate degree nursing

Findings (2009-2010) - Achievement Target: Met

In 2009, the graduate survey results indicate that there was an employment average of 88% with 8% part time and 4% choosing not to work. The graduate employment rate can be extrapolated to indicate satisfaction with the graduate by the seeking and hiring of NOVA RN graduates. In 2010, there was no graduate survey completed by the college. There are no results for this year. The survey is conducted every two years and the next one is in 2011.

M 14: Graduate surveys

Source of Evidence: Alumni survey or tracking of alumni achievements

Graduate surveys

Achievement Target:

85% graduate satisfaction with program coverage of the three roles of the Associate Degree nurse

Findings (2009-2010) - Achievement Target: Met

In 2009, the graduate survey results indicate that there was an employment average of 88% with 8% part time and 4% choosing not to work. The graduate employment rate can be extrapolated to indicate satisfaction with the graduate by the seeking and hiring of NOVA RN graduates. In 2010, there was no graduate survey completed by the college. There are no results for this year. The survey is conducted every two years and the next one is in 2011.

O 14: 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 Measures:

M 14: Graduate surveys
Source of Evidence: Alumni survey or tracking of alumni achievements
Graduate surveys

**Achievement Target:**
85% achievement of continued commitment to learning

**Findings (2009-2010) - Achievement Target: Met**

In 2009, the graduate survey results indicate that 16% of nursing graduates are committed to transfer to a university and 68% listed their primary goal was to attain occupational training to be a nurse with 11% to improve their job skills. In 2009, the desired level of achievement of 85% has been attained for graduate commitment to learning but was difficult to measure except by university transfer and goals listed. In 2010, there was no graduate survey conducted by OIR. Next one is in 2011.

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

**Campus laboratory experience with learning practice and testing with a pass or fail grade.**

For those students who fail, they have the opportunity to readmission to the nursing program upon space availability and enrolling NUR 116 for nursing skills improvement. Determined that campus laboratory experience with learning practice and testing will be maintained with a pass or fail grade. Worksheets with critical elements are available for student use in learning, practice and testing. Decided that no changes will be made to the campus evaluation.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Campus laboratory experience
- **Outcome/Objective:** Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment

Decided that employers will be contacted to follow up on graduate clinical proficiency as to areas that need improvement.
Decided that employers will be contacted to follow up on graduate clinical proficiency as to areas that need improvement. Employer results scheduled to be shared at next spring, 2011 Nursing Advisory Committee and with nursing faculty.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Employer surveys  | **Outcome/Objective:** The program provides opportunities for students to become competent graduates.

**Committed to enhancement of Professionalism and communication techniques as they relate to management**

Employer surveys continue to be mailed, email and personally delivered by faculty to unit managers to improve return rates. The lower rating in 2009 has been attributed to the increase in returns and delivery to unit managers rather than upper level managements. Results were shared with the nursing advisory committee and with faculty for areas of concern. Decided that revisions will be made with the survey. Committed to enhancement of Professionalism and communication techniques as they relate to management in the nursing curriculum.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Employer surveys  | **Outcome/Objective:** The associate Degree program prepares students to practice in various community-based settings.

**Faculty has observed that student learning is reinforced as evident by improvement in nursing course exam grades and...**

Faculty have observed that student learning is reinforced as evident by improvement in nursing course exam grades and standardized tests scores. 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. Data is still pending.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium
Faculty administration and monitoring of the Drug Dosage Calculation test

It was decided that faculty will continue to administer and monitor the Drug Dosage Calculation test per semester for reliability, validity and increasing difficulty. The faculty have committed to maintaining the pass score at 90% and above.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

Relationships (Measure | Outcome/Objective):  
**Measure:** Drug Dosage Calculation Test | **Outcome/Objective:** Demonstrate quantitative reasoning in the practice of nursing.

Faculty maintenance of the clinical objectives, the evaluation tool and the nursing care plan and or concept map

It was decided that faculty will continue to maintain the clinical objectives, the evaluation tool and the nursing care plan and or concept map as a requirement of the nursing course grade. Determined that the rubric of the nursing course will continue to include the pass or fail grade of the clinical experience.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

Relationships (Measure | Outcome/Objective):  
**Measure:** Clinical experience with written nursing care plan | **Outcome/Objective:** Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment

Made plans for minor revisions to be made to the community paper and rubric.

Evaluation course survey comments made by students and full time faculty indicate 90% satisfaction with present nursing process care plan with minor
changes to the paper plan and development of a rubric. Planned for next academic year: Students will self-remediate by reviewing the test and faculty will identify their areas of strengths and weaknesses of content in the fundamental content. Minor revisions will be made to the community paper and rubric. Students will self-remediate. Faculty will identify areas of strengths and weakness in the community content and monitor scores for improvement. Course evaluation survey comments by students and full time faculty indicate 98% satisfaction with present teaching paper. As a result, there will be no changes made to the teaching paper at this time. Students will remediate by reviewing their individual test and faculty will identify strengths and weakness in the maternal/newborn content. Faculty will continue to monitor scores for improvement. NUR 201: Nursing Process Psychosocial Assessment paper. Cultural influences will be added to the paper. Faculty will continue to monitor scores for improvement. Students will remediate by reviewing their individual test and faculty will identify strengths and weakness in the psychiatric content. Faculty will continue to monitor improvement of scores. NUR 222, Nursing Process concept plan paper. There will be minor changes made to the paper at this time. Student will remediate by reviewing their own test for strengths and weakness. Faculty will continue to monitor the scores for improvement and review areas of content for weakness. Evaluations of the scores indicate that student self-remediation needs to be implemented with the use of remediation strategies provided by the standardized testing company, known as HESI. Faculty will monitor the improvement of scores. Faculty will review areas of content that are indicating strengths or weakness in the curriculum.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Writing assignments in each course  
- **Outcome/Objective:** Utilize the nursing process, critical thinking strategies and Maslow’s Hierarchy of Needs to provide nursing care

Determined that no changes will be made to the paper or the rubrics.

Determined that no changes will be made to the paper or the rubrics. It was determined that students will self-remediate and that faculty will review areas of content for strengths and or weakness in the curriculum.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** NUR 150: Cultural Assessment Paper of Self and other.  
- **Outcome/Objective:** Provide culturally competent therapeutic nursing care to
clients with common well-defined health needs in community based...

**Made plans for nursing course examinations to continue to be monitored for validity and reliability.**

Made plans for nursing course examinations to continue to be monitored for validity and reliability.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Nursing Course Examinations | **Outcome/Objective:** The program provides opportunities for students to become competent graduates.

**Determined that practice tests will continue as a part of the nursing course grade.**

Determined that practice tests will continue as a part of the nursing course grade.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Practice Tests | **Outcome/Objective:** The program provides opportunities for students to become competent graduates.

**Struggling students were encouraged to seek their faculty for review of nursing course tests**

In 2009 and 2010, the desired level of achievement of 78% passing was attained for the majority of the students as evidenced by the number of A’s, B’s, C’s achieved for the course. Students who did not meet the level of achievement of 78% pass rate or received a D or F were encouraged to seek their faculty for review of nursing course tests to determine whether there was a multiple item testing strategy weakness or if their limited nursing content knowledge. If students failed the nursing course, the opportunity to return is based on space available and the completion of a skills course to maintain current levels of clinical proficiency. Factors that interfered with success are explored during final
exit interview. Determined that the faculty will maintain the Nursing Course pass rates at 78% and above and the standardized test score at 850.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Nursing Course Examinations | **Outcome/Objective:** Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment

**Students have indicated that they are more than satisfied with the excellence of the nursing program.**

Students have indicated that they are more than satisfied with the excellence of the nursing program.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** End of Course Nursing Program evaluations | **Outcome/Objective:** The associate Degree program prepares students to practice in various community-based settings.

**It was decided that the diagnostic test will continue to be generated by nursing faculty based on clinical application and will be monitored.**

Students were informed if they fail the test, they may enroll in NUR 111 but it is mandatory to take NUR 135- Drug and Dosage course concurrently to remain in the nursing program. It was decided that the diagnostic test will continue to be generated by nursing faculty based on clinical application and will be monitored for reliability and validity. Test results are shared with faculty, and students.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Diagnostic Math Test for Nursing with a pass score of 90% and entrance into NUR 111. | **Outcome/Objective:** Demonstrate quantitative reasoning in the practice of nursing.
It was decided that the employer survey results will continue to be monitored every two years.

It was decided that the employer survey results will continue to be monitored every two years. The next one being conducted in 2011 and results shared with the nursing advisory committee, total nursing faculty and with students. In 2010, without a graduate survey, the nursing faculty is monitoring the effects of the economy and nursing shortage in Northern Virginia as well as the demand for Associate Degree Nursing graduates as opposed to BSN graduates. Results are pending regarding this input.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Employer surveys | **Outcome/Objective:** The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate...

It was decided that the graduate survey will need to be revised to determine more direct results and will be monitored every two years.

It was decided that the graduate survey will need to be revised to determine more direct results and will be monitored every two years. Determined that results will be shared with the Nursing Advisory Committee and Total Nursing Faculty. In the future, better alumni tracking data is desired for commitment to learning. In 2010, there are no results as the graduate survey has been scheduled to be conducted in 2011.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Graduate surveys | **Outcome/Objective:** The graduates demonstrate commitment to learning (i.e., formal and informal nursing education)

Scheduled the next graduate survey for 2011.
Scheduled graduate surveys to be distributed on a two year basis with assistance from Office of Institutional Research. (OIR). Decided that results will be shared with nursing advisory committee. Quantitative results are pending. The next graduate survey scheduled for 2011.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Graduate surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings.

Planned the next Survey for 2011 and results shared with the nursing advisory committee and total nursing faculty

Planned that the next Survey will be conducted in 2011 and results shared with the nursing advisory committee, total nursing faculty, and with students. In 2010, without a graduate survey, the nursing faculty have been monitoring the effects of the economy and nursing shortage in Northern Virginia as well as the demand for Associate Degree Nursing graduates as opposed to BSN graduates. Results are pending regarding this input.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):  
Measure: Graduate surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings.

Made plans for the nursing program graduation rates to continue to be tracked and results to be shared with the nursing advisory committee

Made plans for the nursing program graduation rates to continue to be tracked and results to be shared with the nursing advisory committee and with nursing faculty and students. It is evident by the NOVA RN NCLEX pass rates listed below that there is success with graduate completion as well as passing the RN NCLEX.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium  

Relationships (Measure | Outcome/Objective):
**Measure:** NOVA Nursing Program graduation rates  | **Outcome/Objective:** The students enrolled in the Nursing program complete curriculum requirements in the prescribed length of time.

**Outlined plans for the RN NCLEX rates to continue to be monitored and compared to the national and Virginia mean on an annual basis.**

**Outlined plans for** the RN NCLEX rates to continue to be monitored and compared to the national and Virginia mean on an annual basis. Planned to share the results 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.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** National Council Licensing Examination (NCLEX) |
- **Outcome/Objective:** The graduates are eligible to sit for and complete the NCLEX-RN leading to licensure as a Registered Nurse
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Speak knowledgeably about the paralegal profession and define the difference between the roles of attorneys and paralegals.

Speak knowledgeably about the paralegal profession and define the difference between the roles of attorneys and paralegals.

O 2: Identify legal issues, as they are presented in the context of hypothetical client scenarios involving the eight areas of law

Identify legal issues, as they are presented in the context of hypothetical client scenarios involving the eight areas of law covered in the curriculum (business organization, contract, criminal, estate planning and probate, evidence and procedure, family, real estate, and tort law).

O 3: Locate governing federal or state Constitutional provisions, statutes, regulations and case decisions, using both manual and computer assisted means.

Locate governing federal or state Constitutional provisions, statutes, regulations and case decisions, using both manual and computer assisted means.

O 4: Analyze and reason to apply legal principles to factual situations.

Analyze and reason to apply legal principles to factual situations.

O 5: Identify and locate standard forms appropriate to specific legal problems.

Identify and locate standard forms appropriate to specific legal problems.

O 6: Draft legal documents, including but not limited to pleadings, contracts, wills and deeds.

Draft legal documents, including but not limited to pleadings, contracts, wills and deeds.

O 7: Identify the courts or agencies having jurisdiction over various cases at various stages in litigation.

Identify the courts or agencies having jurisdiction over various cases at various stages in litigation.

O 8: Speak clearly about a legal issue and its resolution.

Speak clearly about a legal issue and its resolution.

O 9: Write clearly, using appropriate citation form, about a legal issue and its resolution.
Write clearly, using appropriate citation form, about a legal issue and its resolution.

**O 10: Identify and resolve ethical issues presented in the course of hypothetical client situations.**

Identify and resolve ethical issues presented in the course of hypothetical client situations.

**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 Measures:**

**M 3: Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)**

Source of Evidence: Academic indirect indicator of learning - other

Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

**Achievement Target:**

The number of program-placed students will exceed those from earlier years.

**Findings (2009-2010) - Achievement Target: Met**

Fall 2005: 227  
Fall 2006: 243  
Fall 2007: 238  
Fall 2008: 261  
Fall 2009: 255  
Fall 08 to Fall 09: 2% decrease  
Fall 05 to Fall 09: 12% increase

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

**O 11: To encourage students to complete their degree**

To encourage students to complete their degree

**Related Measures:**

**M 1: Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010**

Source of Evidence: Academic indirect indicator of learning - other

Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

**Achievement Target:**

There will be growth from previous year.
Findings (2009-2010) - Achievement Target: Met

82% growth from previous year

O 12: To increase the success rate of students in their required courses

To increase the success rate of students in their required courses

Related Measures:

M 2: Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

Source of Evidence: Academic indirect indicator of learning - other
Grade Distribution by Course for required courses Success Rate by Discipline 2009, 2008

Achievement Target:

Students in LGL courses will continue to pass those courses at a higher rate than the college average.

Findings (2009-2010) - Achievement Target: Met

College Average for Course Success rate: 2009: 73% 2008: 74% Success Rate by Discipline 2009: 88.7% 2008: 85.2%

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

Faculty have committed to discuss at the next cluster meeting ways this can be addressed and possible changes that could result in...

The number of program-placed students decreased very slightly from the previous year, but still exceeds those from earlier years. Faculty have committed to discuss at the next cluster meeting ways this can be addressed and possible changes that could result in improvements. Determined to assess this program goal again next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Distribution Of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14) | Outcome/Objective: To increase the number of program placed students in the program.
Students in LGL courses continued to pass those courses at a higher rate than the college average, meeting the program's achievement target. Determined to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008  
**Outcome/Objective:** To increase the success rate of students in their required courses

The number of graduates has increased after decreases for two years; this increase meets the program's achievement target.

The number of graduates has increased after decreases for two years; this increase meets the program's achievement target. Planned to assess this program goal again next year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010  
**Outcome/Objective:** To encourage students to complete their degree
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Perform technical work related to welding applying OSHA safety and industry standards in a work environment.

Perform technical work related to welding applying OSHA safety and industry standards in a work environment.

O 2: Apply physics, chemistry, and basic electrical principles/power source knowledge to solve typical problems and make decisions in

Apply physics, chemistry, and basic electrical principles/power source knowledge to solve typical problems and make decisions involving welding related tasks as well as when they write and specify welding procedure.

O 3: Fabricate a project and estimate the cost of the welding consumables and metal.

Fabricate a project and estimate the cost of the welding consumables and metal.

O 4: Select appropriate filler material for compatible admixing and dilution in the writing of welding procedure for various ferrous

Select appropriate filler material for compatible admixing and dilution in the writing of welding procedure for various ferrous and non-ferrous metals.

O 5: Read and correctly interpret basic welding fabrication drawings, sketches, symbols, and/or welding specifications.

Read and correctly interpret basic welding fabrication drawings, sketches, symbols, and/or welding specifications.

O 6: Demonstrate proficiency of the welding subject through hands-on performance, written work, and in theory.

Demonstrate proficiency of the welding subject through hands-on performance, written work, and in theory.

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

O 7: To encourage students to complete their degree

To encourage students to complete their degree

Related Measures:

M 1: Number of Graduates by Program and Specialization
Source of Evidence: Academic direct measure of learning - other
Number of Graduates by Program and Specialization Fact Book 2005-2006 through 2009-2010

**Achievement Target:**
Monitoring continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**


**O 8: To increase the success rate of students in their required courses**
To increase the success rate of students in their required courses

**Related Measures:**

**M 2: Grade Distribution by Course for required courses**

Source of Evidence: Academic direct measure of learning - other
Grade Distribution by Course for required courses Success Rate by Discipline 2009 2008

**Achievement Target:**
Monitoring for continuous improvement.

**Findings (2009-2010) - Achievement Target: Met**

Fall 2008 % Success Fall 2009 % Success WEL 116 40 88 WEL 121 83 88 WEL 122 WEL 130 59 83 WEL 160 83 Success Rate by Discipline 2009: 80.6% 2008: 59.6% The course pass rate increased by over 20 points (35%) from the previous year. College Average for Course Success rate: 2009: 73% 2008: 74%

**O 9: To increase the number of program placed students in the program.**
To increase the number of program placed students in the program.

**Related Measures:**

**M 3: Distribution of Program Placed Students**

Source of Evidence: Academic direct measure of learning - other
Distribution of Program Placed Students by Curriculum and Award Type (Fact book 09-10 Table 1.14)

**Action Plan Details for This Cycle (by Established cycle, then alpha)**
Planned to assess this program goal again next year.

Students in WEL courses passed at a higher rate than the previous year and now at a higher rate than the college average, this increase meets the program's achievement target. Planned to assess this program goal again next year.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Grade Distribution by Course for required courses |  
Outcome/Objective: To increase the success rate of students in their required courses

Planned to assess this program goal again next year.

The number of graduates has increased after decreases for two years; this increase meets the program's achievement target. Planned to assess this program goal again next year.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High

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