ANNUAL PLANNING AND EVALUATION REPORTS
Educational Programs: 2008-2009

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

March 2010

Format:
WEAVEonline Detailed Assessment Reports
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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 from the students professional practice experience.

Achievement Target:

Students who completed a course with a grade of "B" or higher. Students who received positive feedback from their professional practice experience

Findings (2008-2009) - Achievement Target: Met

15 students were placed for professional practice experiences and received satisfactory mastery in this area.

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.

1 Due to WEAVEonline’s structure, if a program/unit meets its achievement targets, WEAVEonline may not provide action plan details.
Achievement Target:

Successful completion of core program courses with a grade of "B" or higher.

**Findings (2008-2009) - Achievement Target: Partially Met**

All student exams and course grades are monitored. RESULTS NOT GIVEN

**O 8: 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.**

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.

**Achievement Target:**

Students who completed a course with a grade of "B" or higher.

**Findings (2008-2009) - Achievement Target: Met**

All 15 students who were placed for professional practice experience received positive appropriate feedback. Students taking the RHIT exam which covers the same competency in 2008 performed at .1 below the national average.

**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 Curriculum Committee**

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:

CDC Program alignment with American Health Information Management Association's (AHIMA) accreditation process. Including the current healthcare coding regulations.

Findings (2008-2009) - Achievement Target: Partially Met

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:

An increase in retention and graduation rates

Findings (2008-2009) - Achievement Target: Not Met

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: Number of faculty trained on ICD-10

Source of Evidence: Academic indirect indicator of learning - other Number of faculty successfully completing ICD-10 and integrating it into coursework.

Achievement Target:

All faculty will have completed ICD 10 training and implement materials into course work

Findings (2008-2009) - Achievement Target: Not Met
Faculty training has began but is not complete

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

**Decided to change textbook**

Decided to change textbook. This SLO has been scheduled for monitoring and assessment again next year.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Ability to use electronic coding applications in completion of assignments and clinical practice experience. **Outcome/Objective:** Use and maintain electronic applications and work processes to support clinical classification and coding.

**Employer needs**

Identified review of employer needs by HIM Advisory Curriculum Committee and faculty for further recommendations. Working with the local healthcare community to meet their employment needs resulting in NVCC being a school to recruit from.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Retention Rates, Graduate rates **Outcome/Objective:** GOAL 2: Increase the number of graduates entering the workforce.

**Faculty education has begun and continued training of faculty has been scheduled.**

Faculty education has begun and continued training of faculty has been scheduled.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High
Instructional Materials

This SLO scheduled to be monitored and assessed again next year. Changed textbook and instructional materials relating to Healthcare Delivery Systems and planned for further monitoring.

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

This SLO scheduled to 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.

Train the trainer

It was determined that having trained faculty that is able to teach ICD-10-CM result in NVCC as a resource in the healthcare community, and a location for training.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Updated Curriculum

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

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

Relationships (Measure | Outcome/Objective):
Measure: Yearly review of curriculum, and keeping current with healthcare regulations and accreditation. Review by HIM Advisory Curriculum |
Outcome/Objective: GOAL 1: The CDC Program will modify the curriculum to stay current with healthcare regulations and accreditation requirements.
O 1: Assess a patient's oral health status.

Assess a patient's oral health status.

**Documents:**
- DNH Perio Chart Skill Eval
- DNH Treatment Plan Skill Evaluation

**Related Measures:**

M 1: Patient Assessment Clinical Skill Evaluations

Source of Evidence: Academic direct measure of learning - other Patient Assessment Clinical Skill Evaluations •75% Competency Level on Patient Assessment

**Document:**
- DNH Treatment Plan Skill Evaluation

**Achievement Target:**

Score of 75% or higher

**Document:**
- DNH Treatment Plan Skill Evaluation

**Findings (2008-2009) - Achievement Target: Met**

DNH 245 Section #1 = 24 Students 16 Faculty DNH 245 Section #2 = 24 Students 17 Faculty DNH 245 Section #3 = 13 Students 8 Faculty Spring 2009 - DNH 245 DENTAL HYGIENE V Section 1 Patient Assessment Clinical Skill Evaluations Average Student Performance = 92% Range of Scores = 75% to 100% Overall% for Student Performance Achieving the Competency Level of 75% is 100%. Section 2 Patient Assessment Clinical Skill Evaluations Average Student Performance = 92% Range of Scores = 75% to 100% Overall% for Student Performance Achieving the Competency Level of 75% is 100%. Section 3 Patient Assessment Clinical Skill Evaluations Average Student Performance = 98% Range of Scores = 87% to 100% Overall% for Student Performance Achieving the Competency Level of 75% is 100%. Overall Results for Patient Assessment Clinical Skill Evaluations Average Student Performance = 94% Range of Scores = 75% to 100% Overall% for Student Performance Achieving the Competency Level of 75% is 100%.
Findings (2008-2009) - Achievement Target: Met

The Dental Hygiene Faculty is satisfied with the results. They feel since 100% of the dental hygiene students meet the 75% competency level and that the passing rate on professional licensure exams is high the competency level for Clinical Skill Evaluations for Patient Assessment should remain at 75%. Therefore, the criterion for success is met. No proposed course of action is indicated at this time.

Document:
• DNH Treatment Plan Skill Evaluation

M 2: Periodontal Charting Evaluation

Source of Evidence: Academic direct measure of learning - other Periodontal Charting Evaluation • 85% Competency Level

Document:
• DNH Perio Chart Skill Eval

Achievement Target:
85% competency level

Document:
• DNH Perio Chart Skill Eval

Findings (2008-2009) - Achievement Target: Met

Periodontal Charting Skill Evaluation Section 1 = 96% over 85% Average Score = 92% Section 2 = 83% over 85% Average Score = 87% Section 3 = 100% over 85% Average Score = 95% Overall Results = 93% over 85% with the Average Performance Rate of 91%.

Document:
• DNH Perio Chart Skill Eval

M 3: Student Surveys on learning outcomes

Source of Evidence: Student course evaluations on learning gains made Results on student surveys on student learning outcomes

Achievement Target:
Student ratings of good or very good

Findings (2008-2009) - Achievement Target: Met
Student Surveys Section 1 and Section 2 70% rated this SLO Excellent 26% rated this SLO Very Good 4% rated SLO Good Section 3 62% rated this SLO Excellent 39% rated this SLO Very Good Overall Results 69% rated this SLO Excellent 28% rated this SLO Very Good 3% rated this SLO Good

O 2: Plan and document a patient’s treatment needs.

Plan and document a patient's treatment needs.

Document:
- DNH Treatment Plan Skill Evaluation

Related Measures:

M 1: Patient Assessment Clinical Skill Evaluations

Source of Evidence: Academic direct measure of learning - other
Patient Assessment Clinical Skill Evaluations • 75% Competency Level on Patient Assessment

Document:
- DNH Treatment Plan Skill Evaluation

M 3: Student Surveys on learning outcomes

Source of Evidence: Student course evaluations on learning gains made
Results on student surveys on student learning outcomes

M 5: Treatment Planning Skill Evaluation

Source of Evidence: Academic direct measure of learning - other
Treatment Planning Skill Evaluation

Document:
- DNH Treatment Plan Skill Evaluation

Achievement Target:

75% competency level

Document:
- DNH Treatment Plan Skill Evaluation

Findings (2008-2009) - Achievement Target: Met

- Spring 2009 o DNH 245 Section #1 = 24 Students 16 Faculty o DNH 245 Section #2 = 24 Students 17 Faculty o DNH 245 Section #3 = 13 Students 8 Faculty - Spring 2009 - DNH 245 Dental Hygiene V - Section 1 Patient
Assessment Clinical Skill Evaluations  
Average Student Performance = 92%  
Range of Scores = 75% to 100%

**Document:**
- *DNH Treatment Plan Skill Evaluation*

**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: Fall 2008 First Year Student Surveys**

Source of Evidence: Academic indirect indicator of learning - other  
Fall 2008 First Year Student Surveys  
Spring 2009 Second Year Student Surveys  
Fall 2009 First Year Student Surveys

**Achievement Target:**

Students will rate their proficiency average to excellent

**Document:**
- *DNH-Second Year Survey*

**Findings (2008-2009) - Achievement Target: Met**

Fall 2008 First Year Student Surveys Results 95% 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.  
Spring 2009 Second Year Student Surveys Results 99% 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.  
Fall 2009 First Year Student Surveys Results 93% 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.

**Document:**
- *DNH-Second Year Survey*
M 11: Spring 2009 Second Year Student Surveys

Source of Evidence: Alumni survey or tracking of alumni achievements
Spring 2009 Second Year Student Surveys Fall 2009 Graduate Surveys

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: 2008 National Dental Hygiene Board Exam

Source of Evidence: Academic indirect indicator of learning - other
2008 National Dental Hygiene Board Exam 2009 National Dental Hygiene Board Exam

Achievement Target:
All students will pass dental hygiene board exam

Findings (2008-2009) - Achievement Target: Met

2008 National Dental Hygiene Board Exam Pass rate on the National Dental Hygiene Board Exam for the 2008 Class = 100%. 43 students took the exam. Average Score = 85.7%. National Average = 83.3%. 2009 National Dental Hygiene Board Exam Pass rate on the National Dental Hygiene Board Exam for the 2009 Class = 97%. 60 students took the exam out of 61 students. One student was a foreign trained dentist and had already taken and passed the exam prior to entering the Program. Average Score= 82%. National Average = 81%.

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: 2008 Northeast Regional Board Exam

Source of Evidence: Academic indirect indicator of learning - other
2008 Northeast Regional Board Exam 2009 Northeast Regional Board Exam
2008 Southern Regional Testing Agency Exam 2009 Southern Regional Testing Agency Exam

Achievement Target:
All students will pass regional board exams

Findings (2008-2009) - Achievement Target: **Met**

2008 Northeast Regional Board Exam (NERB) Pass rate on the NERB for the 2008 Class = 97%. 34 students took the exam. Average Score on the Written Component = 93%. Average Score on the Clinical Portion = 83%. No data is available from the testing agency on the comparison of other cohorts taking the exam during this testing series. 2009 Northeast Regional Board Exam (NERB) Pass rate on the NERB for the 2009 Class = 98%. 41 students took the exam. Average Score on the Written Component = 91%. Average Score on the Clinical Portion = 96%. No data is available from the testing agency on the comparison of other cohorts taking the exam during this testing series. 2008 Southern Regional Testing Agency Exam (SRTA) Pass rate on the SRTA Exam for the 2008 Class = 100%. 11 students took the exam. No data is available for the performance rates on the clinical or written portion for this cohort. 2009 Southern Regional Testing Agency Exam (SRTA) Pass rate on the SRTA Exam for the 2009 Class = 100%. 17 students took the exam. The average score for the clinical portion of the exam-95%. The performance rate on the written portion of the exam was 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.

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: Fall 2009 Graduate Surveys**

Source of Evidence: Alumni survey or tracking of alumni achievements

Fall 2009 Graduate Surveys

**Achievement Target:**

All students surveyed will be employed as dental hygienists

Findings (2008-2009) - Achievement Target: **Partially Met**

55 graduates responded to the survey out of the 61 graduates for the Class 2009. The results showed 76% were members in their national professional association and 57% were actively involved in their local component.

O 12: **Goal 5: To prepare students to recognize the need for a commitment toward professional growth through life-long learning and participation in professional activities.**

Goal 5: To prepare students to recognize the need for a commitment toward professional growth through life-long learning and participation in professional activities.
• DNH-Second Year Survey

**Related Measures:**

**M 11: Spring 2009 Second Year Student Surveys**

Source of Evidence: Alumni survey or tracking of alumni achievements
Spring 2009 Second Year Student Surveys Fall 2009 Graduate Surveys

**Achievement Target:**

Students will rate NOVA Dental Hygiene program average to excellent

**Document:**

• *DNH-Second Year Survey*

**Findings (2008-2009) - Achievement Target: Met**

Spring 2009 - Second Year Student Surveys 100% of the Second Year Students rated the Dental Hygiene Program as average to excellent for preparing them to recognize the need for a commitment toward professional growth life-long learning. Fall 2009 Graduate Surveys 55 graduates responded to the survey out of the 61 graduates for the Class 2009. The results showed 76% were members in their national professional association and 57% were actively involved in their local component.

**Document:**

• *DNH-Second Year Survey*

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

**Response rate**

The results from the Fall 2009 Graduate Surveys indicated the majority of the 2009 Dental Hygiene Graduates have been employed as dental hygienists. Surveys were conducted for the 2008 Graduates; however, the results were inconclusive as the response rate was extremely low. Efforts have been made to obtain information for the next annual report on employment rates for this cohort.

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

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

**Measure:** Fall 2009 Graduate Surveys **| Outcome/Objective:** Goal 4: To prepare students to obtain employment as dental hygienists.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Communicate effectively with patients, families and other health care provider.

Communicate effectively with patients, families and other health care provider.

**Related Measures:**

M 1: a. DMS 206, DMS 217: classroom discussion and written communication and critical thinking exercises using situational examples

Source of Evidence: Academic direct measure of learning - other
a. DMS 206, DMS 217: classroom discussion and written communication and critical thinking exercises using situational examples and how they would apply these skills. Questions are graded by assign points with reference to grammatical accuracy and concept comprehension. b. Students were given an end-of-course evaluation with questions specific to this SLO. Where is this? It seems like it is left-over from the original template.

**Achievement Target:**

DMS Program minimum grade requirements are presently set at a "C" to progress within the program.

**Findings (2008-2009) - Achievement Target: Met**

Data collection; fall 2008 (9 students) Data was collected from all students involved in the DMS program. a. The program utilized the services of a program consultant as well as other in-house instructors who were able to make recommendations on multiple levels for the structure of each evaluation and/or assignment as they were built. Student input was also requested in group discussion. b. Students completed assignments, quizzes, a midterm and a final for each class. Each activity was graded and the questions were statistically analyzed. Student input was also requested in group discussion. The structure of each question was evaluated for clarity, fairness and conceptual content.

O 4: Apply knowledge of anatomy, physiology and professional and clinical standards to accurately image anatomical structures.

Apply knowledge of anatomy, physiology and professional and clinical standards to accurately image anatomical structures.

**Related Measures:**

M 2: a. DMS 207/217, DMS 208/218, DMS 209/219, DMS 211, DMS 212, DMS 241, DMS 242, DMS 196, DMS 190, DMS 231, DMS 232, DMS 290: Mult
Source of Evidence: Academic direct measure of learning - other
a. DMS 207/217, DMS 208/218, DMS 209/219, DMS 211, DMS 212, DMS 241,
DMS 242, DMS 196, DMS 190, DMS 190, DMS 231, DMS 232, DMS 290: Multiple didactic
and clinical courses and scan lab sessions demonstrating progressive skills
through live demonstration competencies. Each competency is graded using a
rubric with criteria related to organ recognition, equipment management, speed
and quality of image capture for each of the each sonographically relevant organ
systems. b. Students were given an end-of-course evaluation with questions
specific to this SLO.

Achievement Target:

DMS Program minimum grade requirements are presently set at a "C" to
progress within the program. MEC clinical grading policy designates that the
achievement level should be at an 85% pass rate or higher for each competency
or evaluation.

Findings (2008-2009) - Achievement Target: Met

Data collection; fall 2008 (9 students) spring 2009 (8 students) Data was
collected from all students involved in the DMS program. a. The program utilized
the services of a program consultant as well as other in-house instructors who
were able to make recommendations on multiple levels for the structure of each
evaluation and/or assignment as they were built. Student input was also
requested in group discussion. b. Students completed assignments, quizzes, a
midterm, a final and/or scanning competencies and post competency exams for
each class. Each activity was graded and the questions were statistically
analyzed. The structure of each question was then re-evaluated for clarity,
fairness and conceptual content. All students in the DMS program have met
these requirements. No further action is needed at this time. The SLO will be
assessed again in four semesters.

O 7: Apply knowledge of scanning planes and methods and their usage in
anatomical interpretations.

Apply knowledge of scanning planes and methods and their usage in anatomical
interpretations.

Related Measures:

M 3: a. DMS 206, DMS 207/217, DMS 208/218, DMS 209/219, DMS 211, DMS
212,DMS 241, DMS 242, DMS 196, DMS 190, DMS 231, DMS 232, DMS 2

Source of Evidence: Academic direct measure of learning - other
a. DMS 206, DMS 207/217, DMS 208/218, DMS 209/219, DMS 211, DMS 212,
DMS 241, DMS 242, DMS 196, DMS 190, DMS 231, DMS 232, DMS 290:
Multiple didactic courses and scan lab sessions demonstrating progressive skills
through live demonstration competencies. Each competency is graded using a
rubric with criteria related to organ recognition, equipment management, speed
and quality of image capture for each of the sonographically relevant organ
systems. b. Students were given an end-of-course evaluation with questions specific to this SLO.

Achievement Target:

DMS Program minimum grade requirements are presently set at a "C" to progress within the program. MEC clinical grading policy designates that the achievement level should be at an 85% pass rate or higher for each competency or evaluation.

Findings (2008-2009) - Achievement Target: Met

Data collection; fall 2008 (9 students) spring 2009 (8 students) Data was collected from all students involved in the DMS program. a. The program utilized the services of a program consultant as well as other in-house instructors who were able to make recommendations on multiple levels for the structure of each evaluation as they were built. Student input was also requested in group discussion. b. Students completed assignments, quizzes, a midterm, a final and/or scanning competencies and post competency exams for each class. Each activity was graded and the questions were statistically analyzed. The structure of each question was then re-evaluated for clarity, fairness and conceptual content. All students in the DMS program have met these requirements. No further action is needed at this time. Questions or activities were either targeted for continued use, revision or dropped altogether. The SLO will be assessed again in four semesters.

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

O 10: 1. To assist DMS students in identifying reasonable communication strategies.

1. To assist DMS students in identifying reasonable communication strategies.

Related Measures:

M 4: Continued monitoring of program placed students through didactic and clinical evaluations which contain ethics and attitude appr

Source of Evidence: Academic indirect indicator of learning - other
Continued monitoring of program placed students through didactic and clinical evaluations which contain ethics and attitude appraisals. Multiple didactic courses allow students to role-play in several situations and work through areas of personal difficulty (such as shyness or allowable communications). Multiple clinical courses allow students to utilize techniques learned through NVCC and be evaluated in practice by clinical instructors separate from the didactic classes.

Achievement Target:

place holder
Findings (2008-2009) - Achievement Target: Met

Fall 2008 DMS Program Specific Students
1 section of DMS 206 = 9 students
1 section of DMS 207 = 9 students
1 section of DMS 217 = 9 students
Total students in first semester courses = 9

Spring 2009 DMS Program Specific Students
1 section of DMS 196 = 8 students
1 section of DMS 190 = 8 students
1 section of DMS 231 = 8 students
Total students in second semester courses = 8

Enrollment was reasonably stable (one student dismissed for academic dishonesty). Ethics and attitude surveys assess data concerning student communications skills with coworkers and patients in areas of privacy issues, exam competency/skills assessment, cooperation and dependability. Student surveys examined at the end of each semester assess faculty, program classwork, clinical sites and clinical instructors.

O 11: 2. To provide students with opportunities to interpret and characterize normal and abnormal physiologic processes according to accepted professional standards

2. To provide students with opportunities to interpret and characterize normal and abnormal physiologic processes according to accepted professional standards

Related Measures:

M 5: Required weekly attendance at area hospitals for clinical rotations throughout the program.

Source of Evidence: Academic indirect indicator of learning - other
Required weekly attendance at area hospitals for clinical rotations throughout the program. Time/attendance logs, examination logs. Didactic coursework utilizing multiple textbooks, PowerPoint’s, Internet and Blackboard resources.

Achievement Target:

All students required to submit daily logs of their hospital experiences on a monthly basis. This reflects their time on-site at each hospital attended and the type of sonography exam either observed, assisted or performed by the student.

Findings (2008-2009) - Achievement Target: Met

Student logs demonstrate positive involvement in both the types and number of program specific tasks. Progressive development is easily tracked as the semester continues. The program's Blackboard site serves as a repository for announcements, program documents, course information, assignments and PowerPoint’s in one organized area. Student surveys examined at the end of each semester assess faculty, program classwork, clinical sites and clinical instructors.

O 12: 3. To prepare students to take the ARDMS national registry
3. To prepare students to take the ARDMS national registry

**Related Measures:**

M 6: 2 end-of-program mock registries exam will be given reflecting the ARDMS national exam.

Source of Evidence: Academic direct measure of learning - other
2 end-of-program mock registries exam will be given reflecting the ARDMS national exam. Each student must then self-evaluate these results with a category breakdown provided by the ARDMS and report on their identified strengths/weaknesses and prepare a structured plan for improvement through focused study, study groups or additional resources.

**Achievement Target:**

Prepare all students to take and pass ARDMS national registry

**Findings (2008-2009) - Achievement Target: Partially Met**

7 students will be qualified to apply for NVCC graduation spring 2010. 7 students will be qualified to apply for the ARDMS Specialty examinations following graduation in the spring semester 2010. 4 of 7 students have already taken and passed the ARDMS SPI (physics) portion of the national registry. (This is part one of a 2-part registry exam.) Student will identify their individual area(s) of weakness and target these for further study. Additional scan lab time was identified as a high priority by the students in the first year classes.

Reinforcement of learned concepts and techniques

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

**Targeting questions/activities**

Questions or activities were either targeted for continued use, revisions or dropped altogether.

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

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

- **Measure:** a. DMS 206, DMS 217: classroom discussion and written communication and critical thinking exercises using situational examples |
- **Outcome/Objective:** Communicate effectively with patients, families and other health care provider.

**ARDMS registry**
Additional registry review books have been purchased and made available to all DMS students and faculty in the MEC library as reference materials. Ultrasound scanning phantoms were purchased as a complement to the live human models in order to increase student scan time and confidence levels. Use of the phantoms has enabled the student to work through areas of difficulty without having to require a live model for longer periods of time. Guest speakers from the Northern Virginia and DC area ultrasound community are planned to be petitioned to give specialty lectures and lead discussion groups or scan labs to detail their area of expertise. Students participation encourage in question/answer and technique demonstration sessions.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** 2 end-of-program mock registries exam will be given reflecting the ARDMS national exam.  
- **Outcome/Objective:** 3. To prepare students to take the ARDMS national registry
Detailed Assessment Report
2008-2009 Emergency Medical Services, A.A.S.

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

O 1: EMT-Basic students will perform BLS/airway skills during hands-on skills sessions.

EMT-Basic students will perform BLS/airway skills during hands-on skills sessions.

**Documents:**
- *EMS Basic Airway Testing Sheets*
- *EMS Basic Airway Teaching Sheets*

**Related Measures:**

M 1: Students were to demonstrate skills within lab sessions, then assessed by lab instructors, utilizing testing sheets. Students were to demonstrate skills within lab sessions, then assessed by lab instructors, utilizing testing sheets. Students were given teaching sheets, from which to follow initially, then to study later for competency, prior to testing. See Basic Airway Teaching Sheets, Basic Airway Testing Sheet Basic Airway skills include: scene arrival · scene safety assessment · airway assessment · suctioning · oro-/nasopharyngeal airway placement · oxygen delivery · ventilation of patient · medical vs. trauma patient Students must demonstrate competency in all EMS skills, in order to both pass EMS 111, as well as sit for Virginia state EMT exam. Skill competency is assessed at end of each term, by lab instructors. Lab instructors are all extensively experienced EMS professionals at EMT-Basic or higher level, and most are certified EMT-B instructors, with additional instructorships. Lead instructor is additionally college faculty, with BS degree. By accreditation standards, EMS labs are always taught at a 6:1 student: instructor ratio.

**Documents:**
- *EMS Basic Airway Testing Sheets*
- *EMS Basic Airway Teaching Sheets*

**Achievement Target:**

Students were given a pass/fail rating at the end of the EMS 111 course, which became criterion for the lab component of this course.

**Documents:**
- *EMS Basic Airway Testing Sheets*
- *EMS Basic Airway Teaching Sheets*
Findings (2008-2009) - Achievement Target: Partially Met

For Fall 2008, 49 out of 57 (85.9%) EMT-Basic students were successful in EMS 111, for one reason or another, skills lab being a significant cause included. For Spring 2009, 75 out of 89 students were successful in EMS 111, giving a pass rate of 84.2%. For Fall 2009, 52 out of 59 passed, for a successful rate of 88.1%.

Documents:
- EMS Basic Airway Testing Sheets
- EMS Basic Airway Teaching Sheets

O 2: Paramedic students will perform advanced airway maneuvers and other life support skills during hands-on sessions.

Paramedic students will perform advanced airway maneuvers and other life support skills during hands-on sessions.

Documents:
- EMS Advanced Skills Check-Off Form
- EMS Advanced Airway Testing Sheets

Related Measures:

M 2: Students were to demonstrated skills, both basic and advanced, first as Intermediate students, then again as Paramedic students.

Source of Evidence: Academic direct measure of learning - other
Students were to demonstrate skills, both basic and advanced, first as Intermediate students, then again as Paramedic students. Students also had opportunity to practice many, but not all of the same skills on live patients within clinical and internship settings, while supervised by preceptors. Preceptors are licensed RN's in hospitals settings, or currently certified Paramedics while functioning in the pre-hospital setting, on an Advanced Life Support ambulance. Students are not allowed to perform any skill, on any patient in a clinical or internship setting, until skill is checked off on "Advanced Skill Check Off" form, see attached. Students were further assessed on these same Advanced Airway skills on high fidelity mannequins in the SimLab, utilizing advanced technology to mimic real-life, critical situations, without detriment to living patients. Data is collected informally throughout semester, but students are formally tested on skills check-off, during skills test-out sessions, announced at various times through-out semester. Students must show skill competency to all EMS skills prior to passing each EMS level. Specifically, Paramedic advanced airway skills are demonstrated in EMS 207, EMS 242 and EMS 244, but on living patients also in EMS 243 and EMS 245. Paramedic skills labs are always taught by extensively experienced Nationally Registered or Virginia certified Paramedics, usually with additional instructorships as well. The lead instructor is additionally
college faculty holding a BS degree or higher. Per accreditation standards, all EMS labs must be taught at a 6:1 student to instructor ratio.

**Documents:**
- EMS Advanced Skills Check-Off Form
- EMS Advanced Airway Testing Sheets

**Achievement Target:**

Paramedic students will pass both their Advanced Airway stations at the National Registry practical exam.

**Documents:**
- EMS Advanced Skills Check-Off Form
- EMS Advanced Airway Testing Sheets

**Findings (2008-2009) - Achievement Target: Met**

In Fall '08, 100% of the Paramedic students passed both their Advanced Airway stations at the National Registry practical exam. Spring '09 also showed a 100% pass rate for that Paramedic class. Fall '09 showed a 97.1% pass rate for the Advanced Airway stations, for the Paramedic skills, on the National Registry practical exam. This represented one student that chose to not retest his Adult Endotracheal Intubation station that day.

**Documents:**
- EMS Advanced Skills Check-Off Form
- EMS Advanced Airway Testing Sheets

**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:**

All students will pass the Virginia written exam
Findings (2008-2009) - Achievement Target: Met

For the Fall '08 term, 46 out of 47 students passed the Virginia written exam, showing a 97.8% pass rate for our program. For the Spring '09 term, 67 out of 67 passed this same exam, showing a 100% pass rate. For the Fall '09 term, 43 out of 43 passed, demonstrating a 100% pass rate. Collectively, we showed a 99.3% pass rate for this entire group. Meanwhile, the Commonwealth showed a 74% pass rate on average statewide, across all EMT programs.

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:
All students will pass Virginia practical exam

Findings (2008-2009) - Achievement Target: Partially Met

For the Fall '08 term, 41 out of 47 students passed the Virginia practical exam, showing a 87.2% pass rate for our program. For the Spring '09 term, 66 out of 67 passed this same exam, showing a 98.5% pass rate. For the Fall '09 term, 34 out of 43 passed, demonstrating a 79% pass rate. It would be inappropriate to do a collective average for the practical exam scores, as there was a radical change to the practical exam format, as of 9/1/09, that showed an average 50% initial fail-rate, statewide.

O 7: Goal #3: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In

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

Related 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:**

All students will pass the National Registry written exam

**Findings (2008-2009) - Achievement Target: Not Met**

For the Fall ’08 term, 30 out of 39 students passed the National Registry written exam, showing a 76.9% pass rate for our program. For the Spring ’09 term, 14 out of 26 passed this same exam, showing a 53.8% pass rate. For the Fall ’09 term, 18 out of 20 have passed so far, but this is a partial group that has tested thus far. This demonstrates a 90% pass rate at this point. Combined pass rate for this total group is 72.9% 68% = national average

O 8: Goal #4: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-In

Goal #4: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-Intermediate students to pass National Registry practical exam (11 separate skill stations).

**Related 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:**

All students will pass the National Registry practical exam

**Findings (2008-2009) - Achievement Target: Partially Met**

For the Fall ’08 term, 34 out of 36 students passed the National Registry practical exam, showing a 94.4% pass rate for our program. For the Spring ’09 term, 14 out 15 passed this same exam, showing a 93.3% pass rate. For the Fall ’09 term, 24 out of 31 passed, demonstrating a 77.4% pass rate. 6 of the remaining students only needed to retest a single station (out of 11 total). Combined Pass Rate for total group: 87.8% 70% = national average

O 9: 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:**

Students will pass the National Registry written exam

**Findings (2008-2009) - Achievement Target: Partially Met**

For the Fall '08 term, 22 out of 28 students passed the National Registry written exam, showing a 78.6% pass rate for our program. For the Spring '09 term, 16 out of 23 passed this same exam, showing a 69.6% pass rate. For the Fall '09 term, 12 out of 16 have passed so far, but again this is a partial group that has tested thus far. This demonstrates a 75% pass rate at this point. Combined pass rate for this total group is 74.6% 68% = national average

O 10: 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:**

All students will pass National Registry test including practical skills stations

**Findings (2008-2009) - Achievement Target: Partially Met**

For the Fall '08 term, 17 out of 18 students passed the Virginia practical exam, showing a 94.4% pass rate for our program. For the Spring '09 term, 14 out of 14 passed this same exam, showing a 100% pass rate. For the Fall '09 term, 30 out
of 35 passed, demonstrating a 85.7% pass rate. Combined Pass Rate for total group: 91% 70% = national average

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

**Course Revision**

Established need: to increase time allotted to pure skills practice, and mock testing scenarios, at end of semester, in response to higher fail rate of new practical, as of 9/1/09. Instructors need to give students all scenarios, and all skills, and be careful not to "teach to the test." Bring in additional instructors for mock practical scenarios, just prior to testing, as funding is allowed - use state certified evaluators, if possible. Consider adding SimLab scenarios as time permits, to increase degree of difficulty, make sure equal time is spent on both medical, trauma scenarios and random skill stations. Purchase additional equipment, for those students not able to test at NVCC, such that not have to work with unfamiliar equipment.

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

**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

**Inconclusive data, scheduled for continued monitoring**

As SLO's were not being specifically tracked for Fall '08 and Spring '09, we were unable say for sure if skills failure specifically was a factor. Multiple components go into "success" for EMS 111. However, as hypoxia, or inadequate oxygenation is the most toxic event for any human cell, good airway skills are essential for any health care provider. Therefore, competency in these skills is critical. 100% of all students that passed EMS 111 also passed the BLS airway skills. It was not possible to ascertain which of these same students tested the airway station within the "random" skill station, for the Virginia state EMT exam, as the Virginia Office of EMS does not provide that data. Given the "random sampling" nature, approximately 1/7th of the group were expected, for the Fall '09 only, as the new practical that included airway skills only took effect after 9/1/09.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High
Relationships (Measure | Outcome/Objective):
Measure: Students were demonstrated skills within lab sessions, then assessed by lab instructors, utilizing testing sheets. Students with | Outcome/Objective: EMT-Basic students will perform BLS/airway skills during hands-on skills sessions.

Increase in difficulty of exams, change of textbook

Continued to write high-caliber, college-level written exams, to encourage student success. Need for constant review and revise exams to not only keep high standards, but also maintain test security, as so many of our students return or come from the same agencies. Have changed textbook, to slightly higher reading level, with better, and more graphics, and more online teaching and learning tools, to encourage more active student involvement. Continued to put lecture PowerPoint’s on college website to encourage student preparation before class time.

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

Relationships (Measure | Outcome/Objective):
Measure: Closely monitor results of Virginia State Written exam results
Outcome/Objective: Goal #1: To provide quality education to EMS students by providing training at all 3 levels of EMS professional practice; EMT-B

Online testing package for students to practice

Purchased usage package of online testing service, when National Registry began online testing method to ensure student adequate practice time. Have purchased second testing service, for paramedics only, when pass rate decreased. Also purchased hard-copy additional versions of mock NREMT exams, and are utilizing as mandatory assignments in clinical and review courses, as pre- and post-test, for instructor and student data. Also placed exams on Blackboard to force students toward more computer-based environments, to encourage comfort level with computer adaptive testing. Encouraging owners of online testing entity to add feedback info to students, to encourage student learning to be more fully complete upon mock testing completion.

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

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

### Online testing service package

Purchased usage package of online testing service, when National Registry began online testing method to ensure student adequate practice time. Decided to assign students to utilize the online testing entity, as this has increased not only testing competency but also computer-testing comfort level, but we are not satisfied with student compliance, which are expected to increase usage. Have also purchased hard-copy versions of mock NREMT exams, and are utilizing in Blackboard sites, are expected to increase usage in mandatory settings, to increase compliance with recalcitrant and/or computer "illiterate" students.

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

**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

### SimLab scenarios

Continued to run scenarios in SimLab, to increase degree of difficulty, continued to offer consolidated skills review course in multiple format shortly before testing date, to encourage student success. Utilization of multiple evaluators within the review course, as state funding allows, so students have access to multiple teaching, learning and evaluator styles. Continued to update skills and equipment as area protocols adapt and technologies improve (i.e. King airway and CathSim for '08; ResQPod, GlideScope and SimNewB, all new in '09). Planned to watch for trends in Spring '10 class, as Fall '09 class was particularly "weak" in multiple areas.

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

**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
SimLam scenarios, multiple evaluators

Continued to run scenarios in SimLab, to increase degree of difficulty, continued to offer consolidated skills review course in multiple format shortly before testing date, to encourage student success. Utilization of multiple evaluators within the review course, as state funding allows, so students have access to multiple teaching, learning and evaluator styles. Continued to 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). Planned to watch for trends in Spring '10 class, as Fall '09 class was particularly "weak' in multiple areas.

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

**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

Target met, but ways to be even better

We have continued to heavily utilize the SimLab, for these skills and others, for a multitude of beneficial reasons. The EMS staff has a high degree of competency with the high fidelity degree of the technology, plus we can adjust the scenarios and equipment to best mimic the pre-hospital environment, and also create the stress and chaos of EMS, without harm coming to living patients. This is extremely helpful to both students and faculty, when assessing skills, and learning outcomes.

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

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Students were to demonstrated skills, both basic and advanced, first as Intermediate students, then again as Paramedic students.  
*Outcome/Objective:* Paramedic students will perform advanced airway maneuvers and other life support skills during hands-on sessions.
O 12: 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

Achievement Target:
Score at or above national average

Findings (2008-2009) - Achievement Target: Not 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. his SLO will be monitored and assessed again next year. Review foundation courses: NAS 150 maybe in inadequate instructional materials relative to reimbursement.


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

Achievement Target:
At or above national average
Findings (2008-2009) - Achievement Target: Not Met

- 11 students of 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 Medicare, Medicaid, managed care, and so forth.

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

Achievement Target:

Score at or above national average

Findings (2008-2009) - Achievement Target: Partially Met

- 11 students of 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

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:
All students will pass the national exam in RHIT

**Findings (2008-2009) - Achievement Target: Partially Met**

91% of graduates who took the RHIT exam in 2008-2009 were successful 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:**

Maintain or increase graduation rates

**Findings (2008-2009) - Achievement Target: Partially Met**

2008-2009 Cohort -13 graduates with 2 graduating in the summer.

**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:**

Maintain or increase retention rates

**Findings (2008-2009) - Achievement Target: Met**

2008-2009 increased the Cohort retention rate by 5% Retention rates have approximately remained the same over the last 2 cohorts

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

Faculty advisory board
Planned review by HIM Advisory Board and faculty for further recommendations.

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

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

- **Measure:** National certification passing rate and number of successful graduates passing the exam.  
- **Outcome/Objective:** Improve graduate performance on the national certification exam (RHIT) from previous year

**Integrate IRB into HIM 229**

We integrated the IRB into HIM 229 for 2010 class. This will be reviewed and assessed again next year. This SLO will be monitored and assessed 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 Institutional Review Board (IRB) processes and polices.

**One plus one curriculum**

HIM is developing a one plus one curriculum model for implementation Fall 2010 or 2011. The expectation is this model will result in higher student retention rates.

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

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

- **Measure:** Retention Rates  
- **Outcome/Objective:** Increase retention rates in the HIM program.

**One plus one curriculum model**
Review by HIM Advisory Board and faculty for further recommendations HIM is developing a one plus one curriculum model for implementation Fall 2010 or 2011. The expectation is this model will result in higher student graduation rates.

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

Relationships (Measure | Outcome/Objective):
Measure: Graduate rates | Outcome/Objective: Increase the number of graduates entering the workforce

Review foundational course materials

Scheduled review of foundation courses: NAS 150 maybe in inadequate instructional materials relative to reimbursement. This SLO will be monitored and assessed 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
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 Clinical Evaluation, competency checklist

**Documents:**
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

**Achievement Target:**

All students will score 80% or higher

**Documents:**
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

**Findings (2008-2009) - Achievement Target: Partially Met**

Of the 23 students who successfully completed MDL196 (the 1st of 5 clinical practice courses), scores in this area reflected: 1, fair, 5, good, 17, excellent; 74% excellent rating

**Documents:**
- Medical Lab Tech Clinical Evaluation Form
- Medical Lab Tech Results of Clinical Performance

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  
Clinical Evaluation, competency checklist

Documents:  
- Medical Lab Tech Clinical Evaluation Form  
- Medical Lab Tech Results of Clinical Performance

Achievement Target:

All students will score 80% or higher

Documents:  
- Medical Lab Tech Clinical Evaluation Form  
- Medical Lab Tech Results of Clinical Performance

Findings (2008-2009) - Achievement Target: Partially Met

Of the 23 students who successfully completed MDL196 (the 1st of 5 clinical practice courses), scores in this area reflected: 2, fair, 5, good, 16, excellent; 70% excellent rating

Documents:  
- Medical Lab Tech Clinical Evaluation Form  
- Medical Lab Tech Results of Clinical Performance

O 3: Perform quality assessment in the laboratory.

Perform quality assessment in the laboratory.

Related Measures:  

M 1: Clinical Evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other  
Clinical Evaluation, competency checklist

Documents:  
- Medical Lab Tech Clinical Evaluation Form  
- Medical Lab Tech Results of Clinical Performance
Achievement Target:

80% or higher

**M 2: National exam – Laboratory Operations category**

Source of Evidence: Standardized test of subject matter knowledge
National exam - Laboratory Operations category

Achievement Target:

Students perform at or above national average

**Findings (2008-2009) - Achievement Target: Partially Met**

2008 overall summary - below national average (6 examinees) 2009 two of three cycles well above national average (8 examinees)

**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**

Source of Evidence: Existing data
Retention rate

Achievement Target:

Increased retention rate from previous year

**Findings (2008-2009) - Achievement Target: Not Met**

A total of 18 students were enrolled in the MLT program in the fall of 2008. Of that number, 15 students were still enrolled as of the end of the 2008-9 academic year. The retention rate for 2008-9 was 83% which decreased from a 94% retention rate from the 2007-8 academic year (17 of 18)

**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

**Achievement Target:**

Increase the number of graduates from last year

**Findings (2008-2009) - Achievement Target: Not Met**

A total of 8 students graduated in the 2008-9 academic year, which compares to 10 students who graduated during the 2007-8 academic year. This represents a decrease of 20% from the previous year.

**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:**

Improve or maintain the pass rate from the previous year on the MLT/CLT certification exam

**Findings (2008-2009) - Achievement Target: Met**

86% (12 of 14) of the students in the MLT program who took the MLT (ASCP) exam passed in the 2008-9 cycle. This was greater than the passing rate of 82% in the 2007-8 cycle (14 of 17).

**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

**Achievement Target:**

Maintain career placement rate at that of the previous year

**Findings (2008-2009) - Achievement Target: Met**

Employment of graduates after graduation was 100% (8 of 8) This is equal to the career placement rate of the 2007-8 academic year.

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

**Instructional materials scheduled to be reviewed**

Instructional materials scheduled to be reviewed

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

**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. | Demonstrate laboratory safety and regulatory compliance.  
- **Measure:** National exam – Laboratory Operations category | **Outcome/Objective:** Perform quality assessment in the laboratory.

**Review at MLT Program Advisory Board meeting for recommendations**

Scheduled to 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 **Outcome/Objective:** The Medical Laboratory Technology program will increase the retention rate from the previous year.

The SLO scheduled to be assessed again next academic year.

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

**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. Demonstrate laboratory safety and regulatory compliance.
- **Measure:** National exam – Laboratory Operations category **Outcome/Objective:** Perform quality assessment in the laboratory.
Detailed Assessment Report
2008-2009 Phlebotomy Career Studies Certificate

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 health care delivery team.

Communicate effectively to serve the needs of patients, the public, and the health care delivery team.

**Documents:**
- Phlebotomy Clinical Evaluation Rubric
- Phlebotomy Clinical Evaluation

**Related Measures:**

M 1: Clinical Evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other Clinical Evaluation, competency checklist: fa08, sp09, su09, fa09

**Documents:**
- Phlebotomy Clinical Evaluation Rubric
- Phlebotomy Clinical Evaluation

**Achievement Target:**

Students score good or excellent

**Documents:**
- Phlebotomy Clinical Evaluation Rubric
- Phlebotomy Clinical Evaluation

**Findings (2008-2009) - Achievement Target: Met**

Of the 47 students who successfully completed MDL 196, the Clinical Practice course, scores in this area reflected: 1, fair, 6 good, 40 excellent; 85% excellent rating

**Documents:**
- Phlebotomy Clinical Evaluation Rubric
- Phlebotomy Clinical Evaluation

O 2: Demonstrate laboratory safety and regulatory compliance.

Demonstrate laboratory safety and regulatory compliance.
Documents:
• Phlebotomy Clinical Evaluation Rubric
• Phlebotomy Clinical Evaluation

Related Measures:

M 1: Clinical Evaluation, competency checklist

Source of Evidence: Academic direct measure of learning - other Clinical Evaluation, competency checklist: fa08, sp09, su09, fa09

Documents:
• Phlebotomy Clinical Evaluation Rubric
• Phlebotomy Clinical Evaluation

Achievement Target:

Documents:
• Phlebotomy Clinical Evaluation Rubric
• Phlebotomy Clinical Evaluation

Findings (2008-2009) - Achievement Target: Partially Met

Of the 47 students who successfully completed MDL 196, the Clinical Practice course, scores in this area reflected: 9 good, 38 excellent; 81% excellent rating.

Documents:
• Phlebotomy Clinical Evaluation Rubric
• Phlebotomy Clinical Evaluation

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
Achievement Target:
Maintain student retention rate

Findings (2008-2009) - Achievement Target: Met

A maximum number students were enrolled (30) during the 08-09 academic year. Of that number, 25 completed the certificate. The retention rate was 83%. The retention rate was equal to the retention rate the previous year.

O 8: Prepare technical personnel capable of performance in venipuncture and dermal puncture collection, handling, and processing

Prepare technical personnel capable of performance in venipuncture and dermal puncture collection, handling, and processing

Related Measures:

M 3: Graduation Rate

Source of Evidence: Existing data
Graduation Rate

Achievement Target:
Maintain or increase graduation rate

Findings (2008-2009) - Achievement Target: Met

A total number of 25 students graduated in the 2008-2009 academic year which compares to 20 graduates the previous year. A 20% 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:
High percentage of students passing national exam (90% or above)
Findings (2008-2009) - Achievement Target: Partially Met

Graduate survey indicated high pass rates on the national exam

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 (2008-2009) - Achievement Target: Met

Graduate survey indicated employment rate equivalent to previous year

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

Instructional materials planned to be reviewed with faculty.

Instructional materials planned to be reviewed with faculty.

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

Relationships (Measure | Outcome/Objective):
Measure: Clinical Evaluation, competency checklist | Outcome/Objective:
Demonstrate laboratory safety and regulatory compliance.

Many graduates are preparing for other fields and do not enter the workforce as a phlebotomist

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

Oral methodologies scheduled to be reviewed with faculty.

Oral methodologies scheduled to be reviewed with faculty.

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

Relationships (Measure | Outcome/Objective):
Measure: Clinical Evaluation, competency checklist | Outcome/Objective: Communicate effectively to serve the needs of patients, the public, and the health care delivery team.

Plan to review with faculty

Plan to review with faculty

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

Relationships (Measure | Outcome/Objective):
Measure: Graduation Rate | Outcome/Objective: Prepare technical personnel capable of performance in venipuncture and dermal puncture collection, handling, and processing
Measure: Retention rate | Outcome/Objective: Student retention at a rate equivalent to the previous year

The SLO scheduled to be assessed again next semester.

The SLO scheduled to be assessed again next semester.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Clinical Evaluation, competency checklist | **Outcome/Objective:** Communicate effectively to serve the needs of patients, the public, and the health care delivery team. | Demonstrate laboratory safety and regulatory compliance.

*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.*

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
Detailed Assessment Report
2008-2009 Physical Therapist Assistant, A.A.S.

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

O 1: Implement a treatment under the direction and supervision of a physical therapist.

Implement a treatment under the direction and supervision of a physical therapist.

Related Measures:

M 1: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.


Achievement Target:

Achieve satisfactory performance on Criterion #12 - Student performs intervention in a technically competent manner

Findings (2008-2009) - Achievement Target: Met

100% of students were able to achieve satisfactory results in their final clinical affiliation, PTH 232-Clinical Education III on the CPI criterion 12.

O 4: Effectively communicate when working with patients, families, colleagues, and other health care professionals.

Effectively communicate when working with patients, families, colleagues, and other health care professionals.

Related Measures:

M 1: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.


Achievement Target:

Achieve satisfactory performance on Criteria #3, Student interacts with others in a respectful manner, #6, Student Communicates in ways that are congruent with situation needs, and #7, Student produces documentation to support the delivery of PT services.

Findings (2008-2009) - Achievement Target: Partially Met
100% of students were able to achieve satisfactory results in their final clinical affiliation, PTH 232-Clinical Education III on the CPI criteria 3 and 6. 10% of CPI rating on Criterion #7 was rated as needing improvement.

**O 5: Work in an ethical, legal, safe and effective manner under the direction and supervision of a physical therapist.**

Work in an ethical, legal, safe and effective manner under the direction and supervision of a physical therapist.

**Related Measures:**

**M 1: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.**


**Achievement Target:**

Achieve satisfactory performance on Criteria #1, Student performs in a safe manner that minimizes risk to patient, self and others, #4, Student adheres to ethical standards, and #5 Student adheres to legal standards.

**Findings (2008-2009) - Achievement Target: Met**

100% of students were able to achieve satisfactory results in their final clinical affiliation, PTH 232-Clinical Education III on the CPI criteria 1, 4, and 5.

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

**O 7: PTA students will demonstrate professional behavior in all phases of the education program and in clinical practice upon graduation**

PTA students will demonstrate professional behavior in all phases of the education program and in clinical practice upon graduation.

**Related Measures:**

**M 1: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.**


**Achievement Target:**

Students will achieve the aggregate score of 90 or above on items 1-5 of the Clinical Performance Instrument (CPI) in PTH 232, Clinical Education III.

**Findings (2008-2009) - Achievement Target: Met**
CPI: Spring 2009 - 26/26 or 100% of PTA students achieved 90% or above on items 1-5 of the CPI

**M 2: Lab: Comprehensive laboratory practical examination in PTH 105/121**

Source of Evidence: Academic direct measure of learning - other
Lab: Comprehensive laboratory practical examination in PTH 105/121

**Achievement Target:**

All students achieve satisfactory performance on professional behavior section of practical examination

*Findings (2008-2009) - Achievement Target: Met*

33 students took the practical; 1 student did not pass for academic reasons; professional behavior section was satisfactory

**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 (2008-2009) - Achievement Target: Partially Met*

The PTA Program's Graduation Rate for 2009 was 65.00%. The National Average data for 2009 graduates is not available at the writing of this report. The graduation rate for 2008 was 62.9%. There was a slight improvement in the graduation rate.

**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:**

95 to 100% pass rate on licensure exam

**Findings (2008-2009) - Achievement Target: Met**

First Time Pass Rate for the class of 2008 was 94%. Ultimate Pass Rate for the class of 2008 was 100%.

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

Although the graduation rate increased from 08-09, faculty continued to explore methods to increase student retention.

Although the graduation rate increased from 08-09, faculty continued to explore methods to increase student retention.

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

**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.

Faculty determined that this SLO was achieved. The faculty reviewed the curriculum and felt that students were well prepared in

Faculty determined that this SLO was achieved. The faculty reviewed the curriculum and felt that students were well prepared in the classroom and lab to progress to their clinical affiliations and practice ethically, legally and safely under the direction and supervision of a PT.

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

**Relationships (Measure | Outcome/Objective):**
Measure: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.  
Outcome/Objective: Work in an ethical, legal, safe and effective manner under the direction and supervision of a physical therapist.

Faculty used the results to improve the documentation skills of the students in the didactic portion of the curriculum so that

Faculty used the results to improve the documentation skills of the students in the didactic portion of the curriculum so that they will be better note writers when in the clinic.

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

Relationships (Measure | Outcome/Objective):
Measure: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.  
Outcome/Objective: Effectively communicate when working with patients, families, colleagues, and other health care professionals.

Faculty uses the data gathered from the CPI to enhance the didactic curriculum to improve clinical performance. The faculty

Faculty uses the data gathered from the CPI to enhance the didactic curriculum to improve clinical performance. The faculty determined that the students were able to effectively implement treatments in the clinic. Faculty planned to look at other CPI criteria to see where students were performing below expectations.

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

Relationships (Measure | Outcome/Objective):
Measure: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.  
Outcome/Objective: Implement a treatment under the direction and supervision of a physical therapist.

Faculty planned to include assignments in PTH 105, PTH 121 and PTH 122 that focuses on documentation of patient care that follows guide
Faculty planned to include assignments in PTH 105, PTH 121 and PTH 122 that focuses on documentation of patient care that follows guidelines, and produces documentation that is accurate, concise and timely.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.  
**Outcome/Objective:** Effectively communicate when working with patients, families, colleagues, and other health care professionals.

The faculty look at the practical exam subcomponent of professional behavior to see how the students are performing in this area

The faculty look at the practical exam subcomponent of professional behavior to see how the students are performing in this area during the first semester.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Lab: Comprehensive laboratory practical examination in PTH 105/121  
**Outcome/Objective:** PTA students will demonstrate professional behavior in all phases of the education program and in clinical practice upon graduation

The faculty review the students' CP's during the final semester to assess if the students have continued to demonstrate professional behavior

The faculty review the students' CP!s during the final semester to assess if the students have continued to demonstrate professional behavior throughout the curriculum.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.  
**Outcome/Objective:** PTA students will demonstrate professional behavior in all phases of the education program and in clinical practice upon graduation
The program raised the GPA for admittance from 2.0 to 2.5 in order to admit a student better prepared for the academic rigors of

The program raised the GPA for admittance from 2.0 to 2.5 in order to admit a student better prepared for the academic rigors of the program.

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

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.

This goal is assessed every year.

This goal is assessed every year.

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

Relationships (Measure | Outcome/Objective):
Measure: Clinical Performance Instrument (CPI) in PTH 131, 231 and 232. | Outcome/Objective: PTA students will demonstrate professional behavior in all phases of the education program and in clinical practice upon graduation
Measure: Lab: Comprehensive laboratory practical examination in PTH 105/121 | Outcome/Objective: PTA students will demonstrate professional behavior in all phases of the education program and in clinical practice upon graduation
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
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.

This SLO prioritized to be monitored, and subcomponents scheduled to be evaluated next year to determine if there are specific treatments/procedures
This SLO prioritized to be monitored, and subcomponents scheduled to be evaluated next year to determine if there are specific treatments/procedures that students are not performing as well as expected.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Clinical Performance Instrument (CPI) in PTH 131, 231 and 232.  
**Outcome/Objective:** Implement a treatment under the direction and supervision of a physical therapist.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply Knowledge of radiation protections to minimize patient dose.

Apply Knowledge of radiation protections to minimize patient dose.

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Related Measures:

M 1: American Registry of Radiologic Technologist (ARRT) National Certification Exam

Source of Evidence: Certification or licensure exam, national or state
American Registry of Radiologic Technologist (ARRT) National Certification Exam

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Achievement Target:

Category: Radiation Protection At or above national average

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Findings (2008-2009) - Achievement Target: Partially Met

35 students 2008 Cohort -NOVA 8.6/National Avg. 8.6 45 students 2009 Cohort-NOVA 8.4/National Avg. 8.6 Statistically there was .2 decrease from 2008 in 2009 in this area. This may be statistically irrelevant.

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

O 3: Apply Patient care essentials to radiologic sciences.

Apply Patient care essentials to radiologic sciences.
Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Related Measures:

M 1: American Registry of Radiologic Technologist (ARRT) National Certification Exam

Source of Evidence: Certification or licensure exam, national or state
American Registry of Radiologic Technologist (ARRT) National Certification Exam

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Achievement Target:

Category: Patient Care At or above national average

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Findings (2008-2009) - Achievement Target: Partially Met

35 students 2007-2008 Cohort - NOVA 8.8/National Avg. 8.8
45 students 2008-2009 Cohort-NOVA 8.8/National Avg. 8.9
Statistically the NOVA cohorts remain the same, however in 2008-2009 there was .1 decrease from the national average. This may be statistically irrelevant.

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

O 6: Determine proper Exposure factors to achieve optimum images.

Determine proper Exposure factors to achieve optimum images.

Documents:
- Radiology SLO results 2008
- Radiology SLO results 2009

Related Measures:

M 1: American Registry of Radiologic Technologist (ARRT) National Certification Exam
Source of Evidence: Certification or licensure exam, national or state
American Registry of Radiologic Technologist (ARRT) National Certification Exam

**Documents:**
- Radiology SLO results 2008
- Radiology SLO results 2009

**Achievement Target:**
Category: Imaging Production Evaluation At or above national average

**Documents:**
- Radiology SLO results 2008
- Radiology SLO results 2009

**Findings (2008-2009) - Achievement Target: Partially Met**
35 students 2007-2008 Cohort -NOVA 8.3/National Avg. 8.4 45 students 2008-2009 Cohort-NOVA 8.3/National Avg. 8.4 Students performed the same as in 2008 which is still .1 below the national average.

**Documents:**
- Radiology SLO results 2008
- Radiology SLO results 2009

**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 (2008-2009) - Achievement Target: Met**
Competitive admission policy and curriculum change were approved in 2/09. The first class to enter under these changes will be the class entering in fall 2010. No current assessment results

M 3: Graduation Rates

Source of Evidence: Existing data
Graduation Rates

Achievement Target:

Receive approval for a competitive admission policy

Findings (2008-2009) - Achievement Target: Met

Competitive admission policy and curriculum change were approved in 2/09. The first class to enter under these changes will be the class entering in fall 2010. No current assessment results

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 1: American Registry of Radiologic Technologist (ARRT) National Certification Exam

Source of Evidence: Certification or licensure exam, national or state
American Registry of Radiologic Technologist (ARRT) National Certification Exam

Documents:
• Radiology SLO results 2008
• Radiology SLO results 2009

Achievement Target:

Increase pass rate on the ARRT from the previous year

Findings (2008-2009) - Achievement Target: Met

83% of students who took the ARRT exam in 2008 passed the examination. 92% of the students who took the ARRT exam in 2009 passed the exam.

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 (2008-2009) - Achievement Target: Met**


**M 3: Graduation Rates**

Source of Evidence: Existing data
Graduation Rates

**Achievement Target:**
Increase the number of graduates

**Findings (2008-2009) - Achievement Target: Met**


**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 (2008-2009) - Achievement Target: Not Met**

2005-2007 Cohort retention rate 78% 2007-2009 Cohort retention rate 78% Retention rates have remained the same over the last 2 cohorts
Action Plan Details for This Cycle (by Established cycle, then alpha)

Review planned by Radiography Advisory Board for further recommendations

Review planned by Radiography Advisory Board for further recommendations

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

Relationships (Measure | Outcome/Objective):
  Measure: American Registry of Radiologic Technologist (ARRT) National Certification Exam | Outcome/Objective: Improve student performance on the national certification exam (ARRT) from previous year
  Measure: Graduation Rates | Outcome/Objective: Develop competitive admission policy for the Radiography Program for review and approval by college administration | Increase the number of graduates entering the workforce
  Measure: Retention Rates | Outcome/Objective: Develop competitive admission policy for the Radiography Program for review and approval by college administration | Increase retention rates in the radiography program | Increase the number of graduates entering the workforce

Review of textbook and instructional materials relating to radiation protection planned

Review of textbook and instructional materials relating to radiation protection planned

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

Relationships (Measure | Outcome/Objective):
  Measure: American Registry of Radiologic Technologist (ARRT) National Certification Exam | Outcome/Objective: Apply Knowledge of radiation protections to minimize patient dose. | Apply Patient care essentials to radiologic sciences. | Determine proper Exposure factors to achieve optimum images.

The expectation is competitive admission will result in students who are more prepared and will increase retention rates

The expectation is competitive admission will result in students who are more prepared and will increase retention rates
Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Retention Rates | Outcome/Objective: Increase retention rates in the radiography program

This SLO is scheduled to be monitored and assessed again next year.

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

Relationships (Measure | Outcome/Objective):
Measure: American Registry of Radiologic Technologist (ARRT) National Certification Exam | Outcome/Objective: Apply Knowledge of radiation protections to minimize patient dose. | Apply Patient care essentials to radiologic sciences. | Determine proper Exposure factors to achieve optimum images.
Detailed Assessment Report  
2008-2009 Respiratory Therapy, A.A.S.

**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

**Achievement Target:**

Rating of "good" or "excellent" for all students

**Findings (2008-2009) - Achievement Target: Met**

Of the 18 students who successfully completed RTH225 - scores in this area reflected: 4- good, 14- excellent; 78% excellent rating in Cognitive and lab skills. RTH254 (the last of 4 clinical practice courses) , 7-good an 10- excellent; 59% excellent, 41%- good

**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

**Achievement Target:**

Rating of "good" or "excellent" for all students

**Findings (2008-2009) - Achievement Target: Met**
RTH295 - 20 students (3 are IP students). 18- excellent, 2- good (these 2 were IP students). 100% of the 2009 graduating class were rated excellent. RTH217 - 6 rated good, 14 rated excellent. 70% excellent, 30% good

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

**Achievement Target:**

Rating of "good" or "excellent" for all students

**Findings (2008-2009) - Achievement Target: Partially Met**

2nd year students- 17 students successfully completed RTH253 (the 3rd of 4 clinical practice courses), scores in this area reflected : 11,- good, 8- excellent; 47% excellent rating, 65%-good rating 1st year students - 6- Poor, 3- fair, 15-good, 6 excellent. 20% excellent, 50%-good. 30%-poor (close to our attrition rate)

**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

**Findings (2008-2009) - Achievement Target: Met**
A total of 44 students were enrolled in the RTH program in the fall of 2008. 8 students were unsuccessful at the end of the 2008-9 academic year. The retention rate for 2008-9 was 70.4% (attrition 29.6%) which increased from a 66.6% retention rate (attrition 33.3%) from the 2007-8 academic year.

**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

**Findings (2008-2009) - Achievement Target: Not Met**

A total of 17 students graduated in the 2008-9 academic year. 18 students graduated during the 2007-8 academic year. This represents a decrease of 6% 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

**Findings (2008-2009) - Achievement Target: Not Met**
88% (15 of 17) students in the RTH program passed on the 1st attempt. 2 passed on the 2nd attempt. This was decreased from the passing rate of 100% (18 of 18) in the 2007-8 graduating class.

**O 12: 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: Job placement data, esp. for career/tech areas Career placement rate

**Achievement Target:**

Maintain career placement rate at that of the previous year

**Findings (2008-2009) - Achievement Target: Not Met**

Employment for the 2008-9 graduating class is 66.6%. Employment of graduates for the 2007 was 100% (18 of 18).

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

Have instituted a tutoring program for 1st year students with 2nd year students.

Have instituted a tutoring program for 1st year students with 2nd year students. Evaluation of this program is planned to be reviewed next year

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

**Relationships (Measure | Outcome/Objective):**
**Measure:** Retention rate | **Outcome/Objective:** The Respiratory Therapy program will increase the retention rate from the previous year

**Hospital hiring freezes was/is major cause. Scheduled to review next year**

Hospital hiring freezes was/is major cause. Scheduled to review next year

**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.

**Instructional materials determined to be reviewed**

Instructional materials determined to be reviewed

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Clinical Evaluation, competency checklist  
  **Outcome/Objective:** Communicate effectively with respiratory care and other healthcare professionals.

**Review planned at RTH Program Advisory Board meeting for recommendations.**

Review planned at RTH Program Advisory Board meeting for recommendations.

**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 Respiratory Therapy program will increase total number of students graduating from the previous year.
- **Measure:** National certification 1st time pass rate and number of successful students passing the exam the 1st time  
  **Outcome/Objective:** Student performance on the national CRT certification exam will be equal or improve from the previous year.
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:**

Continuous improvement

**Findings (2008-2009) - Achievement Target: Not Met**

Fall 2006 Grade Distribution: ACC211 A(435)23.2% B(331)17.6% C(254)13.5% D(118)6.3% F(341)18.1% I(7)0.4% W(384)20.4% X(9)0.5% Total = 1,879 students
ACC212 A(194)28.2% B(155)22.5% C(108)15.7% D(29)4.2% F(82)11.9% I(4)0.6% W(113)16.4% X(3)0.4% Total = 688 students

Fall 2008 Grade Distribution: ACC211 A(445)25.6% B(344)19.8% C(334)19.2% D(132)7.6% F(248)14.2% W(227)13.0% X(11)0.6% Total = 1,741 students
ACC212 A(219)28.0% B(193)24.7% C(153)19.6% D(59)7.6% F(81)10.4% W(73)9.3% X(3)0.4% Total = 781 students

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:**

Continuous improvement

**Findings (2008-2009) - Achievement Target: Not Met**
Fall 2006 Grade Distribution: ACC219 A(25)35.2% B(15)21.1% C(7)9.9% D(1)1.4% F(3)4.2% W(20)28.2% Total = 71 students ACC221 A(58)35.4% B(34)20.7% C(24)14.6% D(8)4.9% F(18)11.0% I(2)1.2% R(1)0.6% W(18)11.0% X(1)0.6% ACC222 A(20)37% B(12)22.2% C(6)11.1% D(6)11.1% F(8)14.8% W(2)3.7% ACC230 A(0)0% B(1)8.3% C(2)16.7% D(0)0% F(1)8.3% I(4)33.3% W(4)33.3% ACC231 A(20)23.5% B(23)27.1% C(15)17.6% D(2)2.4% F(5)5.9% I(3)3.5% W(17)20.0% ACC232 A(1)25.0% B(1)25.0% F(2)50.0% ACC241 A(14)19.4% B(27)37.5% C(12)16.7% D(2)2.8% F(2)2.8% I(5)6.9% W(9)12.5% X(1)1.4% ACC261 A(39)33.6% B(27)23.3% C(12)10.3% D(3)2.6% F(10)8.6% I(1)0.9% W(20)17.2% X(3)2.6% ACC262 A(12)54.5% B(2)9.1% C(3)13.6% D(0)0% F(2)9.1% W(3)13.6% Fall 2008 Grade Distribution: ACC219 A(25)43.9% B(16)28.1% C(10)17.5% D(1)1.8% F(1)1.8% W(4)7.0% Total = 57 students ACC221 A(63)48.5% B(39)30.0% C(9)6.9% D(1)0.8% F(7)5.4% W(8)6.2% X(3)2.3% ACC222 A(32)51.6% B(21)33.9% C(5)8.1% D(2)3.2% F(0)0% W(2)3.2% ACC230 A(14)40% B(14)40% C(7)20% D(0)0% F(0)0% ACC231 A(12)26.7% B(14)31.1% C(5)11.1% D(1)2.2% F(2)4.4% W(8)17.8% X(3)6.7% ACC241 A(26)41.3% B(27)42.9% C(6)9.5% D(2)3.2% F(0)0% W(2)3.2% ACC261 A(54)60.7% B(22)24.7% C(4)4.5% D(0)0% F(1)1.1% W(5)5.6% X(3)3.8% ACC262 A(3)15.0% B(4)20% C(2)10% D(0)0% F(6)30% W(3)15% X(2)10%

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

- **Use of results to make improvement**
- Concerted efforts made to: 1. Refer poor-performing students to tutoring centers
  2. Recruit upper level accounting students to work as tutors
  3. Share data with all accounting faculty
  4. Compare with prior year data to see if trend in grade distribution improves

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

**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

Use of results, follow up

Planned: 1. Prepare students for employment in accounting jobs 2. Share results with Accounting Curriculum Advisory Committee 3. Share data with all accounting faculty

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

Relationships (Measure | Outcome/Objective):
  Measure: Grade Reports and completion rates | Outcome/Objective: Goal 2 - Provide quality education for upper level accounting courses
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 (2008-2009) - Achievement Target: Met

The number of graduates for the Business Administration program increased from 499 in 2005 to 643 in 2009. That is an annualized growth rate of 5.2% over the five year period.

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

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 (2008-2009) - Achievement Target: Met

The number of program placed students in Business Administration has gone from 3,260 in the fall of 2004 to 3,779 in the fall of 2008. That is an annualized growth rate of 3%.
Action Plan Details for This Cycle (by Established cycle, then alpha)

Cross Campus Day discussion

Scheduled present to Cluster at Cross-Campus Day; discussed to identify shortcomings and remedies

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

Relationships (Measure | Outcome/Objective):
Measure: Graduation rate | Outcome/Objective: graduation rate

Cluster discussion

Discussed and planned for addition decisions at next Cluster meeting

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

Relationships (Measure | Outcome/Objective):
Measure: Program placed | Outcome/Objective: Program placed
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: Graduation rate

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

Achievement Target:

Increase graduation rate

Findings (2008-2009) - Achievement Target: Partially Met

The number of graduates for the Business Management program decreased from a high of 52 in both 2005 and 2006, dropping to a low of 26 in 2008 and rebounding to 44 in 2009.

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 (2008-2009) - Achievement Target: Met

The number of program placed students in Business Management has gone from 1,551 in the fall of 2004 to 2,387 in the fall of 2008. That is an annualized growth rate of 9%.

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

Cluster discussion
Scheduled to discuss at cluster meeting; identify shortcomings and remedies

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Graduation rate | **Outcome/Objective:** graduation rate
Northern Virginia Community College

Detailed Assessment Report
2008-2009 Fire Science Technology, A.A.S.

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. Virginia Department of Fire Programs Certification Examinations.

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. Virginia Department of Fire Programs Certification Examinations.

Achievement Target:

All students will pass Virginia Department of Fire Programs Certification Examinations

Findings (2008-2009) - Achievement Target: Met

Since 2007, NVCC students have a 100% first time pass rate on Virginia Department of Fire Programs examinations

O 2: Students will be able to identify and analyze the components of building construction related to fire and life safety, including

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 – Examinations. Students are asked to analyze components of large-scale fires and building collapses and relate them to

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 (2008-2009) - Achievement Target: Met**

Since 2007, NVCC students have a 100% first time pass rate on Virginia Department of Fire Programs examinations.

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.

**Related Measures:**

**M 3: FST 120 – 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 Examinations

**Findings (2008-2009) - Achievement Target: Met**

Since 2007, NVCC students have a 100% first time pass rate on Virginia Department of Fire Programs examinations.

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 services.

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 Examinations.

Findings (2008-2009) - Achievement Target: Met

Since 2007, NVCC students have a 100% first time pass rate on Virginia Department of Fire Programs examinations.

O 5: 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. Virginia Department of Fire Programs Certification Examinations.

Achievement Target:

All students will pass Virginia Department of Fire Programs Examinations.

Findings (2008-2009) - Achievement Target: Met

Since 2007, NVCC students have a 100% first time pass rate on Virginia Department of Fire Programs examinations.

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:
Maintain and/or Increase enrollment

Findings (2008-2009) - Achievement Target: Not Reported This Cycle
No data available

M 7: Student Surveys

Source of Evidence: Academic indirect indicator of learning - other Student Surveys

Achievement Target:
Student satisfaction in course offerings

Findings (2008-2009) - Achievement Target: Partially Met
Students recommended some changes to class schedule

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

Class scheduling

Planned to consider innovative scheduling options to stabilize enrollment.

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

Relationships (Measure | Outcome/Objective):
Measure: Student Surveys | 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 8: Demonstrate knowledge of correct food handling practices.

Demonstrate knowledge of correct food handling practices.

Related Measures:

M 1: Student will pass the National Restaurant Association's national ServSafe sanitation exam and obtaining a certification in safe food handling.

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

Students will pass the National Restaurant Association's national ServSafe sanitation exam and obtaining a certification in safe food handling.

Achievement Target:

All students will pass National Restaurant Assoc. National ServSafe exam

Findings (2008-2009) - Achievement Target: Partially Met

Exam Score Analysis

Sp 08 25 students: 22 passed/3 failed Average passing score of 84.77% Pass rate was 88.0%. Fall 08 19 students: 15 passed/4 failed Average passing score of 85.25 Pass rate was 78.9% Sp 09 24 students: 21 passed/3 failed Average passing score of 85.54. Pass rate was 87.5%. Fall 09 37 students: 27 passed/10 failed Average passing score of 82.69 Pass rate was 72.9

O 9: Plan, organize, and execute the delivery of at least three different styles of catering functions.

Plan, organize, and execute the delivery of at least three different styles of catering functions.

Related Measures:

M 2: Peer evaluation and customer survey comment cards.

Source of Evidence: Service Quality

Peer evaluation and customer survey comment cards.

Achievement Target:

Score of 3 or above

Findings (2008-2009) - Achievement Target: Met
Comment card rating scale of 1-5 reflects customer evaluation of food, atmosphere, service and overall impression of event. Average rating for the catering classes was 4.5/5.0 from customers/guests of the HRI functions. Numerous letters of recognition were received.

**M 3: Instructor and chef evaluation of planning, execution and management of catered meal function. Grading requirements and an inst**

Source of Evidence: Academic direct measure of learning - other Instructor and chef evaluation of planning, execution and management of catered meal function. Grading requirements and an instructor approval form with due dates and expectations are defined for every student when they take on the role of manager for a catering function.

**Achievement Target:**

Grade of C or higher

**Findings (2008-2009) - Achievement Target: Partially Met**

- Pass rate of students: o Data Collection - one class/semester o Spring 2008, 89% passed with C or better o Spring 2009, 100% passed with C or better

**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 student employment survey and tally results that reflect job titles and employers in the hospitality industry which includes**

Source of Evidence: Alumni survey or tracking of alumni achievements Conduct student employment survey and tally results that reflect job titles and employers in the hospitality industry which includes hotels, restaurants, institutions, associations and various food and lodging operations. All program placed HRI students were asked to complete a one page survey.

**Achievement Target:**

Hospitality Management will gain employment

**Findings (2008-2009) - Achievement Target: Partially Met**

Data Collection: Spring 2009 HRI program placed students were asked to complete the survey. 214 students participated 85 or 40% were employed in the
industry 43 or 51% of working student are full time. 42 or 49% of working student are part time. Students continue to be employed throughout the hospitality industry as documented by the HRI 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.

**Achievement Target:**

Faculty are engaged in professional organizations and activities

**Findings (2008-2009) - Achievement Target: Met**

Full time HRI faculty are members of the following professional organizations:
- SGTP - Society of Government Travel Professionals Washington DC Metro
- Hospitality Alliance Food and Culinary Professionals Practice Group of the ADA
- American Dietetic Association Virginia Dietetic Association National Restaurant Association Metro DC Restaurant Association Virginia Hospitality Tourism Association
- Culinary Historians of Washington DC American Culinary Federation
- I-CHRIE - International Council on Hotel, Restaurant and Institutional Education
- PCMA - Professional Convention Management Association
- MPI - Meeting Planners International
- HSMAI - Hospitality Sales Management Association
- International Visit Fairfax, Convention and Visitor's Bureau.

Professional Meetings attended by 3 fulltime faculty as documented in their annual performance reviews: 2008: 27 2009: 31

**M 6: Tally the number and award amounts of scholarships for hospitality students.**

Source of Evidence: Honors and awards outside the institution
Tally the number and award amounts of scholarships for hospitality students.

**Achievement Target:**

Document student scholarships obtained from professional organizations

**Findings (2008-2009) - Achievement Target: Met**

2008-2009 (Grand total of $9000) 2 student scholarships from the Concierge Association of Washington in amounts totaling $6000. 4 student scholarships
from VHTA-Northern Virginia Chapter in amounts totaling $3000. 11 HRI students interned for the annual meeting of SGTP in Alexandria, VA. (Conf registration and small stipend paid)

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 25 questions about their food/nutrient intake. The project is graded on a 100 point scale.

Achievement Target:

Average class grade of 80%

Findings (2008-2009) - Achievement Target: Met

Data Collection-Spring 2009 Data was collected from 2 of the 6 sections of DIT 121 Sample size: 52 students Average grade: 95.0.7% Data Collection-Fall 2009 Data was collected from 2 of the 8 sections of DIT 121 Sample size: 58 students Average grade: 92.7% Registered dietitians interpret student information and dietary evaluation. Identify weaknesses and strengths of one’s diet with individualized follow up and consultation with instructor.

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

Planned to have all full time and adjunct nutrition instructors use this tool for assessing and evaluating a 3-day dietary food intake for

Planned to have all full time and adjunct nutrition instructors 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.

Made commitment to 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.

Continual improvement and modification of guidelines for students

Faculty have been 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:** Peer evaluation and customer survey comment cards.  
- **Outcome/Objective:** Plan, organize, and execute the delivery of at least three different styles of catering functions.

Faculty have been reviewing the feasibility of adding a post graduate survey to see how many graduates obtain a new job in hospitality

Faculty have been 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 student employment survey and tally results that reflect job titles and employers in the hospitality industry which includes |
**Outcome/Objective:** Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

**Faculty committed to incorporate class evaluations and comment card remarks into a new, revised edition of the HRI program written catering**

Faculty committed to incorporate class evaluations and comment card remarks into a 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:** Peer evaluation and customer survey comment cards.
- **Outcome/Objective:** Plan, organize, and execute the delivery of at least three different styles of 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:** Peer evaluation and customer survey comment cards.
- **Outcome/Objective:** Plan, organize, and execute the delivery of at least three different styles of catering functions.

**Faculty have committed to continue to be engaged with the hospitality industry.**

Faculty have committed to continue 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.

Faculty have committed to continue 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:** Student will pass the National Restaurant Association’s national ServSafe sanitation exam and obtaining a certification in safe  
**Outcome/Objective:** Demonstrate knowledge of correct food handling practices.

Faculty have committed to continue 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  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Tally the number and award amounts of scholarships for hospitality students.  
**Outcome/Objective:** Develop partnerships with hospitality industry professional organizations.

Faculty have committed to discuss 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.

Modify survey

We have decided to modify 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 student employment survey and tally results that reflect job titles and employers in the hospitality industry which includes | Outcome/Objective: Prepare students to gain employment or retrain students for entry level management positions in the hospitality industry.

It was decided that sound food handling and overall good sanitation practices will be incorporated throughout all their HRI courses.

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

Relationships (Measure | Outcome/Objective):
  Measure: Student will pass the National Restaurant Association’s national ServSafe sanitation exam and obtaining a certification in safe | Outcome/Objective: Demonstrate knowledge of correct food handling practices.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

**O 1: Communicate effectively in both oral and written formats with grammatical accuracy**

Communicate effectively in both oral and written formats with grammatical accuracy

**Related Measures:**

**M 1: News release and media kit created for new product launch which includes bio, Q&A and fact sheet. Present both during a mock press conference to demonstrate mastery of the written and spoken aspects of public relations.**

Source of Evidence: Academic direct measure of learning - other
News release and media kit created for new product launch which includes bio, Q&A and fact sheet. Present both during a mock press conference to demonstrate mastery of the written and spoken aspects of public relations.

**Achievement Target:**

All students evaluated at competency level

**Findings (2008-2009) - Achievement Target: Partially Met**

Data collected - Fall 2009 Data taken from the one course section offered.
Sample size = 20 students News Release 5% Media Kit 10% Press conference 10% Total 25% Results: 18 students out of 20 successfully mastered the SLO. Students successfully mastered the SLO.

**O 4: Describe the elements of the marketing mix (product, price, place, and promotion) and their integration to achieve customer and**

Describe the elements of the marketing mix (product, price, place, and promotion) and their integration to achieve customer and organization satisfaction.

**Related Measures:**

**M 2: Average grades on four tests and one reading assignment during the semester.**

Source of Evidence: Academic direct measure of learning - other
Average grades on four tests and one reading assignment during the semester.

**Achievement Target:**
70 pts., which is a "C" grade

Findings (2008-2009) - Achievement Target: Met

Data collected - Fall 2009 Data taken from one course Sample size = 18 students Results: All 18 students earned 70 pts., which is a "C" grade, or better.

O 6: Explain the importance of global marketing and methods of reaching the international customer.

Explain the importance of global marketing and methods of reaching the international customer.

O 6: Explain the importance of global marketing and methods of reaching the international customer.

Explain the importance of global marketing and methods of reaching the international customer.

Related Measures:

M 3: Case-study topic on an issue that affects global marketing with recommended solutions presented in a formal paper.

Source of Evidence: Written assignment(s), usually scored by a rubric Case-study topic on an issue that affects global marketing with recommended solutions presented in a formal paper.

Achievement Target:

75 pts., which is a "C" grade

Findings (2008-2009) - Achievement Target: Met

Data collected - Fall 2009 Data taken from one course Sample size = 20 Results: All 20 students earned 75 pts., which is a "C" grade, or better.

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.

Related Measures:

M 4: Group work with team leader to develop a marketing business plan to be presented to the class.

Source of Evidence: Academic direct measure of learning - other Group work with team leader to develop a marketing business plan to be presented to the class.
Achievement Target:

70 pts., which is a "C" grade

Findings (2008-2009) - Achievement Target: Met

Data collected - Fall 2009 Data taken from one course Sample size = 24
Results: 22 out of 24 students successfully earned 70 pts., which is a "C" grade or better.

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: An industry trends statement was developed by the MKT Program Adv, Comte. This group is composed of 15 area MKT executives who meet twice a year to advise the program on its goals, strategies, and curriculum changes.

Source of Evidence: Focus groups
An industry trends statement was developed by the MKT Program Adv, Comte. This group is composed of 15 area MKT executives who meet twice a year to advise the program on its goals, strategies, and curriculum changes.

Achievement Target:

Marketing curriculum is consistent with current industry trends

Findings (2008-2009) - Achievement Target: Met

Assessment of MKT course content summaries for inclusion of topics listed in industry trends statement was conducted. All MKT courses reflect these industry trends in some form.

O 9: To teach students the basic principles of marketing including sales methods and presentations, retail mgmt. skills, promotion, p

To teach students the basic principles of marketing including sales methods and presentations, retail mgmt. skills, promotion, public relations, retail buying, e-commerce, information management, business ethics, consumer law, plus international aspects of marketing.

Related Measures:

M 6: OIR Student Grade Distribution

Source of Evidence: Existing data
OIR Student Grade Distribution
Achievement Target:

70% or grade "C" or higher

Findings (2008-2009) - Achievement Target: Partially Met

Analysis of 2008-2009 MKT Grade Distribution Report for AN Campus 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 increase student enrollment and graduation rate.

To increase student enrollment and graduation rate.

Related Measures:

M 7: Student FTES and Graduate rates.

Source of Evidence: Existing data
Student FTES and Graduate rates.

Achievement Target:

Increase student enrollment and graduation rate over time

Findings (2008-2009) - Achievement Target: Partially Met


O 11: To successfully train students for entry-level jobs in the field or advancement in their career.

To successfully train students for entry-level jobs in the field or advancement in their career.

Related Measures:

M 8: Asst. Dean’s contact with students after graduation and with local industry.

Source of Evidence: Administrative measure - other
Asst. Dean's contact with students after graduation and with local industry.

Achievement Target:

All students will gain employment in industry
Findings (2008-2009) - Achievement Target: Partially Met

Historically, MKT students have successfully entered and advanced in the job market in No. Va. OIR Graduate job data not provided.

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

Determined to emphasize withdraw policy to prevent F grades

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 Student Grade Distribution | Outcome/Objective: To teach students the basic principles of marketing including sales methods and presentations, retail mgt. skills, promotion, p

It was decided no curriculum changes need to be recommended at this time.

It was decided no curriculum changes need to be recommended at this time. Determined to 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: An industry trends statement was developed by the MKT Program Adv, Comte. This group is composed of 15 area MKT executives who m | Outcome/Objective: To keep the marketing curriculum up-to-date reflecting current industry trends.

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

Relationships (Measure | Outcome/Objective):
  Measure: Asst. Dean's contact with students after graduation and with local industry. | Outcome/Objective: To successfully train students for entry-level jobs in the field or advancement in their career.

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

Relationships (Measure | Outcome/Objective):
  Measure: News release and media kit created for new product launch which includes bio, Q&A and fact sheet. Present both during a mock pre | Outcome/Objective: Communicate effectively in both oral and written formats with grammatical accuracy

It was decided to continue to monitor FTES and graduation rates.

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

Relationships (Measure | Outcome/Objective):
  Measure: Student FTES and Graduate rates. | Outcome/Objective: To increase student enrollment and graduation rate.
It was decided that ample size will be expanded Spring 2010

It was decided that sample size will be expanded Spring 2010

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Group work with team leader to develop a marketing business plan to be presented to the class.  
- **Outcome/Objective:** Show how to achieve organizational objectives by effectively interacting with others as team members and as team leaders.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply Principles of Real Estate in order to effectively perform the duties of a salesperson.

Apply Principles of Real Estate in order to effectively perform the duties of a 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.

Achievement Target:

Grade of "C" or higher

Findings (2008-2009) - Achievement Target: Partially Met

The following shows the final grades for REA100 which teaches these topics:

<table>
<thead>
<tr>
<th>Grade</th>
<th>22</th>
<th>20</th>
<th>12</th>
<th>1</th>
<th>10</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Achievement Target:

Grade of "C" or higher

Findings (2008-2009) - Achievement Target: Partially Met

The following shows the final grades for REA216 which teaches these topics.

<table>
<thead>
<tr>
<th>Grade</th>
<th>5</th>
<th>1</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Achievement Target:

Student's ability to explain the difference in markets and ability to help obtain financing

M 3: Comprehensive final exam tests the student’s ability to explain the difference in markets, and tests to see if the student has t

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.

Achievement Target:

Grade of "C" or higher

Findings (2008-2009) - Achievement Target: Partially Met

The following shows the final grades for REA217 which teaches these topics.
REA 217 A B C D F W 8 2 0 0 0 0

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
Evaluate success rate through letter grades in Real Estate courses.
Achievement Target:
Grade of "C" or higher

Findings (2008-2009) - Achievement Target: Partially Met

Letter Grades In REA Courses In Fall 2008/Spring 2009. A B C D F W 35 23 11 1 10 7

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

Students continued to master real estate principles

Despite decreased enrollments due to the recessionary real estate market conditions, students in the Real Estate CSC continued to successfully master the real estate principles.

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

Relationships (Measure | Outcome/Objective):
Measure: OIR Student Grade Distribution | Outcome/Objective: Apply principles of Real Estate

Students continued to master appraisal material

Despite decreased enrollments due to the recessionary real estate market conditions, students in the Real Estate CSC continued to successfully master the appraisal material.

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

Relationships (Measure | Outcome/Objective):
Measure: OIR Student Grade Distribution | Outcome/Objective: Prepare appraisals using the three appraisal approaches

Students continued to master market and financial material

Despite decreased enrollments due to the recessionary real estate market conditions, students in the Real Estate CSC continued to successfully master market and financial material.

Established in Cycle: 2008-2009
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: OIR Student Grade Distribution | Outcome/Objective: The student should be able to explain the difference between the primary and secondary mortgage market and assist client in obtaining financing.
Detailed Assessment Report
2008-2009 Real Estate Residential Appraisal Career Studies Certificate

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

O 1: Prepare appraisals using the three appraisal approaches (market approach, cost approach and the income approach).

Prepare appraisals using the three appraisal approaches (market approach, cost approach and the income approach).

**Related Measures:**

M 1: 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.

**Achievement Target:**

Grade of "C" or higher

**Findings (2008-2009) - Achievement Target: Partially Met**

The following shows the final grades for REA216 which teaches these topics.
REA 216 A B C D F W 5 1 0 0 0 1

O 3: Demonstrate an ability to choose the proper appraisal approach to appraise single family residences and render a proper appraisal

Demonstrate an ability to choose the proper appraisal approach to appraise single family residences and render a proper appraisal report.

O 6: Primary and secondary markets

Students should be able to explain the difference between the primary and secondary mortgage market and be able to assist a client in obtaining financing

**Related Measures:**

M 2: Comprehensive final exam tests the student’s ability to explain the difference in markets, and tests to see if the student has t

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 5: To prepare students to sit for the Certified Residential Appraiser exam.

To prepare students to sit for the Certified Residential Appraiser exam.

Related Measures:

M 3: Evaluate success rate through letter grades in Real Estate courses.

Source of Evidence: Academic direct measure of learning - other
Evaluate success rate through letter grades in Real Estate courses.

Achievement Target:

Grade of "C" or higher

Findings (2008-2009) - Achievement Target: Partially Met

Letter Grades In REA Courses In Fall 2008/Spring 2009. A B C D F W 35 23 11 1 10 7

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

Students continued to master appraisal material

Despite decreased enrollments due to the recessionary real estate market conditions, students in the Real Estate CSC continue to successfully master the appraisal material.

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

Relationships (Measure | Outcome/Objective):
Measure: OIR Student Grade Distribution | Outcome/Objective: Prepare student to sit for the Residential Appraiser Exam.

Students continued to master appraisal material

Despite decreased enrollments due to the recessionary real estate market conditions, students in the Real Estate CSC continued to successfully master the appraisal material.

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

Relationships (Measure | Outcome/Objective):
Measure: OIR Student Grade Distribution | Outcome/Objective: Prepare appraisals using the three appraisal approaches
Students continued to master market and financial material

Despite decreased enrollments due to the recessionary real estate market conditions, students in the Real Estate CSC continued to successfully master market and financial material.

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

Relationships (Measure | Outcome/Objective):
Measure: OIR Student Grade Distribution | Outcome/Objective: The student should be able to explain the difference between the primary and secondary mortgage market and assist client in obtaining financing.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 10: Plan, write and finalize effective business letter with attachments

Plan, write and finalize effective business letter with attachments

**Related Measures:**

*M 1: Students met this assessment in final project in English 116—Writing for Business—by responding to an actual advertisement with*

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

Students met this assessment in final project in English 116-Writing for Business-by responding to an actual advertisement with a cover letter and resume, preceded by outlines to determine that documents submitted are fully responsive to chosen advertisement.

**Achievement Target:**

Approved business letter with attachments

**Findings (2008-2009) - Achievement Target: Met**

All students who completed English 116 to this stage did well. A few reported that they sent off the cover letter and resume after receiving grading and advice and were hired.

O 11: Successfully complete final exam and an edited document.

Successfully complete final exam and an edited document.

**Related Measures:**

*M 2: Students meet this learning outcome in English 205—Technical Editing—by successfully completing a final exam that objectively*

Source of Evidence: Academic direct measure of learning - other

Students meet this learning outcome in English 205-Technical Editing— by successfully completing a final exam that objectively tests their knowledge of fundamentals of editing and subjectively by writing an essay on their understanding of the differences between copyediting and comprehensive editing. The edited document involves writing the seamless final product that is much in demand in the technical writing field.
Achievement Target:

All students will successfully complete final exam and an edited document.

Findings (2008-2009) - Achievement Target: Met

Students generally succeed on the final exam although they do better on the essay than the objective Scantron exam. Students with professional writing experience do far better on the seamless final product than students who are taking the course to satisfy their requirement at a four-year college.

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 3: Determine enrollment rates for entry-level course (English 116) and course prior to capstone (English 205)

Source of Evidence: Existing data
Determine enrollment rates for entry-level course (English 116) and course prior to capstone (English 205); ELI courses do not show up on college-wide study provided by OIR. Used own courses and PS search for enrollments on Annandale and other campuses for totals.

Achievement Target:

Increase enrollments

Findings (2008-2009) - Achievement Target: Met

Enrollment rates have increased: English 2008 English 116-70 students English 2009 English 116-76 students English 2008 English 205 ---22 students English 2009 English 205 ---49 students

M 4: Determine graduation rates

Source of Evidence: Existing data
Determine graduation rates

Achievement Target:

Findings (2008-2009) - Achievement Target: Partially Met
Graduation rates were 4 students in 2003; 7 in 2004; 3 in 2005; and 1 in 2007. In 2008, 1 student.

O 13: To encourage student learning in preliminary courses to support later course work

To encourage student learning in preliminary courses to support later course work

**Related Measures:**

**M 5: English 116 is introductory course for format and composition of letters, letters, memo and reports.**

Source of Evidence: Academic direct measure of learning - other
English 116 is introductory course for format and composition of letters, letters, memo and reports. English 205 is technical editing that assesses students' ability to recognize correct format, grammar, diction, and responsiveness to purpose.

**Achievement Target:**
Grades of "C" or higher

**Findings (2008-2009) - Achievement Target: Partially Met**

Students were largely successful in English 116. Fewer students succeed in English 205 because of demand for broader application of 116 skills, plus skills acquired in interim courses, such as technical writing, applied grammar, and article writing from journalism. However, most students completed successfully, but with grades reflecting level of competency in professional writing.

O 14: To prepare students for workplace

To prepare students for workplace

**Related Measures:**

**M 6: English 290 and Special Project 298 prepare students for work situations through internships or an elaborative self-analysis of**

Source of Evidence: Academic indirect indicator of learning - other
English 290 and Special Project 298 prepare students for work situations through internships or an elaborative self-analysis of CPW course work and application to needs if already employed.

**Achievement Target:**
Grade of "C" or higher

**Findings (2008-2009) - Achievement Target: Partially Met**
Students are having success with setting up internships. Four were enrolled in capstone writing internships in fall 2009 and one in a special project.

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

It was decided that a survey of current students may help to indicate students interested in graduation.

It was decided that survey of current students may help to indicate students interested in graduation.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Determine enrollment rates for entry-level course (English 116) and course prior to capstone (English 205) | **Outcome/Objective:** To encourage students to complete certificate in professional writing
- **Measure:** Determine graduation rates | **Outcome/Objective:** To encourage students to complete certificate in professional writing

Determined that BB or website posting of this information could help students come to capstone stage with more readiness and fewer discussion sessions with CPW coordinator.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** English 290 and Special Project 298 prepare students for work situations through internships or an elaborative self-analysis of | **Outcome/Objective:** To prepare students for workplace

Because surveys and feedback from employers done for the 2001 program evaluation indicate that ability to do the final stage writing

Because surveys and feedback from employers done for the 2001 program evaluation indicate that ability to do the final stage writing of documents such as proposals in a unified company voice, the assignment appears appropriate.
Tweaking of introduction to this exercise may help students not taking other courses in the CPW understand the importance of integrating varied contributions into one smoothly-written product.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Students meet this learning outcome in English 205—Technical Editing- - by successfully completing a final exam that objectively | **Outcome/Objective:** Successfully complete final exam and an edited document.

**ELI Blackboard courses and a website could indicate advantages of completing the degree.**

It was decided that ELI Blackboard courses and a website could indicate advantages of completing the degree.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Determine enrollment rates for entry-level course (English 116) and course prior to capstone (English 205) | **Outcome/Objective:** To encourage students to complete certificate in professional writing  
**Measure:** Determine graduation rates | **Outcome/Objective:** To encourage students to complete certificate in professional writing

**Some success in using examples of student internships to provide newer students with range of ways of fulfilling internship to**

Some success in using examples of student internships to provide newer students with range of ways of fulfilling internship to help students set up plan.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** English 290 and Special Project 298 prepare students for work situations through internships or an elaborative self-analysis of |  
**Outcome/Objective:** To prepare students for workplace
Determined that this final assessment of the cover letter and attached resume, with preplanning, should be continued for the Certificate in Professional Writing.

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

Relationships (Measure | Outcome/Objective): 
Measure: Students met this assessment in final project in English 116—Writing for Business—by responding to an actual advertisement with  
Outcome/Objective: Plan, write and finalize effective business letter with attachments

It was decided that tweaking of the course content may help students to understand the terminology and professional responsibilities of technical editors

It was decided that tweaking of the course content may help students to understand the terminology and professional responsibilities of technical editors for better success on the objective portion of the exam.

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

Relationships (Measure | Outcome/Objective): 
Measure: Students meet this learning outcome in English 205—Technical Editing—by successfully completing a final exam that objectively  
Outcome/Objective: Successfully complete final exam and an edited document.
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 3: To receive suggestions and criticisms of his or her own work from others and consider the recommendations and apply these recommendations

To receive suggestions and criticisms of his or her own work from others and consider the recommendations and apply these recommendations to their final assignments.

Documents:
- AL_Communication Design Rubric
- L-Communication Design Rubric

Related Measures:

M 1: Critique of eight-page, saddle-stitched booklet.

Source of Evidence: Academic direct measure of learning - other
a. Critique of eight-page, saddle-stitched booklet. b. Critique of design campaign focused on an event that includes printed collateral that relates conceptually and visually to a specific targeted audience.

Documents:
- AL_Communication Design Rubric
- L-Communication Design Rubric

Achievement Target:

Students will score Average or higher on rubric

Findings (2008-2009) - Achievement Target: Not Met

a. Data Collection - Fall 2009 Data was collected from the LO section Sample Size = 6 student Excellent = 3 Good = 2 Average = 1 Poor = 0 b. Data Collection
- Fall 2009 Data was collected from the AL section Sample Size = 20 Excellent = 12 Good = 3 Average = 0 Poor = 5

O 5: To design visual concepts based on set criteria.

To design visual concepts based on set criteria.

**Documents:**
- AL_Communication Design Rubric
- L-Communication Design Rubric

**Related Measures:**

**M 2: Design of eight-page, saddle-stitched booklet.**

Source of Evidence: Academic direct measure of learning - other
a) Design of eight-page, saddle-stitched booklet. b) Design campaign focused on an event that includes printed collateral that relates conceptually and visually to a specific targeted audience.

**Documents:**
- AL_Communication Design Rubric
- L-Communication Design Rubric

**Achievement Target:**

Score of Average or higher on rubric

**Findings (2008-2009) - Achievement Target: Not Met**

a. Data Collection - Fall 2009 Data was collected from the LO section Sample Size = 6 student Excellent = 1 Good = 2 Average = 2 Poor = 1 b. Data Collection - Fall 2009 Data was collected from the AL section Sample Size = 20 Excellent = 12 Good = 3 Average = 1 Poor = 4

O 7: To consider and apply technical and conceptual expertise in the creation of visual concepts.

To consider and apply technical and conceptual expertise in the creation of visual concepts.

**Documents:**
- AL_Communication Design Rubric
- L-Communication Design Rubric

**Related Measures:**

**M 3: Design and execute an eight-page, saddle-stitched booklet in appropriate software.**
Source of Evidence: Academic direct measure of learning - other
a) Design and execute an eight-page, saddle-stitched booklet in appropriate software. b) Design and execute campaign focused on an event that includes printed collateral that relates conceptually and visually to a specific targeted audience in appropriate software.

Documents:
- AL_Communication Design Rubric
- L_Communication Design Rubric

Achievement Target:
Rubric score of Average or higher

Findings (2008-2009) - Achievement Target: Not Met

a. Data Collection - Fall 2009 Data was collected from the LO section Sample Size = 6
   Excellent = 1 Good = 2 Average = 2 Poor = 1
b. Data Collection - Fall 2009 Data was collected from the AL section Sample Size = 20
   Excellent = 6 Good = 4 Average = 6 Poor = 4

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: Number of visiting lecturers

Source of Evidence: Academic indirect indicator of learning - other
Number of visiting lecturers and how many students impacted

Achievement Target:
Bring outside lecturers

Findings (2008-2009) - Achievement Target: Met

Fall 2009 4 sections 54 students Spring 2009 2 sections 48 students Total Students = 102

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 from the viewpoint of practicing professionals.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:

Increase number of students participating in events

Findings (2008-2009) - Achievement Target: Met

Fall 2009 Event 1 = 26 students Event 2 = 100 students Event 3 = 75 student Event 4 = 100 students Total Student = 301

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.

Achievement Target:

Increase enrollment rates of higher level classes

Findings (2008-2009) - Achievement Target: Met

Spring 2009 4 sections ART 217 = 31 ART 218 = 6 ART 265 = 23 ART 264 = 18 Fall 2009 4 sections ART 217 = 17 ART 218 = 26 ART 265 = 31 ART 263 = 24 Total Students = 176

O 14: 4. 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: Increase Hands on events

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:**
Increase opportunities for students to "practice" interview

**Findings (2008-2009) - Achievement Target: Met**

Spring and Fall 2009 4 sections Total Students = 38

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

**Course sequence ART 265 before ART 218**

The following action items are scheduled for completion: Require students to take ART 265 prior to ART 218. Require students to develop working composites of designs prior to delivery of final project. Develop more class exercises where the students are tasked to develop more conceptual ideas, prior to executing the design.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Design and execute an eight-page, saddle-stitched booklet in appropriate software. | **Outcome/Objective:** To consider and apply technical and conceptual expertise in the creation of visual concepts.

**Commitment made to discuss requirements and student self assessments**

Determined that students would benefit from more individualized critiques from their peers. Mix-up critiques to include peer-to-peer, small group and whole class critiques. The following action items have been scheduled for completion: Make the point values for critiques higher. Have peers grade others during critiques. Students benefit more from individual critiques from instructor as well as classmates. Providing atmosphere where small groups support group members for feedback on work both inside and outside of the classroom. The following action items have been scheduled for completion: Dedicate more class time, where students interact and provide feedback on one another's projects.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** In-Progress
- **Priority:** High
Relationships (Measure | Outcome/Objective):
   **Measure**: Design of eight-page, saddle-stitched booklet. | **Outcome/Objective**: To design visual concepts based on set criteria.

**Document**:
- AL_Communication Design Rubric

**Committed to revise Rubrics**

It was determined that Loudoun Students would benefit from more individualized critiques from their peers. Decided that mix-up critiques will include peer-to-peer, small group and whole class critiques. The following action items have been scheduled for completion: Make the point values for critiques higher. Have peers grade others during critiques. Alexandria Students benefit more from individual critiques from instructor as well as classmates. Providing atmosphere where small groups support group members for feedback on work both inside and outside of the classroom. The following action items have been scheduled for completion: Dedicate more class time, where students interact and provide feedback on one another's projects.

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

Relationships (Measure | Outcome/Objective):
   **Measure**: Critique of eight-page, saddle-stitched booklet. | **Outcome/Objective**: To receive suggestions and criticisms of his or her own work from others and consider the recommendations and apply these recommendations

**Use of results**
Faculty have committed to go into lower level courses and provide information to classes about advanced level courses

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Increase Hands on events  
**Outcome/Objective:** 4. To prepare students for employment in the communication design field.
Detailed Assessment Report
2008-2009 Early Childhood Development, A.A.S.

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

O 2: Apply developmental knowledge to the creation and implementation of activities and programs to promote the cognitive development

Apply developmental knowledge to the creation and implementation of activities and programs to promote the cognitive development of children.

Documents:
- Early Childhd Dvlpmnt Math/Content Area Presentation
- Early Childhd Dev-Observation Rubric

Related Measures:

M 1: Students developed a math or concept area lesson plan using criteria provided in the assignment and in the rubric used to grade

Source of Evidence: Academic direct measure of learning - other
Students developed a math or concept area lesson plan using criteria provided in the assignment and in the rubric used to grade the assignment.

Document:
- Early Childhd Dvlpmnt Math/Content Area Presentation

Achievement Target:

All students will develop math or concept area lesson plan with passing marks on rubric developed

Document:
- Early Childhd Dvlpmnt Math/Content Area Presentation

Findings (2008-2009) - Achievement Target: Met

There were 16 students in the section assessed. Eight completed the project with a perfect score. Four students received 18-19 points out of 20 and met the criteria and SLO. Three students scored below 15 points and met the criteria in the attempts standards but did not meet the SLO. Of those three, two scored 13/20 points and one student scored 8/20points. These students did not prepare the materials so that the SLO could be fully assessed and one submitted no project. Over all this indicates that the students were able to demonstrate mastery of this SLO through this project. The results were for only one section and one instructor so duplication of this assessment needs to be made with a larger group across the campuses.
**Early Childhd Dvlpmnt Math/Content Area Presentation**

O 5: Apply developmental knowledge to the creation and implementation of activities and programs which promote language in young children

Apply developmental knowledge to the creation and implementation of activities and programs which promote language in young children.

**Related Measures:**

M 2: Observation of children and analysis of observation and recommendations based on standards given to then in the assignment.

Source of Evidence: Academic direct measure of learning - other
Observation of children and analysis of observation and recommendations based on standards given to then in the assignment.

**Achievement Target:**

Students will receive feedback on their knowledge, creation and implementation of educational activities.

**Findings (2008-2009) - Achievement Target: Partially Met**

Only general results were captured by the instructor. Of the 20 people who began the course 16 completed the course and the SLO assessment. The detail was insufficient to see if the students successfully met the SLO or were merely successful overall on the assignment.

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

O 9: Goal #1: The program is responsive to community organizations, providing a variety of training and educational needs.

Goal #1: The program is responsive to community organizations, providing a variety of training and educational needs.

**Related Measures:**

M 3: Number of community activities accomplished

Source of Evidence: Academic indirect indicator of learning - other
· Discuss with the Advisory Committee new ways of meeting community needs.
· Review of Virginia State Department of Social Services QRIS-Career Lattice to
evaluate current program offerings. · Meet with community organizations and businesses to assess training and education needs.

**Achievement Target:**

Align courses for credit transfer to GMU

**Findings (2008-2009) - Achievement Target: Met**

· 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. 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. The GMU/NOVA course listings for transfer are listed on the NOVA advising sheet page and will be used to help student’s select elective general education courses to better meet GMU transfer. Transfer data needs to be collected. · Fairfax County Office for Children School Readiness Certificate was forward and approved for advanced standing credit. Early Childhood faculty member. Approved by Advisory Committee. · Effective Summer 2009 · A new Certificate was developed with the State ECD Peer Group to help meet the demands from Head Start for a CDA equivalent certification. NOVA ECD faculty have agreed to make the proposal which goes before the curriculum committee in 2010.

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

**Determined to assess Rubric and larger sample**

Determined that a closer examination of the results in the next assessment is necessary to accurately determine if this assignment and rubric are adequate to assess the SLO. Determined that a larger sample across the program is necessary.

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

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

**Measure:** Observation of children and analysis of observation and recommendations based on standards given to them in the assignment.  
**Outcome/Objective:** Apply developmental knowledge to the creation and implementation of activities and programs which promote language in young children
Determined that duplication of this assessment needs to be made with a larger group across the campuses.

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

Relationships (Measure | Outcome/Objective):
  Measure: Students developed a math or concept area lesson plan using criteria provided in the assignment and in the rubric used to grade | Outcome/Objective: Apply developmental knowledge to the creation and implementation of activities and programs to promote the cognitive development
Detailed Assessment Report

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

O 1: Students will define and employ geospatial vocabulary.

Students will define and employ geospatial vocabulary.

Related Measures:

M 1: Mid-term and final examinations

Source of Evidence: Academic direct measure of learning - other Mid-term and final examinations

Achievement Target:

80 percent or higher

Findings (2008-2009) - Achievement Target: Not Met

Data: Fall 2009 GIS200: 8 students, closed book portion of final exam, mean = 77.7%

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)

Achievement Target:

70 percent or higher

Findings (2008-2009) - Achievement Target: Not Met

• Data: Fall 2009 GIS201: 14 students Project mean score: 71.5%

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
GIS201 Term project technical paper

Achievement Target:
70 percent or higher

Findings (2008-2009) - Achievement Target: Not Met
Data: Fall 2009 GIS201: 14 students Project mean score: 51.1% Punctuation, grammar and spelling errors Did not cover mandatory topics adequately

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:
70 percent or higher

Findings (2008-2009) - Achievement Target: Met
Data: Fall 2009 GIS201: 14 students Small group project mean score: 90.1%

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 Data

Source of Evidence: Academic indirect indicator of learning - other
Enrollment (all GIS courses) Enrollment by course and term Add courses to meet student demand

Achievement Target:
Maintain enrollment, add courses
Findings (2008-2009) - Achievement Target: Not Met

- Spring 2009: 41 students  
  - Fall 2009: 58 students  
  - Spring 2009 GIS200: 30 students  
  - GIS205: 11 students  
  - Fall 2009 GIS200: 25 students  
  - GIS201: 14 students  
  - GIS255: 14 students  
  - GIS293 canceled  
- Spring 2009 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: Number of GIS co-curricular activities attended by students

Source of Evidence: Academic indirect indicator of learning - other
Number of GIS co-curricular activities attended by students

Achievement Target:

34 students attended Nov 18, 2009

Findings (2008-2009) - Achievement Target: Met

- Attendance at GIS Day - 34 students attended Nov 18, 2009  
- Participation in field GIS field trips - 9 students attended trip to NASA Goddard  
- Guest speakers - Director of Loudoun County Office of Mapping and GIS discussed county use of GIS

O 8: 3. To increase student success in education and workplace

3. To increase student success in education and workplace

Related Measures:

M 11: Enrollment in GIS CSC

Source of Evidence: Academic indirect indicator of learning - other
Enrollment in GIS CSC

Achievement Target:

Students will receive GIS CSC

Findings (2008-2009) - Achievement Target: Met

A/o December 2009, 42 students enrolled in GIS CSC Results provided to Department of Labor as part of GCPI grant goals
M 12: Transfer to 4-year institution

Source of Evidence: Academic indirect indicator of learning - other
Transfer to 4-year institution

Achievement Target:

Students will transfer to 4 year institutions for higher degrees

Findings (2008-2009) - Achievement Target: Met

3 students transferred to BA/BS programs
3 students to graduate school GIS articulation agreement with JMU in formal coordination

M 13: Internship, job, or promotion

Source of Evidence: Academic indirect indicator of learning - other
Internship, job, or promotion

Achievement Target:

All students will have internship, job or promotion opportunities

Findings (2008-2009) - Achievement Target: Met

8 students placed in internship, hired full-time, or promoted based on GIS studies at NOVA

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

Milestones for completing project

Made plans to provide students more structure/milestones in completing project and to monitor weaker students more closely and work with them

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

Relationships (Measure | Outcome/Objective):
Measure: GIS201 semester term project (w/rubric) | Outcome/Objective:
Students will plan and perform spatial analysis.

Made plans to require readings related to technical papers
Made plans to encourage students to make use of the NOVA writing center and require students to read technical papers as part of course work

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** GIS201 Term project technical paper | **Outcome/Objective:** Students will manage diverse spatial data.

**Results informed class scheduling**

Results used to better schedule classes:  
- GIS293 offered only in spring  
- GIS201 offered only in fall  
Attempt to build student cohorts GIS and RS software will be hosted on NOVA servers, to overcome student IT issues

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Enrollment Data | **Outcome/Objective:** 1. To encourage students to continue with their GIS classes

**Study guide**

Decided to develop study guides emphasizing key concepts and vocabulary

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Mid-term and final examinations | **Outcome/Objective:** Students will define and employ geospatial vocabulary.
Video of student success stories on GIS web page

Made plans to post video of student success stories on GIS web page

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Internship, job, or promotion  
**Outcome/Objective:** 3. To increase student success in education and workplace
Detailed Assessment Report
2008-2009 Historic Preservation Career Studies Certificate

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

**O 4: 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:**

Expected success rate was 85%.

**Findings (2008-2009) - Achievement Target: Met**

Data was collected December 2009 2 courses, His 180 and 183 with 2 faculty were involved 32 students were involved - all were included in the assessment 29 students passed, 3 did not 90% success rate.

**O 5: 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: Based on the assignment’s directions, each student’s research project was evaluated by:**

Source of Evidence: Academic direct measure of learning - other
Based on the assignment's directions, each student's research project was evaluated by: How accurately students could trace the ownership of a plot of land through time. 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. Student performance was evaluated by a rubric.

**Achievement Target:**

Expected student success rate was 90%

**Findings (2008-2009) - Achievement Target: Not Met**
Data was collected December 2009 1 section of His 180 with 1 faculty was involved 18 students were involved - all were included in the assessment 16 students passed, 2 did not 88% success rate

O 6: Students will demonstrate basic archeological skills in the field

Students will demonstrate basic archeological skills in the field

Related Measures:

M 3: Students demonstrated the basic system for identifying an appropriate archeological site and undertaking initial steps to dig at

Source of Evidence: Academic direct measure of learning - other
Students demonstrated the basic system for identifying an appropriate archeological site and undertaking initial steps to dig at that site. Student performance was evaluated by a checklist.

Achievement Target:

Expected student success rate was 94%

Findings (2008-2009) - Achievement Target: Met

Data was collected December 2009 1 section of His 180 with 1 faculty was involved 18 students were involved - all were included in the assessment 17 students passed, 1 did not 94% success rate

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

O 7: To increase enrollment

To increase enrollment

Related Measures:

M 4: 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:

Achieve increasing enrollment

Findings (2008-2009) - Achievement Target: Not Met
The number of students in the courses over the last five years has been relatively static. • His 180: enrollment went from 23 in the Fall of 2004 to 22 in the Fall of 2010. • His 183: enrollment went from 20 in the Fall of 2004 to 14 in Fall of 2010-02-01

O 8: To attain high student success rates in the program

To attain high student success rates in the program

**Related Measures:**

**M 5: 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:**

70% student success rate

**Findings (2008-2009) - Achievement Target: Partially Met**

Student success rates in certificate courses are higher than the expected 70%. • His 180: 84% for fall 2009 o 82% for fall 2008 o 75% for fall 2007 o 91% for fall 2006 • His 183: 91% for fall 2009 o 93% for fall 2008 o 50% for fall 2007 o 80% for fall 2006

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

It was decided to counsel those in the program to consider the educational and professional benefits of the internship

It was 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

Determined that future courses will offer slightly different methods of student interaction to increase competence in this subject.

Determined that future courses will 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: Based on the assignment’s directions, each student’s research project was evaluated by: | Outcome/Objective: Students will demonstrate historical research skills by effectively utilizing historical sources for their research projects

Committed to outreach to high school students via NVCC new student orientation and visits to high school campuses

Committed to outreach 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: To increase 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: To increase enrollment

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: To increase enrollment

Determined that students will work in groups to increase their historical research skills.

Determined that students will work in groups to increase their historical research skills.

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

Relationships (Measure | Outcome/Objective):
Measure: Based on the assignment’s directions, each student’s research project was evaluated by: | 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. We have placed

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

Scheduled to assess this SLO Fall 2010.

Scheduled to assess this SLO Fall 2010.
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
  Measure: Students demonstrated the basic system for identifying an appropriate archeological site and undertaking initial steps to dig at |
  Outcome/Objective: Students will demonstrate basic archeological skills in the field
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 11: Students will apply technical drawing skills to graphically illustrate design concepts.

Students will apply technical drawing skills to graphically illustrate design concepts.

Related Measures:

M 1: Final project for capstone class IDS 215

Source of Evidence: Capstone course assignments measuring mastery
Final project for capstone class IDS 215

Achievement Target:

Faculty determined that the achievement level was a grade of 75 % (150 points) or better.

Findings (2008-2009) - Achievement Target: Met

Grades for final project for IDS 215 in Fall 2009. Total points possible = 200
Total students = 12 A = 6 (ranging from 181-188) B = 3 (ranging from 162-177)
C = 3 (ranging from 145-156) D = 0 F = 0 One student fell 5 points below the 75% target. All students receiving a grade of C had full time jobs which conflicted with their school work.

O 13: Students will recognize and evaluate appropriate interior finish materials and textiles particularly as they relate to issues

Students will recognize and evaluate appropriate interior finish materials and textiles particularly as they relate to issues of sustainability.

Related Measures:
M 2: Final project for capstone class IDS 215. 80 points of this project were devoted to the development

Source of Evidence: Capstone course assignments measuring mastery
Final project for capstone class IDS 215. 80 points of this project were devoted to the development of the plan and associated code requirements.

M 3: Grades for Textile Binder

Source of Evidence: Portfolio, showing skill development or best work
Grades for Textile Binder. Extra credit was offered for fabrics that the student could identify and define that were not included in the assignment

Achievement Target:

Achievement level determined by faculty was 150 points out of a possible 200.

Findings (2008-2009) - Achievement Target: Met

Grades for IDS 205 Textile Binder project Fall 2009. Total points possible 200 (plus for extra fabrics identified) Total students = 21 Grades ranged from 150 to 224 points. Number of students achieving better than 150 (75% average) points = 21 Median score = 203 Class average = 200.5

M 4: Grades for Textile Identification Quiz

Source of Evidence: Academic direct measure of learning - other
Grades for Textile Identification Quiz

Achievement Target:

75 points (75%)

Findings (2008-2009) - Achievement Target: Met

Grades for Textile Identification Quiz. Total points possible = 100. Total students = 21 Grades ranged from 54 to 102 points. Number of students achieving better than 75 points (75%) = 16 Median score = 88 Class average = 83.8

O 14: Students will recognize and identify major styles furniture and be able to explain their significance in relation to the design

Students will recognize and identify major styles furniture and be able to explain their significance in relation to the design of the present day.

Document:
- IDS 109 Furniture Test

Related Measures:
M 5: Final Test—this tests visual recognition of furniture styles, designers, and architectural and design elements

Source of Evidence: Academic direct measure of learning - other
Final Test—this tests visual recognition of furniture styles, designers, and architectural and design elements

Achievement Target:

75 points (75%)

Document:
• IDS 109 Furniture Test

Findings (2008-2009) - Achievement Target: Met

Grades for Final Test. Total points possible = 100. Total students = 19 Grades ranged from 48 to 101 points Number of students achieving better than 75 points (75%) = 11 Median score = 79 Class average = 77.63

Document:
• IDS 109 Furniture Test

M 6: Object Report—this gives the student an opportunity to report on furniture as seen in the context of a movie, read about in a book or researched through a designer.

Source of Evidence: Academic direct measure of learning - other
Object Report—this gives the student an opportunity to report on furniture as seen in the context of a movie, read about in a book or researched through a designer.

Achievement Target:

Findings (2008-2009) - Achievement Target: Partially Met

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 2006-2008.
Source of Evidence: Existing data
Grades for IDS 100, Theory and Techniques of Interior Design as compiled by OIR for years 2006-2008.

Achievement Target:

Increased number of passing grades and increased number of A's.

Findings (2008-2009) - Achievement Target: Not Met

FA06 65 Students A = 28 (43%) B = 18 (27%) C = 6 (9%) D = 0 (0%) F = 3 (5%) W = 17 (26%) X = 3 (5%) I = 0 (0%) 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%) 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%) The number of students receiving a grade of A declined from the previous year and the number of students receiving a grade of F or W increased. This is partially due to the fact that many of the entry level students are not aware of the amount or type of work required in the program. The numbers indicate some reduction in the amount of As given and a corresponding increase in the amount of Bs. This is a function of more accurate or rigorous grading by the instructors than in previous years. The total of the percentages for F and W for FA08 is 32%, for FA07 is 36% and for FA06 is 31%. This indicates that approximately 1/3 of the students entering the program find that it is not what they had anticipated or that it was more difficult than they thought.

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 Fact Book Fall 2004-Fall 2008 page 1-9.

Source of Evidence: Existing data
Distribution of program placed students from OIR Fact Book Fall 2004-Fall 2008 page 1-9.

Achievement Target:

Findings (2008-2009) - Achievement Target: Not Met

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 There is a small reduction in the number of program placed students, and it appears that it may not be due to a lower enrollment, but due to the fact that many interior design
students are not program placed. For example, in the Fall 2009 semester, 48 students took IDS 100. Of the 48, 25 of them were not placed in the interior design program but were identified with another, such as general education or art.

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:**

**Findings (2008-2009) - Achievement Target: Partially 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:**

**Findings (2008-2009) - Achievement Target: Partially 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 IDS 225 students are required to attend 2 design events (of their choice) that would encourage networking with interior designers.

**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:

Findings (2008-2009) - Achievement Target: Partially Met

IDS 205 and IDS 215 students were required to attend Neocon East in Baltimore in October in the Fall of 2009. 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. Of the 29 in these two classes, only 5 were not able to attend.

M 12: Guest Speakers in class

Source of Evidence: Administrative measure - other
Guest Speakers in class

Achievement Target:

Findings (2008-2009) - Achievement Target: Partially Met

Guest speakers are included in many interior design classes, especially IDS 205 Materials and Sources. For this class several manufacturer's representatives are invited each semester to present information on their products to the students.

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

Determined that a brochure will be prepared by May 2010 outlining program information for prospective students

Determined that a brochure will be prepared 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 Fact Book Fall 2004-Fall 2008 page 1-9. | Outcome/Objective: To increase the number of program placed students in the program.

Design for the aging is being addressed in an introductory manner in IDS 100, and in the Spring 2010 a design project for IDS 21
Design for the aging is being 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  

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. It was decided that faculty will continue to monitor this trend over the coming year.

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

Relationships (Measure | Outcome/Objective):  
Measure: Distribution of program placed students from OIR Fact Book Fall 2004-Fall 2008 page 1-9.  
Outcome/Objective: To increase the number of program placed students in the program.

Faculty have created a five point pop quiz on most weeks which serves as a study guide for the test.

Faculty has 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  

Relationships (Measure | Outcome/Objective):  
Measure: Final Test –this tests visual recognition of furniture styles, designers, and architectural and design elements  
Outcome/Objective: Students will recognize and identify major styles furniture and be able to explain their significance in relation to the design
It was decided that faculty will add visual learning aids on Blackboard to help with identification of fabrics beginning in Spring 2010.

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

Relationships (Measure | Outcome/Objective):  
Measure: Grades for Textile Identification Quiz  | Outcome/Objective: Students will recognize and evaluate appropriate interior finish materials and textiles particularly as they relate to issues

Faculty committed to assess the success of these classes via student survey and course grades.

Faculty committed to assess the success of these classes via student survey and course grades and if they are successful they will be adopted into the curriculum for the next catalog year.

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

Faculty committed to visit at least 2 high schools in Fall 2010 to share program information

Faculty 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 Fact Book Fall 2004-Fall 2008 page 1-9. | Outcome/Objective: To increase the number of program placed students in the program.
In order to increase the success rate for these students faculty committed to do the following beginning in the Spring 2010

The following action items have been scheduled for completion: In order to increase the success rate for these students faculty will endeavor 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
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Grades for IDS 100, Theory and Techniques of Interior Design as compiled by OIR for years 2006-2008. | Outcome/Objective: To increase the success rate of students in the first semester of the program.

Determined that many students that are in the program are not program placed.

Determined that many students that are in the program are not program placed. Faculty for entry level courses committed to 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: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Distribution of program placed students from OIR Fact Book Fall 2004-Fall 2008 page 1-9. | Outcome/Objective: To increase the number of program placed students in the program.

Planned to collect more specific data on class visits and out of class experiences to ensure that students are continually exposed to design professionals.

Planned 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. 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

Relationships (Measure | Outcome/Objective):
- Measure: Final project for capstone class IDS 215 | Outcome/Objective: Students will apply technical drawing skills to graphically illustrate design concepts.

Schedule to distribute the brochure to local high schools summer 2010

Scheduled 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 Fact Book Fall 2004-Fall 2008 page 1-9. | Outcome/Objective: To increase the number of program placed students in the program.

Scheduled to assess this SLO again in three semesters.

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

Relationships (Measure | Outcome/Objective):
Measure: Final project for capstone class IDS 215 | Outcome/Objective: Students will apply technical drawing skills to graphically illustrate design concepts.
Measure: Final Test –this tests visual recognition of furniture styles, designers, and architectural and design elements | Outcome/Objective: Students will recognize and identify major styles furniture and be able to explain their significance in relation to the design
Measure: Grades for Textile Binder | Outcome/Objective: Students will recognize and evaluate appropriate interior finish materials and textiles particularly as they relate to issues
Measure: Grades for Textile Identification Quiz | Outcome/Objective: Students will recognize and evaluate appropriate interior finish materials and textiles particularly as they relate to issues
Measure: Object Report—this gives the student an opportunity to report on furniture as seen in the context of a movie, read about in a b | Outcome/Objective: Students will recognize and identify major styles furniture and be able to explain their significance in relation to the design
Detailed Assessment Report
2008-2009 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.

Achievement Target:

At least 70% of the students completing the midterm examination will earn a score of 85% or better on the embedded midterm essay about licensure requirements.

Findings (2008-2009) - Achievement Target: Met

Data was collected for 4 out of 5 sections of EDU 200 = 79 students Three instructors graded the midterm essay which counted as 20% of the midterm grade. These instructors graded the essays together after the exam so that grading was consistent. 81% of the students received a 17 out of 20 points or better on the midterm essay.

O 2: Students will summarize, reflect upon and outline their field experiences in the public school systems

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.

**Achievement Target:**

At least 70% of students completing the professional portfolio will receive a score of 85% or higher, using the portfolio grading rubric for the evaluation.

**Findings (2008-2009) - Achievement Target: Met**

Assessment Results: Fall 2009 Data was collected for 4 out of 5 sections of EDU 200 = 79 students Three instructors graded the portfolios using a common rubric. 91% 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 3: Students will compare and analyze principles, theories, and history of U.S. education to 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*

**Achievement Target:**

At least 70% of the students completing the research paper will earn a score of 85% or better, using the court case rubric for grading.

**Document:**

- *Teacher Educ Specialization Court Case Asgnmt*
Findings (2008-2009) - Achievement Target: Met

Assessment Results: Fall 2009 Data was collected for 4 out of 5 sections of EDU 200 = 79 students. Three instructors graded the court case research papers using a common rubric. 90% of the students received a grade of 85% or better on the court case research paper. The parts considered for this score were court case history, final decision, impact on education, and personal opinion.

Document:
- Teacher Educ Specialization Court Case Asgnmt

O 4: Students will summarize and give examples of the field of education

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 the inter-relationship of teaching, learning, students, and society.

Findings (2008-2009) - Achievement Target: Met

• Results: Fall 2009 • Data was collected for 4 out of 5 sections of EDU 200 = 79 students. Three instructors graded the portfolios using a common rubric. 91% 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. Criterion: At least 70% of students completing the professional portfolio will receive a score of 85% or higher, using the portfolio grading rubric for the evaluation.

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 EDU 200 students completing the final exam essay will earn a score of 85% or better.

Findings (2008-2009) - Achievement Target: Met

· Results: Fall 2009 · Data was collected for 4 out of 5 sections of EDU 200 = 79 students o Three instructors graded the portfolios using a common rubric. o 91% 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. Criterion: At least 70% of students completing the professional portfolio will receive a score of 85% or higher, using the portfolio grading rubric for the evaluation.

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 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:

Normal 0 false MicrosoftInternetExplorer4 At least 70% of the students completing the final exam will earn a score of 85% or better on the final exam essay 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 (2008-2009) - Achievement Target: Met

- Results: Fall 2009 · Data was collected for 4 out of 5 sections of EDU 200 = 79 students · Three instructors graded the portfolios using a common rubric. 91% 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. Criterion: At least 70% of students completing the professional portfolio will receive a score of 85% or higher, using the portfolio grading rubric for the evaluation.

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

Action Plan for SLO One - Teacher Education

Use of Results: The students met the requirements, but it was clear that some needed a more detailed understanding of their specific licensure requirements. The midterm essay testing the students' knowledge of their specific licensure requirements has been approved to be rewritten with more specific directions. Additionally, more guidelines are to be given for researching the Virginia Department of Education Website.

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

Relationships (Measure | Outcome/Objective):
- Measure: Midterm Essay on Licensure Requirements | Outcome/Objective: Students will identify and describe the licensure/certification requirements for teacher education (pre K-12).

Responsible Person/Group: Karen Sheble

Action Plan for SLO Three - Teacher Education

Use of Results: The students met the requirements, but it was clear that the weakest area of the research papers was analyzing impact. Program decided to revise the rubric given to the students ahead of time to include more specific information on how to assess the impact of court case verdicts on education.

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

Relationships (Measure | Outcome/Objective):
- Measure: Court Case Research Paper | Outcome/Objective: Students will compare and analyze principles, theories, and history of U.S. education to practice in the classroom
Action Plan SLO Two - Teacher Education

Use of Results: Students met the requirements. Because the students did so well, program scheduled discussion of adding additional sections to their portfolio requirements in the future.

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

Relationships (Measure | Outcome/Objective):
Measure: Professional Portfolio | Outcome/Objective: Students will summarize, reflect upon and outline their field experiences in the public school systems

Responsible Person/Group: Karen Sheble
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.

**Related Measures:**

**M 1: Faculty Evaluation**

Source of Evidence: Academic direct measure of learning - other
Faculty evaluation of student work at the end of ART 121-122 or ART 131-132

**Achievement Target:**

Complete required number of artworks

**Findings (2008-2009) - Achievement Target: Met**

- This semester 5 classes of Art 121 were evaluated
- Using a portfolio evaluation sheet that the faculty member for each section completed as they reviewed semester portfolios of each student who completed the course.
- Art 121-01M - 18 students

O 2: Will be able to create artwork from direct observation.

Will be able to create artwork from direct observation.

**Related Measures:**

**M 1: Faculty Evaluation**

Source of Evidence: Academic direct measure of learning - other
Faculty evaluation of student work at the end of ART 121-122 or ART 131-132

**Achievement Target:**

- Work from in class set ups/still-life/or life objects. The same evaluation sheet was used on the same set of portfolios to quantify this result. All the results from these portfolio review sheets are available as xls spread sheets.

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

Cluster discussion of additional courses

Art Faculty Cluster scheduled to discuss which additional courses might be offered to promote increased enrollment as part of a degree or elective requirement

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

Relationships (Measure | Outcome/Objective):

- **Measure**: Student Enrollment by FTES and Discipline
- **Outcome/Objective**: Increase enrollment in Art courses.
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.

Related Measures:

M 1: Faculty evaluation of art portfolio

Source of Evidence: Portfolio, showing skill development or best work
· Faculty evaluation of student work at the end of · Art 121-122 or Art 131-132.

Achievement Target:

Required number of artworks

Findings (2008-2009) - Achievement Target: Met

· This semester 5 classes of Art 121 were evaluated · Using a portfolio evaluation sheet that the faculty member for each section completed as they reviewed semester portfolios of each student who completed the course. · Art 121-01M - 18 students · Art 121-02M - 16 students · Art 121-03A - 10 students · Art 121-03N - 10 students Art 121- 01L - 16 students

O 2: Will be able to create artwork from direct observation.

Will be able to create artwork from direct observation.

Related Measures:

M 1: Faculty evaluation of art portfolio

Source of Evidence: Portfolio, showing skill development or best work
· Faculty evaluation of student work at the end of · Art 121-122 or Art 131-132.

Achievement Target:

see attachment: faculty evaluation sheet

Findings (2008-2009) - Achievement Target: Met

· Work from in class set ups/still-life/or life objects. The same evaluation sheet was used on the same set of portfolios to quantify this result. All the results from these portfolio review sheets are available as xls spread sheets.
**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Cluster discussion of additional courses**

Art Faculty Cluster scheduled to discuss which additional courses might be offered to promote increased enrollment as part of a degree or elective requirement.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Student Enrollment by FTES and Discipline | **Outcome/Objective:** Increase enrollment in Art courses.

**Faculty promotion of degree completion**

Faculty have committed to promote the strength of the completed degree as an occupational benefit.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Increase number of graduates | **Outcome/Objective:** Increase enrollment in Art courses.

**Faculty and student review of works**

Faculty and student scheduled to review works for media and technique presentation.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Meet instructor requirements for portfolio | **Outcome/Objective:** Create portfolio of visual works/projects that can be used to satisfy transfer or other professional

**Desired level of attainment met**

For this assessment, the desired level was obtained if the required number of works were produced.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High
Relationships (Measure | Outcome/Objective):
Measure: Faculty evaluation of student work | Outcome/Objective: Able to produce artwork in several media.
Detailed Assessment Report
2008-2009 Fine Arts, A.A.A. – Photography Specialization

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**

Source of Evidence: Academic direct measure of learning - other
PHT100: Multiple choice exam questions

**Document:**
- *Fine Arts-Photography Specialization exam questions*

**Achievement Target:**

Achievement level of 70%

**Document:**
- *Fine Arts-Photography Specialization exam questions*

**Findings (2008-2009) - 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%

**Document:**
- *Fine Arts-Photography Specialization exam questions*

O 6: Discuss work in the medium with appropriate vocabulary.

Discuss work in the medium with appropriate vocabulary.
Document:  
- *Fine Arts-Photography Specialization exam questions*

**Related Measures:**

**M 2: PHT 101: Multiple choice exam question**

Source of Evidence: Academic direct measure of learning - other  
PHT 101: Multiple choice exam question

Document:  
- *Fine Arts-Photography Specialization exam questions*

**Achievement Target:**

Achievement level of 70%

Document:  
- *Fine Arts-Photography Specialization exam questions*

**Findings (2008-2009) - Achievement Target: Met**

In Fall 2009 all PHT 101 students were assessed. This involved 3 faculty in 3 sections. The total sample was 47 students. Woodbridge (16) 84.2% correct  
Alexandria (26) 92.85% correct  
All courses correct answers 42 =89.4%

Document:  
- *Fine Arts-Photography Specialization exam questions*

**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 digital photography and to prepare students for today's photography marketplace or transfer to a four-year institution.

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: The traditional and digital photography facilities are evaluated annually by the photography faculty.**

Source of Evidence: Academic indirect indicator of learning - other  
The traditional and digital photography facilities are evaluated annually by the photography faculty.
Achievement Target:

Well maintained photography facilities

Findings (2008-2009) - Achievement Target: Not Met

Photography facilities need tech upgrade Tech Plan and ETF funding will be used to upgrade technology.

M 4: Number of faculty development opportunities

Source of Evidence: Academic indirect indicator of learning - other
Number of faculty development opportunities

Achievement Target:

increase of faculty involvement in professional development that can be brought into classroom

Findings (2008-2009) - Achievement Target: Met

Obtained funding for one professor to present at and attend the Mid-America College Art Association 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

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

Achievement Target:

increase FTE numbers

Findings (2008-2009) - Achievement Target: Partially Met

FTE Fall 2008 106.3 FTE Fall 2007 103.5 The number of FTE's has increased.

M 6: Graduation rates data

Source of Evidence: Academic indirect indicator of learning - other
Graduation rates data

Achievement Target:

Maintain constant number of graduates annually
**Findings (2008-2009) - Achievement Target: Met**

Graduates in 2009 3 Graduates in 2008 3

**O 10: 3. To provide quality education.**

3. To provide quality education.

**Related Measures:**

**M 7: Surveys of graduates**

Source of Evidence: Academic indirect indicator of learning - other Surveys of graduates

**Achievement Target:**

Students report academic goals in program are met

**Findings (2008-2009) - Achievement Target: Met**

In the most recent Graduate Survey (2007) summary report respondents listed as their primary goal to transfer to a university. All respondents (4) reported successfully obtaining their goal. Graduates consistently rate their NVCC PHT course content 3.25 (college average 3.23) and faculty teaching ability (3.50) (college average 3.23) as good to excellent. 67% of graduates rated their NVCC education as prep for present college studies as excellent. 33% rated their NVCC education as prep for present college studies as adequate. Successful aspect of the program. Since students consistently rate Photography higher than the college average, this is a successful aspect of the program. Since 100% of students rate their NVCC education as excellent to adequate for present college studies this is a successful aspect of the program.

**O 11: 4. To enhance the curriculum.**

4. To enhance the curriculum.

**Related Measures:**

**M 8: Curriculum and instruction are evaluated in the Photography cluster meetings and revised when needed.**

Source of Evidence: Academic indirect indicator of learning - other Curriculum and instruction are evaluated in the Photography cluster meetings and revised when needed.

**Achievement Target:**

Offer video instructions at both campuses

**Findings (2008-2009) - Achievement Target: Met**
Video courses now offered on both campuses.

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

**ELI course engagement**

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%. Faculty have discussed considering new ways of engaging students in on-line courses. Scheduled for reassessing SLO in Spring 2010.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** PHT100: Multiple choice exam questions | **Outcome/Objective:** Control the image capture.

**Increase of course offerings**

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.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** FTES data | **Outcome/Objective:** 2. To enroll, retain and graduate more students.

**Tech Plan**

Faculty decided to use Tech Plan and ETF funding to upgrade technology.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** The traditional and digital photography facilities are evaluated annually by the photography faculty. | **Outcome/Objective:** 1. To obtain the instructional resources and develop the curriculum needed to provide excellent instruction in
traditional and d
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 1: Jury examinations

Source of Evidence: Academic indirect indicator of learning - other
Jury examination sheets evaluating performance skills

Achievement Target:

Competency on jury sheets

Findings (2008-2009) - Achievement Target: Met

Examination of jury examination sheets confirms that performance skill levels meet documented performance standards.

O 2: The student will be able to analyze the musical structure of a composition.

The student will be able to analyze the musical structure of a composition.

Related Measures:

M 1: Jury examinations

Source of Evidence: Academic indirect indicator of learning - other
Jury examination sheets evaluating performance skills

O 3: The student will be able to perform pieces, exercises, scales and progressions accurately.

The student will be able to perform pieces, exercises, scales and progressions accurately.

Related Measures:

M 1: Jury examinations

Source of Evidence: Academic indirect indicator of learning - other
Jury examination sheets evaluating performance skills
O 4: The student will be able to perform effectively in a group.

The student will be able to perform effectively in a group.

**Related Measures:**

**M 2: Evaluation of video recording of group performances**

Source of Evidence: Video or audio tape (music, counseling, art)
Evaluation of video recording of group performances

**Achievement Target:**

Performance rubric will reflect effective group performances

**Findings (2008-2009) - Achievement Target: Met**

Examination audio recordings of performances show effective group performances.

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

**Faculty survey of students**

Faculty committed to survey students to determine how many intend to graduate, and determine those factors that inhibit graduation.

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

**Relationships (Measure | Outcome/Objective):**
**Measure:** Number of graduates  
**Outcome/Objective:** Encourage students to graduate.

**Faculty advising of students**

Faculty committed to provide advisement to insure that students enroll in the appropriate level of class. Faculty sets 80% as the success goal.

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

**Relationships (Measure | Outcome/Objective):**
**Measure:** Success rates  
**Outcome/Objective:** Provide knowledge and skills for students to obtain goals.

**Faculty committed to make sure proficiency meets requirements of 4-yr institutions**
Faculty committed to make sure that performance proficiency meet requirement of four-year institutions.

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

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Applied jury grades and jury examination results. | **Outcome/Objective:** To facilitate students in meeting skill requirements for musical performance.
Detailed Assessment Report
2008-2009 Music, A.A.A.

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

O 1: Technical accuracy

Render a performance that is musically expressive and technically accurate

**Related Measures:**

- **M 1: Jury examinations**

  Source of Evidence: Performance (recital, exhibit, science project)
  Jury examinations in areas of technical accuracy, scales and progression

  **Achievement Target:**

  Competency based on jury examinations

  **Findings (2008-2009) - Achievement Target: Met**

  Examination of jury examination sheets confirms that performance skill levels meet documented performance standards.

O 2: Scales and progressions

Perform pieces, exercises, scales and progressions accurately.

**Related Measures:**

- **M 1: Jury examinations**

  Source of Evidence: Performance (recital, exhibit, science project)
  Jury examinations in areas of technical accuracy, scales and progression

O 3: Group performances

Perform effectively in a group.

**Related Measures:**

- **M 2: Video recording of group performance**

  Source of Evidence: Video or audio tape (music, counseling, art)
  Audio and video recording of group performance

  **Achievement Target:**

  Competency
Findings (2008-2009) - Achievement Target: Met

Examination audio recordings of performances show effective group performances.

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

Faculty survey of students

Faculty committed to survey students to determine how many intend to graduate, and determine those factors that inhibit graduation.

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

Relationships (Measure | Outcome/Objective):
Measure: Number of graduates | Outcome/Objective: Encourage students to graduate.

Faculty advising of students

Faculty committed to provide advisement to insure that students enroll in the appropriate level of class. Faculty sets 80% as the success goal.

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

Relationships (Measure | Outcome/Objective):
Measure: Success rates | Outcome/Objective: Provide knowledge and skills for students to obtain goals.

Faculty committed to make sure proficiency meets requirements of 4-yr institutions

Faculty committed to make sure that performance proficiency meet requirement of four-year institutions.

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

Relationships (Measure | Outcome/Objective):
Measure: Applied jury grades and jury examination results. | Outcome/Objective: To facilitate students in meeting skill requirements for musical performance.
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Technical accuracy

Render a performance that is musically expressive and technically accurate.

**Related Measures:**

**M 1: Jury examinations**

Source of Evidence: Performance (recital, exhibit, science project) jury examination sheets on performance skill levels

**Achievement Target:**

Competency

**Findings (2008-2009) - Achievement Target: Met**

Examination of jury examination sheets confirms that performance skill levels meet documented performance standards.

O 2: Progressions and scales

Perform pieces, exercises, scales and progressions accurately

**Related Measures:**

**M 1: Jury examinations**

Source of Evidence: Performance (recital, exhibit, science project) jury examination sheets on performance skill levels

O 3: Group performance

Perform effectively in a group.

**Related Measures:**

**M 2: Audio and video taping of group performance**

Source of Evidence: Video or audio tape (music, counseling, art) Audio and video recording will be made of performances for juror evaluation

**Achievement Target:**

Competency
Findings (2008-2009) - Achievement Target: Met

Examination audio recordings of performances show effective group performances.

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

Faculty survey of students

Faculty committed to survey students to determine how many intend to graduate, and determine those factors that inhibit graduation.

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

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Priority: High

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Measure: Success rates | Outcome/Objective: Provide knowledge and skills for students to obtain goals.

Faculty committed to make sure proficiency meets requirements of 4-yr institutions

Faculty committed to make sure that performance proficiency meet requirement of four-year institutions.

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

Relationships (Measure | Outcome/Objective):
Measure: Applied jury grades and jury examination results. | Outcome/Objective: To facilitate students in meeting skill requirements for musical performance.
Detailed Assessment Report
2008-2009 Photography, A.A.S.

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:

70% performance within and across sections

Document:
- Photography Exam Questions

Findings (2008-2009) - 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%

O 6: Discuss work in the medium with correct and appropriate vocabulary.

Discuss work in the medium with correct and appropriate vocabulary.

Document:
- Photography Exam Questions

Related Measures:
**M 2: PHT101: Multiple choice exam questions**

Source of Evidence: Academic direct measure of learning - other
PHT101: Multiple choice exam questions

**Document:**
- *Photography Exam Questions*

**Achievement Target:**

70% performance within and across sections

**Document:**
- *Photography Exam Questions*

**Findings (2008-2009) - Achievement Target: Met**

In Fall 2009 all PHT 101 students were assessed. This involved 3 faculty in 3 sections. The total sample was 47 students. • Woodbridge (16) 84.2% correct • Alexandria (26) 92.85% correct All courses correct answers 42 =89.4%

**Document:**
- *Photography Exam Questions*

**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:**

Scores of 3 or higher

**Findings (2008-2009) - Achievement Target: Partially Met**
2-year Graduate Survey Summary of 8 graduates - 2007 Report from OIR
Quality of Instruction = 3.63 (college 3.27) Course Content = 3.50 (college 3.23)
Faculty Teaching Ability = 3.75 (college 3.23)

**M 4: Consulted with Photography Curriculum Advisory Board**

Source of Evidence: Focus groups
Consulted with Photography Curriculum Advisory Board about: current trends in the profession current technology needed to keep instruction current quality instruction in lighting

**Achievement Target:**
carry forth recommendations made by Photography Curriculum Advisory Board

**Findings (2008-2009) - Achievement Target: Partially Met**

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. The Advisory Board recommended upgrading technology and equipment (including lighting) to support an updated curriculum.

**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 (2008-2009) - Achievement Target: Met**

Fall 2007 = 103.5 Fall 2008 = 106.3

**M 8: Graduation rates data**

Source of Evidence: Existing data
Graduation rates data

**Achievement Target:**
To increase the number of graduates
Findings (2008-2009) - Achievement Target: Not Met

2007-2008 = 11 2008-2009 = 8

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 (2008-2009) - Achievement Target: Met

Fall 07 = 119 Fall 08 = 125

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:
Increase number of courses offered for lighting

Findings (2008-2009) - Achievement Target: Partially Met

Fall 2008 PHT 195 Lighting = 2 sections (30 students) Spring 2009 PHT 195 Lighting = 2 sections (31 students) Demand is consistently high for lighting classes, which are usually fully enrolled to the maximum of 15 students per section.

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:

Findings (2008-2009) - Achievement Target: Partially Met

44 students belong to NVCC 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 (2008-2009) - Achievement Target: Met**

2008 3 applicants 2009 5 applicants

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

A new lab was funded for New Media and video with high-end Mac quad computers and Final Cut Pro.

A new lab was funded for New Media and video with high-end Mac quad computers and Final Cut Pro.

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

**Faculty have decided to consider new ways of engaging students in on-line courses.**

Faculty have decided to consider new ways of engaging students in on-line courses.

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

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

**Measure:** PHT100: Multiple choice exam questions  
**Outcome/Objective:** Control the image capture process.

**Increase of number of sections and course offerings in 2009-10.**

Increase of number of sections and course offerings in 2009-10.

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

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

Scheduled to reassess SLO in Spring 2010.

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

Relationships (Measure | Outcome/Objective):
Measure: PHT101: Multiple choice exam questions | Outcome/Objective: Discuss work in the medium with correct and appropriate vocabulary.

Faculty determined that the availability of scholarships needs to be promoted aggressively to attract more applicants.

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

Relationships (Measure | Outcome/Objective):
Measure: Number of scholarship applications | Outcome/Objective: To enroll, retain and graduate more students

The popularity of this new club indicated that it can play a role in retaining students by increasing their engagement in the program.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Number of students enrolled in the NVCC Photo Club |
Outcome/Objective: To enroll, retain and graduate more students

The program hosted 3 events sponsored by Bogen Imaging, resulting in a donation of nearly $40,000 of lighting equipment.

The program hosted 3 events sponsored by Bogen Imaging, resulting in a donation of nearly $40,000 of lighting equipment.

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

The program proposed a space to dedicate to lighting to improve lighting instruction in 2009-10.

The program proposed a space to dedicate to lighting to improve lighting instruction in 2009-10.

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

To promote further growth, continued to vary scheduling to include ELI, hybrid, 1st and 2nd 8 week classes as well as traditional

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.

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

Relationships (Measure | Outcome/Objective):
Measure: FTES data | Outcome/Objective: To enroll, retain and graduate more students
Two new video courses PHT 130 and PHT 131 were proposed and approved by the VCCS.

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

Relationships (Measure | Outcome/Objective):  
Measure: Consulted with Photography Curriculum Advisory Board  
Outcome/Objective: To provide quality occupational training for diverse career options in the field of photography.

Video cameras and sound equipment were purchased.

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

Continued to promote classes and degree programs aggressively.

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

Relationships (Measure | Outcome/Objective):  
Measure: FTES data  
Outcome/Objective: To enroll, retain and graduate more students
Detailed Assessment Report
2008-2009 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:

Faculty have decided that the criteria for success should be a grade of "C" or better.

Findings (2008-2009) - Achievement Target: Met

The average score for the final exam was eighty-eight percent. Ninety percent of the students received a grade of 80% or higher.

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 141 Final Exam: Interpreting Video Clip

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, ability to make repairs, processing times, ability to incorporate fingerspelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.
Achievement Target:

Based on the grading for state qualifying exam, faculty have decided that the criterion for success should be a grade of 80% or higher

**Findings (2008-2009) - Achievement Target: Met**

Final exams of twenty two students from two sections of INT 141 were analyzed. Mean score: 83% 73% of students scored 80% or higher

**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: transliterate 20 minute video**

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 fingerspelling and numbers, additions/deletions/substitutions, and paralinguistic mannerisms.

Achievement Target:

All students will demonstrate English into Contact Sign with 80% accuracy

**Findings (2008-2009) - Achievement Target: Met**

Two sections of INT 141 analyzed Mean score 84% 82% of students scored 80% or higher

**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: Course Grade for INT 130**
Source of Evidence: Academic indirect indicator of learning - other  
Course Grade for INT 130

<table>
<thead>
<tr>
<th>Achievement Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade of C or higher</td>
</tr>
</tbody>
</table>

**Findings (2008-2009) - Achievement Target: Met**

1 section was offered in spring 2009 with 8 students. The ELI section was not included. Three students received an "A". Three students received a "B". Two students received a "C".

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

**O 11: 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

<table>
<thead>
<tr>
<th>Achievement Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 2008-2009 school year, there were a total of 57.13 which represents an increase of 30% over the previous year. Ten students took the capstone course in the summer of 2008. Eight students graduated. One student is completing her general education requirements in the spring 2010 and the last student did not pass the capstone course (although she continues to take classes and plans to try again in the summer of 2010.) In 2008-2009, twenty students were enrolled in the second year interpreting courses which is our highest number to date. Eighteen of these students took the capstone course in the summer of 2009. Fifteen students passed the course and may be eligible for graduation in December of 2009, depending on their completion of general education courses. In 2008-2009, there were 32 students who started the Interpreter Education program in the fall of 2008. Twenty-four students elected to continue in the spring 2009. This represents a 25% attrition rate. This is higher than was experienced in 2007-2008 (18%).</td>
</tr>
</tbody>
</table>

**Findings (2008-2009) - Achievement Target: Met**

There has been a significant increase in the number of students completing the program. The department recognizes the need to reach out to high schools and continue recruitment efforts. The department will continue to expand Dual
Enrollment offerings to develop a comprehensive marketing plan. In addition, as the number of FTES increase and the number of classes offered increase, the department needs to recruit more qualified faculty members to teach these courses. Finally, the attrition rate has increased. The department will work to identify the factors that influence whether a student decides to stay in the program through its completion.

**O 12:** 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:**

Of the 10 students who took the Internship course in the summer of 2008, 8 of the students are working in the interpreting field. The ninth student is pursuing a BA degree in communications at GMU and the 10th student did not respond to the survey (and has not been heard from by any of the remaining graduates). An interesting point is that seven out of the eight working interpreters are working in educational environments. The eighth student is working for a community agency, although she does work for NOVA through the agency. Of the eight people who finished the Internship course in 2007, seven people reported that they are still working in the interpreting field. The eighth student decided to become 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.

**Findings (2008-2009) - Achievement Target: Met**

The department continues to strive to establish an articulation agreement with Gallaudet University to insure that students can continue their studies. Since so many students seem to gravitate towards educational interpreting, the department needs to ensure that this topic is covered through regular classes.

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

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

The final exam material has been scheduled for reevaluation make sure that it is at the appropriate level.

The final exam material has been scheduled for reevaluation 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 141 Final Exam: Interpreting Video Clip | **Outcome/Objective:** Interpret a 20 minute live and videotaped segment of American Sign Language into English
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Principles of risk management

Students will describe the principles of risk management and create a risk management tool.

Related Measures:

M 3: Risk management rubric

Source of Evidence: Project, either individual or group
- Rubric created for evaluating elements of risk in special event planning
Prepare written risk mgt plan for Ghost Train special event adopted by operational organization for special event

Achievement Target:

Students in 2008-2009 will complete this assignment successfully.

Findings (2008-2009) - Achievement Target: Met

85% of students in 2008-2009 completed this assignment successfully.

O 3: Identify organizations that provide grants or offer leisure services

Identify local, state, and federal agencies, non-profit and commercial organizations that offer leisure services and/or grant support for service delivery sector.

Related Measures:

M 2: Select multiple choice and essay questions

Source of Evidence: Writing exam to assure certain proficiency level
Use short-answer comprehension questions and essay examination in years 2008 - 2009 (RPK 100, RPK 146, RPK 201).

Achievement Target:

All students are able to identify organizations that provide grants or offer leisure services as tested through select multiple choice and essay questions

Findings (2008-2009) - Achievement Target: Not Met
· 45% of all RPK students in RPK 100 can identify at least one local, state and federal agency, non-profit and commercial organization that offers leisure services. · 85% of all RPK students in RPK 201 can identify at least one local, state and federal agency, non-profit and commercial organization that offers leisure services. 95% of all RPK students can identify county programming needs of Burke Lake Park, Fairfax County Park Authority.

O 4: Peer to peer teaching

Students demonstrate the ability to teach a skill to another student

Related Measures:

M 4: Peer Evaluation

Source of Evidence: Project, either individual or group
Peer Evaluation using rubric designed by students (RPK 135, RPK 141 and RPK 201)

Achievement Target:

Majority of students will pass peer evaluation

Findings (2008-2009) - Achievement Target: Met

· 3 classes 2008 and 3 classes in 2009 · Success in peer-to-peer teaching ability results in 95% pass rate and award of national LNT (Leave No Trace) certification over 4 classes (2 classes in 2008 3 classes in 2009).

O 5: Emergency management principles

Students will demonstrate knowledge of emergency management principles (basic critical incident command systems) and respond appropriately to emergencies (based on simulation models).

Related Measures:

M 5: FEMA National Incident Command Systems training

Source of Evidence: Standardized test of subject matter knowledge
Use of online federal (FEMA) National Incident Command Systems training in IS-15 a. Special Events Contingency Planning for Public Safety Agencies and one additional FEMA ICS training course

Achievement Target:

100% students will pass FEMA training course

Findings (2008-2009) - Achievement Target: Met

99% pass rate and award of national NIMS IS - 15a certification in RPK 135 RPK 265 (2 classes in 2008 2 classes in 2009 participated).
O 6: Responsible travel and ecotourism

Students will demonstrate a land ethic to support sustainable principles of responsible travel and ecotourism.

**Related Measures:**

**M 6: Third Party Evaluation**

Source of Evidence: Presentation, either individual or group
Use of standardized examination and practical teaching presentation by third party organization (Leave No Trace organization)

**Achievement Target:**

All students will receive Leave No Trace certification

**Findings (2008-2009) - Achievement Target: Met**

- Success in peer-to-peer teaching ability results in 95% pass rate and award of national LNT certification RPK 140 (2 classes in 2008 3 classes in 2009).

O 7: Wilderness medical and first aid protocols

Students will demonstrate a minimum of knowledge regarding wilderness medical and first aid protocols equal to that of a certification in Wilderness First Aid before graduating from the RPK program.

**Related Measures:**

**M 7: Standardized Exam by Wilderness Medical Association**

Source of Evidence: Standardized test of subject matter knowledge
Use of standardized examination by third party organization (Wilderness Medical Associates)

**Achievement Target:**

All students will pass exam

**Findings (2008-2009) - Achievement Target: Met**

99% pass rate and award of national WFA certification (RPK 160 in 2008 and RPK 160 in 2009).

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

O 1: Encourage students to continue with RPK courses
Encourage students to continue with RPK courses

**Related Measures:**

**M 1: Course Enrollment Data**

Source of Evidence: Academic indirect indicator of learning - other
Enrollment rates for all first-year courses and enrollment rates for all second-year courses for both semesters of the previous academic year. Number of courses and course sections.

**Achievement Target:**

Maintain all students from first year courses to second year courses

**Findings (2008-2009) - Achievement Target: Partially Met**

Fall -2008 - Spring 2009 · 4 Sections RPK 100 - 39 Students · 1 Section RPK 120 - 13 Students · 1 Section RPK 125 - 13 Students · 1 Section RPK 135 - 17 Students · 1 Section RPK 140 - 13 Students · 1 Section RPK 141 - 18 Students · 1 Section RPK 146 - 6 Students · No Section RPK 160 - 0 Students · 1 Section RPK 170 - 7 Students · 2 Sections RPK 175 - 19 Students · 1 Section RPK 195 - 2 Students o Total number of students in first-year courses = 147 · 1 Section RPK 201 - 11 Students · 1 Section RPK 202 - 2 Students · 1 Section RPK 206 - 3 Students · 1 Section RPK 220 - 12 Students · 2 Sections RPK 230 - 4 CR Students · *43 Continuing Education Students · 1 Section RPK 255 - 4 Students · 1Section RPK 265 - 16 Students Total number of students in second-year courses = 95

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

**Course emphasis**

Faculty discussed spending more time with students throughout their academic experience to readily identify local, state and federal agency, non-profit and commercial organization that offers leisure services/and or grant support for service delivery sector. Faculty continued to work with students to develop their understanding of programming needs and engagement with potential employers by offering the Ghost Train Halloween project at Burke Lake Park, Fairfax County Park Authority. The Ghost Train project requires 3,000 hours of volunteer student service which has generated approximately $200,000 of revenue since 1994.

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

**Relationships (Measure | Outcome/Objective):**
**Measure:** Select multiple choice and essay questions | **Outcome/Objective:** Identify organizations that provide grants or offer leisure services

**Sources of funding for contract courses**

Not all RPK classes taught each semester making fall to spring assessment not as valuable as comparison taken from year/semester to year/semester. Faculty continued to offer RPK 140, RPK 160, and RPK 230 as they are contract courses designed and intended for credit and non-credit students. Impact of courses taught results in students earning national certifications bolstering employment potential for students who successfully complete courses. Students report higher employment ratings with one or more of these certifications and as much as $1,000 more salary per quarter due to certification. Offering these courses provides the only source of funding for the RPK program. RPK determined it best to continue to offer these and other courses that offer both professional certification and earning power for the RPK program. Faculty considered converting RPK 100 hybrid into complete online introductory course. Faculty outlined work with RPK curriculum committee to consider accelerated RPK curriculum. Discussed trying to influence college policy that requires students to be program placed at the time of graduation.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course Enrollment Data | **Outcome/Objective:** Encourage students to continue with RPK courses

**Use of results for mastery**

Faculty discusses the encouragement of students to reach master level training in LNT and hosting these training workshops on campus. One student (scheduled to graduate Summer 2009) has attained Master Trainer certification and will teach her first course in May, 2010.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Third Party Evaluation | **Outcome/Objective:** Responsible travel and ecotourism
Use of results for medical/first aid mastery

Students requested expanded opportunity to participate in WFA certification by offering course during summer session in addition to spring course in order to meet travel and study abroad course prerequisites. Course scheduled to be taught in Brazil, June 2010. Students requested expanded opportunity to participate in WFR certification by offering course on weekends to prevent loss of class time and/or work in traditional (M-F) work hours. WFR course scheduled to be taught in weekend format September, 2010 with new partner, Outward Bound Chesapeake.

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

Relationships (Measure | Outcome/Objective):
  Measure: Standardized Exam by Wilderness Medical Association |
  Outcome/Objective: Wilderness medical and first aid protocols
Northern Virginia Community College

Detailed Assessment Report
2008-2009 Computer and Electronics Technology, A.A.S.

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, then compare the results (theories vs. real life applications)

Achievement Target:

Students will perform at least at or above average

Findings (2008-2009) - Achievement Target: Not Met

Results show that 48% pleasantly performed above average, 22% average, 30% below 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

Findings (2008-2009) - Achievement Target: Not Met

· Based on three times during each semester, the following results were obtained: · Above average: 38% · Average: 28% Below average: 44%
Action Plan Details for This Cycle (by Established cycle, then alpha)

Attendance Policy

Following items have been scheduled based on the results: students who scored below average missed several classes implement attendance policy worth 10% grade

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

Relationships (Measure | Outcome/Objective):
Measure: Simulations | Outcome/Objective: Synthesize similar circuits and networks.

Free tutoring service

Decided to warn 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: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Lab experiments | Outcome/Objective: Identify and troubleshoot malfunctions in systems.
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.

Achievement Target:

Fall Semester 2009 DRF 202 (Grade of "C" or better 80%)

Findings (2008-2009) - Achievement Target: Met

Students with course grade of C or better: 80%.

O 2: Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Engineering

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

Achievement Target:

Fall Semester 2009 DRF 202: Grade of "C" EGR 130: Grade of "C"

Findings (2008-2009) - Achievement Target: Partially Met

Fall Semester 2009 DRF 202 (Grade of "C" or better 80%) EGR 130 (Grade of "C" or better 74%)
**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:**

   Grade of "C" or higher

   **Findings (2008-2009) - Achievement Target: Partially Met**

   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:**

   Students' involvement with non-curricular engineering technology opportunities

   **Findings (2008-2009) - Achievement Target: Met**

   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 Technology program.

Source of Evidence: Academic indirect indicator of learning - other Survey current students and graduates who are attending ODU Teletechnet program.

Achievement Target:

Positive ratings from graduates attending ODU

Findings (2008-2009) - Achievement Target: Met

Student indicated adequate preparation and readiness in continuing their studies of Engineering Technology

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

Course content

Determined that Assistant Deans and Program Heads should continue to monitor the course content, delivery mode and implementation of technical and technology advancements that are necessary to improve students' learning experience.

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

Relationships (Measure | Outcome/Objective):

Measure: Grade Summary of DRF 202 and EGR 130 | Outcome/Objective: 1. Graduates will be able to perform satisfactorily as Engineering Technologists and gain advanced engineering skills and knowledge
Course content and new technologies

Determined that Assistant Deans and Program Heads should continue to monitor the courses contents and ensure that the developments in engineering technologies are incorporated in the courses when appropriate.

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

Relationships (Measure | Outcome/Objective):

Measure: DRF 202 Project based | Outcome/Objective: Students will demonstrate the appropriate preparation to perform the functions of an engineering aide or designer in the Engineering

Inform about non-curricular opportunities

Continued to provide access to engineering technology field by offering DRF courses that will provide personal enrichment as well as skills and knowledge to acquire gainful employment in the engineering technology field. Determined that faculty teaching DRF courses should continue to inform non-curricular students about the opportunity and requirements of the Career Studies Certificate in Computer Aided Drafting and Design, the Certificates and Associates degree available.

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

Relationships (Measure | Outcome/Objective):

Measure: Data of curricular and non-curricular students enrolled in DRF courses. | Outcome/Objective: 2. Students taking courses for personal enrichment and interest will increase their appreciation and knowledge of Engineering Te

Revision of course work

Scheduled to revise coursework to incorporate software updates

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

Relationships (Measure | Outcome/Objective):
**Measure:** DRF 202 Project based | **Outcome/Objective:** Students will be able to apply their knowledge and skills of Computer Aided Drafting to start and complete engineering drafting
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

**Achievement Target:**

Grade of "C" or better 70%

**Findings (2008-2009) - Achievement Target: Not Met**

- EGR 240 (Grade of "C" or better) o Combined Fall and Spring Semester: 38%
  o Summer Semester 2009: 39%
- EGR 245 (Grade of "C" or better) o Spring Semester: 57%
  o Summer Semester 2009: 67%
- EGR 246 (Grade of "C" or better) o Fall Semester: 61%
  o Summer Semester 2009: 50%

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

**Achievement Target:**

Fall Semester 2009 (Grade of "C" or better)

**Findings (2008-2009) - Achievement Target: Partially Met**

Fall Semester 2009 (Grade of "C" or better) EGR 240 (Grade of "C" or better 66%) EGR 245 (Grade of "C" or better 81%) EGR 246 (Grade of "C" or better 71%)
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: Multiple measures: problem solving test, grades

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 students' 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:

Grade summary for EGR 240 (% Passing)

Findings (2008-2009) - Achievement Target: Partially Met
Fall Semester 2008: 53% (Grade of "C" or better 44%) Spring Semester 2009: 44% (Grade of "C" or better 31%) Summer Semester 2009: 43% (Grade of "C" or better 39%) Grade summary for EGR 245 (% Passing) Spring Semester 2009: 57% (Grade of "C" or better 51%) Summer Semester 2009: 67% (Grade of "C" or better 67%)

O 8: 2. To teach students the fundamental principles of stress and strain relationships in structures, and techniques for handling

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: problem solving test 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:

Grade summary for EGR 246 (% Passing) Fall Semester 2008: 87% (Grade of "C" or better 61%) Summer Semester 2009: 63% (Grade of "C" or better 50%)

Findings (2008-2009) - Achievement Target: Not Met

Similar to EGR 245, the majority of the students have completed EGR 240, the success rate of the course is better. Faculty will continue to monitor the performance of the course and apply the appropriate evaluation method. Additionally, the data does not reveal the number of times the student attempted to complete the course.

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 2009 with the Fall Semester 2008 and Spring Semester 2009.

Source of Evidence: Academic indirect indicator of learning - other Comparison of grades of transient students during Summer Semester 2009 with the Fall Semester 2008 and Spring Semester 2009.

Achievement Target:

grade improvement

Findings (2008-2009) - Achievement Target: Met

EGR 240 (Grade of "C" or better) Combined Fall and Spring Semester: 38% Summer Semester 2009: 39% EGR 245 (Grade of "C" or better) Spring Semester: 57% Summer Semester 2009:67% EGR 246 (Grade C or better) Fall Semester: 61% Summer Semester 2009: 50%

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

Application of knowledge of math and physics

EGR 240 is the first major engineering course in the degree program that requires the synthesis of the knowledge acquired in math and physics courses. Faculty committed to stressing the importance of the application of the knowledge acquired in both math and physics and ensures that the students 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 course is better.
Faculty planned to continue to monitor the performance of the course and apply the appropriate evaluation method.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Multiple measures: problem solving test, grades  
- **Outcome/Objective:** 1. To teach students principles of statics/dynamics, and prepare them for future study in Aerospace, Mechanical or Civil Engineering

### Standardized curriculum

Faculty committed to review the data and develop a standardized approach in creating tests, ensuring that the students who have completed the mechanics series of courses are prepared to transfer to the four year colleges and university.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Problem solving test  
- **Outcome/Objective:** Student will be able to analyze the position of rigid bodies and their applied forces at rest and in motion.

### Standardizing curriculum

Faculty committed to review the results of the tests and develop a standardized approach in creating tests and their evaluations, to ensure that the students are demonstrating adequate problem solving skills.

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

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Problem solving test  
- **Outcome/Objective:** Student will apply and demonstrate engineering problem solving methodology.
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

**Achievement Target:**

All students will pass exit exam each semester

**Document:**
- Fitness Exit Exam

**Findings (2008-2009) - Achievement Target: Partially Met**

Six out of eight students passed 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 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

Achievement Target:
All students will pass 3 out of 4 fitness assessments

Findings (2008-2009) - Achievement Target: Met
8 out of 8 students met the SLO

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

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

**Faculty-Student conference**

Scheduled student conference with those who failed to determine the problem
Planned to develop a more detailed study guide

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Exit Exam | **Outcome/Objective:** Explain the principles fitness
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Diagnose plant problems

Diagnose plant problems and recommend proper controls.

**Related Measures:**

M 2: Students will perform a diagnosis in the second half of the course, one using resources in lab and the second as an independent assignment.

Source of Evidence: Academic direct measure of learning - other
Students will perform a diagnosis in the second half of the course, one using resources in lab and the second as an independent assignment.

**Achievement Target:**

score of competency on assignment

**Findings (2008-2009) - Achievement Target: Met**

The diagnosis form will be provided by the one faculty member to each of two sections, one in each of two semesters for a total of 33 students. Forms will be evaluated for good logic and results within an acceptable range of conclusions following the lectures and use of resources. 50% achieving a superior performance, 15% above average and the remainder acceptable.

O 2: Locate horticultural information

Use resources to locate horticultural information.

**Related Measures:**

M 1: Students will receive an orientation to the Library and then research publications, journals and resources and write a paper on

Source of Evidence: Written assignment(s), usually scored by a rubric
Students will receive an orientation to the Library and then research publications, journals and resources and write a paper on their topic.

**Achievement Target:**

Student participation research orientation

**Findings (2008-2009) - Achievement Target: Met**
The one faculty member that teaches Hrt 100 evaluated the paper written by two sections, one in each of two semesters for a total of 43 individuals. All students exhibited competency and received a passing grade.

O 3: Calculate areas and volumes of landscape features.

Calculate areas and volumes of landscape features.

O 4: Correctly identify 200 plants

Correctly identify 200 plants by family scientific name.

O 5: Draw a landscape plan

Neatly draw a landscape plan and quick perspective sketch.

O 6: Use resources to explore a topic in Horticulture

Use resources to explore a topic in Horticulture

**Related Measures:**

M 1: Students will receive an orientation to the Library and then research publications, journals and resources and write a paper on

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

Students will receive an orientation to the Library and then research publications, journals and resources and write a paper on their topic.

**Achievement Target:**

Findings (2008-2009) - Achievement Target: Partially Met

The one faculty member that teaches Hrt 100 evaluated the paper written by two sections, one in each of two semesters for a total of 43 individuals. All students exhibited competency and received a passing grade.

O 7: Perform diagnosis of insect/disease problem on plant specimen

Perform diagnosis of insect/disease problem on plant specimen

**Related Measures:**

M 2: Students will perform a diagnosis in the second half of the course, one using resources in lab and the second as an independent assignment

Source of Evidence: Academic direct measure of learning - other

Students will perform a diagnosis in the second half of the course, one using resources in lab and the second as an independent assignment.
Achievement Target:
competency on assignment

Findings (2008-2009) - Achievement Target: Met

The diagnosis form will be provided by the one faculty member to each of two sections, one in each of two semesters for a total of 33 students. Forms will be evaluated for good logic and results within an acceptable range of conclusions following the lectures and use of resources.

**O 8: Identify 200 plants**

Correctly identify 200 plants by family scientific name.

**Related Measures:**

**M 3: Students will be tested in the field at a local Botanical Garden and be required to properly identify the scientific name, family**

Source of Evidence: Academic direct measure of learning - other
Students will be tested in the field at a local Botanical Garden and be required to properly identify the scientific name, family and common name of a select group of plants.

**Achievement Target:**

Identification of 70% including proper spelling is required

Findings (2008-2009) - Achievement Target: Met

The exam will be given by the one faculty member that teaches the course to 2 sections one in each of two different semesters for a total of 47 individuals. All attained 70% or better.

**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 4: Improve relations with professional organizations by being a present at some meetings and having societies meet on campus.**

Source of Evidence: Administrative measure - other
Improve relations with professional organizations by being a present at some meetings and having societies meet on campus.
Achievement Target:
Have professional organizations visit classes

Findings (2008-2009) - Achievement Target: Not Met

Has not occurred yet: Review certification requirements and address as much as possible in syllabi, have professional groups meet on campus and attend meetings and functions as appropriate.

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 5: Further develop Dual enrollment for the program and better track their transition to NVCC. Continue talking with other jurisdictions

Source of Evidence: Administrative measure - other
Further develop Dual enrollment for the program and better track their transition to NVCC. Continue talking with other jurisdictions about program

Achievement Target:
increase dual enrollment

Findings (2008-2009) - Achievement Target: Met

Worked with Monroe Vo-Tech on their courses and closer aligned the syllabi and experiences for students. Opened discussions with other jurisdictions about possible dual enrollment. Added a third course at Monroe Vo-Tech. Our instructors go there to offer lectures and their students come here for labs and interaction with our students.

O 11: Continue to review and update hands-on skills

Continue to review and update hands-on skills

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

Approvals in process for the garden space, construction scheduled to start as a part of the spring 2010 classes.

Approvals in process for the garden space, construction scheduled to start as a part of the spring 2010 classes. Space designed as a part of classes and internships

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

Scheduled to review lectures and practice sessions for the future.

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

Relationships (Measure | Outcome/Objective):
Measure: Students will perform a diagnosis in the second half of the course, one using resources in lab and the second as an independent
Outcome/Objective: Diagnose plant problems | Perform diagnosis of insect/disease problem on plant specimen

Professional groups

Commitment was made to review certification requirements and address as much as possible in syllabi, and have professional groups meet on campus and attend meetings and functions as appropriate.

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

Relationships (Measure | Outcome/Objective):
Measure: Improve relations with professional organizations by being a present at some meetings and having societies meet on campus.
Outcome/Objective: Strengthen community/industry relations/communications

Refinement of topics

The desired level of achievement was attained, but the topics need to be more refined so plans were made to provide more detailed steps

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

Relationships (Measure | Outcome/Objective):
**Measure:** Students will receive an orientation to the Library and then research publications, journals and resources and write a paper on  

**Outcome/Objective:** Locate horticultural information
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 8: Be able to describe memory types and allocation methods

Be able to describe memory types and allocation methods

Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO Memory Types
- Info Sys Tech, A.A.S. results SLO memory types

Related Measures:

M 1: Five multiple choice questions

Source of Evidence: Academic direct measure of learning - other
This Student Learning Outcome was mastered in ITE 221. This Student Learning Outcome was assessed using 5 multiple choice 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.)

Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO Memory Types
- Info Sys Tech, A.A.S. results SLO memory types

Achievement Target:

60% correct overall; 60% correct on each question

Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO Memory Types
- Info Sys Tech, A.A.S. results SLO memory types

Findings (2008-2009) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students. Every section of ITE 221 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 7 sections of the course reported results. A total of 156 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 65.2%. The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows: Question 1 63% Question 2 62% Question 3 64% Question 4 65% Question 5 72%
O 9: Be able to define the OSI reference model and layers

Be able to define the OSI reference model and layers

Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO OSI Ref Model
- Info Sys Tech, A.A.S. Exam results for SLO OSL Model

Related Measures:

M 2: This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice 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.)

Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO OSI Ref Model
- Info Sys Tech, A.A.S. Exam results for SLO OSL Model

Achievement Target:

60% of the students answered the questions correctly; 60% of the students answered each question correctly

Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO OSI Ref Model
- Info Sys Tech, A.A.S. Exam results for SLO OSL Model

Findings (2008-2009) - Achievement Target: Partially Met

The data for this assessment was collected at the end of the semester after the final exams were given to students. Every section of ITN 100 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 10 sections of the course reported results. A total of 217 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 63.4%. The Average Scores for all students reporting from all sections on all campuses
for each individual question is as follows: Question 1 59% Question 2 74% Question 3 59% Question 4 66% Question 5 59%

### Documents:
- Info Sys Tech, A.A.S. Exam Ques for SLO OSI Ref Model
- Info Sys Tech, A.A.S. Exam results for SLO OSL Model

**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: Self-reported by students in the graduate survey.**

Source of Evidence: Exit interviews with grads/program completers
Self-reported by students in the graduate survey.

**Achievement Target:**

Students will obtain employment after graduation

**Findings (2008-2009) - Achievement Target: Partially Met**

76% of students (in all specializations) surveyed in the 2007 Graduate Survey Report obtained a job while attending or after graduating 46% of students (in all specializations) surveyed in the 2007 Graduate Survey Report received a salary increase and/or a promotion because of their degree.

**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:**

FTEs in the AAS IT degree will increase.

**Findings (2008-2009) - Achievement Target: Not Met**

According to the Distribution of Program Placed Students by Curriculum and Award Type 2004 - 2008 report, 837 students program placed in this degree in Fall 2007 and only 615 students were program placed in this degree in the Fall 2008. According to the College Graduates by Award and Curriculum 2004 - 2008 report, 69 students graduated with this degree in 2007 - 2008. 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.

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

As we refine the SLO assessment process, the IT Cluster committed to reevaluate the questions that were given to the students.

As we refine the SLO assessment process, the IT Cluster committed to reevaluate the questions that were given to the students. The IT Cluster committed to determine if there are more appropriate questions for assessment of this SLO.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Five multiple choice questions | **Outcome/Objective:** Be able to describe memory types and allocation methods
- **Measure:** This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice questions | **Outcome/Objective:** Be able to define the OSI reference model and layers

Continued to monitor the success of the structure of IT electives in the new degree program.
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:** Self-reported by students in the graduate survey.  
- **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

**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 presented a new AAS IST degree to the Curriculum Committee and also to the Administrative Council.

The IT Cluster has presented a new AAS IST degree to the Curriculum Committee and also to the Administrative Council. The new degree does not include a connection between the AAS degree and the career studies certificates. These changes have been approved by both the Curriculum Committee and the Administrative Council as of Jan 2010. The changes have been scheduled for the Fall 2010 semester.

**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.

The IT Cluster planned to reword this SLO such that it matches the assessment format of multiple choice questions.

The IT Cluster planned 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  

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Five multiple choice questions  
- **Outcome/Objective:** Be able to describe memory types and allocation methods  
- **Measure:** This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice quest  
- **Outcome/Objective:** Be able to define the OSI reference model and layers

Scheduled to assess this SLO again once all of the other SLO for the program have been assessed for a first time.

**Scheduled 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

Relationships (Measure | Outcome/Objective):
  Measure: Five multiple choice questions | Outcome/Objective: Be able to describe memory types and allocation methods
  Measure: This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice quest |
  Outcome/Objective: Be able to define the OSI reference model and layers
O 7: Be able to describe memory types and allocation methods

Be able to describe memory types and allocation methods

**Documents:**
- *Info Tech, A.S. Exam Ques for SLO Memory Types*
- *Info Tech, A.S. Exam Results for SLO Memory Types*

**Related Measures:**

**M 1: This Student Learning Outcome was mastered in ITE 221. This Student Learning Outcome was assessed using 5 multiple choice questions**

Source of Evidence: Academic direct measure of learning - other
This Student Learning Outcome was mastered in ITE 221. This Student Learning Outcome was assessed using 5 multiple choice 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.)

**Documents:**
- *Info Tech, A.S. Exam Ques for SLO Memory Types*
- *Info Tech, A.S. Exam Results for SLO Memory Types*

**Achievement Target:**

60% of the students answered the questions correctly; each individual question was answered correctly by 60% of the students

**Documents:**
- *Info Tech, A.S. Exam Ques for SLO Memory Types*
- *Info Tech, A.S. Exam Results for SLO Memory Types*

**Findings (2008-2009) - Achievement Target: Met**

The data for this assessment was collected at the end of the semester after the final exams were given to students. Fall 09 Every section of ITE 221 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 7 sections of the course reported results. A total of 156 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 65.2% The Average Scores for all students reporting from all
sections on all campuses for each individual question is as follows: Question 1 63% Question 2 62% Question 3 64% Question 4 65% Question 5 72%

Documents:
- Info Tech, A.S. Exam Ques for SLO Memory Types
- Info Tech, A.S. Exam Results for SLO Memory Types

O 8: Be able to define the OSI reference model and layers

Be able to define the OSI reference model and layers

Documents:
- Info Tech, A.S. Exam Ques for SLO OSI Ref Model
- Info Tech, A.S. Exam Results for SLO OSI Ref Model

Related Measures:

M 2: This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice 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.)

Documents:
- Info Tech, A.S. Exam Ques for SLO OSI Ref Model
- Info Tech, A.S. Exam Results for SLO OSI Ref Model

Achievement Target:

60% of the students answered the questions correctly; 60% of students answered each individual question correctly

Documents:
- Info Tech, A.S. Exam Ques for SLO OSI Ref Model
- Info Tech, A.S. Exam Results for SLO OSI Ref Model

Findings (2008-2009) - Achievement Target: Met

The data for this assessment was collected at the end of the semester after the final exams were given to students. Fall 09 Every section of ITN 100 on all 5 campuses and ELI was asked to give the questions to all of their students. A total of 10 sections of the course reported results. A total of 217 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
The Average Scores for all students reporting from all sections on all campuses for each individual question is as follows: Question 1 59% Question 2 74% Question 3 59% Question 4 66% Question 5 59%

**Documents:**
- Info Tech, A.S. Exam Ques for SLO OSI Ref Model
- Info Tech, A.S. Exam Results for SLO OSI Ref Model

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

O 9: Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

**Related Measures:**

M 3: Graduate Survey Results and Number of graduates by Curriculum Code and Specialization Report

Source of Evidence: Exit interviews with grads/program completers Graduate Survey Results and Number of graduates by Curriculum Code and Specialization Report

**Achievement Target:**

Students transfer successfully to 4 year institution

**Findings (2008-2009) - Achievement Target: Partially Met**


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

**As we refine the SLO assessment process, the IT Cluster committed to reevaluate the questions that were given to the students. The IT**

As we refine the SLO assessment process, the IT Cluster committed to reevaluate the questions that were given to the students. The IT Cluster committed to determine if there are more appropriate questions for assessment of this SLO.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: This Student Learning Outcome was mastered in ITE 221. This Student Learning Outcome was assessed using 5 multiple choice quest |
  Outcome/Objective: Be able to describe memory types and allocation methods

Measure: This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice quest |
Outcome/Objective: Be able to define the OSI reference model and layers

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

Relationships (Measure | Outcome/Objective):
  Measure: Graduate Survey Results and Number of graduates by Curriculum Code and Specialization Report | Outcome/Objective: Provide a comprehensive foundation that meets transfer requirements for a B.S. in Information Technology at 4-year institutions.

The IT Cluster committed to reword this SLO such that it matches the assessment format of multiple choice questions.

The IT Cluster committed 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

Relationships (Measure | Outcome/Objective):
  Measure: This Student Learning Outcome was mastered in ITE 221. This Student Learning Outcome was assessed using 5 multiple choice quest |
  Outcome/Objective: Be able to describe memory types and allocation methods

Measure: This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice quest |
**Outcome/Objective:** Be able to define the OSI reference model and layers

Scheduled to assess this SLO again once all of the other SLO for the program have been assessed for a first time.

Scheduled 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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** This Student Learning Outcome was mastered in ITE 221. This Student Learning Outcome was assessed using 5 multiple choice quest.
- **Outcome/Objective:** Be able to describe memory types and allocation methods
- **Measure:** This Student Learning Outcome was mastered in ITN 100. This Student Learning Outcome was assessed using 5 multiple choice quest.
- **Outcome/Objective:** Be able to define the OSI reference model and layers
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 patients

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 legal use and handling of drugs.

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)

**Achievement Target:**

Score should be higher than national benchmark

**Findings (2008-2009) - Achievement Target: Met**

a. Legal use and handling of drugs questions on VET 216 (Pharmacology) final exam Fall 2008 = 97% accuracy (27 students) Fall 2009 = 100% accuracy (24 students) 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 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

Findings (2008-2009) - Achievement Target: Met
achieve exam b. Score results on the Pharmacy Pharmacology sub-section of the Veterinary Technician National Exam (VTNE)

Achievement Target:
Higher than the national benchmark

Findings (2008-2009) - Achievement Target: Met

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. a. Final exam scores average ~83%. This is more than acceptable. The range however is extreme with some individuals scoring in the 50-60%. An attempt will be made to identify low scoring students by mid-semester. Matching lower scoring individuals with peer tutors or arranging for in class study groups, may enhance individual performance. b. The Program score of 64.69% is well above the national benchmark of 55.89%. No additional changes are needed at this time. This SLO will be assessed again in 3 semesters.

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, efficacy, client education, contraindications and indications of all major categories of drugs

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:
Higher than the national benchmark

Findings (2008-2009) - Achievement Target: Met

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. a. Final exam scores average ~83%. This is more than acceptable. The range however is extreme with some individuals scoring in the 50-60% range. An attempt will be made to identify low scoring students by mid-semester. Matching lower scoring individuals with peer tutors or arranging for in class study groups, may enhance individual performance. b. The Program score of 64.69% is well above the national benchmark of 55.89%. No additional changes are needed at this time. This SLO will be assessed again in 3 semesters.

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, labeling

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. b. Score results on the Diagnostic Imaging sub-section of the Veterinary Technician National Exam (VTNE)

Achievement Target:

85% or higher

Findings (2008-2009) - Achievement Target: Met

a. Radiology portfolio scores Fall 2008 = 92% average portfolio score Fall 2009 = 91% average portfolio score Scores ranged from 87% to 97%. There is a single section of VET 122 (Radiology) each year. All students enrolled were included in the sample. b. Test results on the Diagnostic Imaging sub-section of the VTNE Jan 2009 = 66.30% Jan 2010 = data not available at this time National benchmark data 2009 = 55.02% There is a single section of VET 122 (Radiology) each year. All students taking the January VTNE were included in the sample.

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 college list of VET graduates
Source of Evidence: Academic indirect indicator of learning - other 
Data obtained from college list of VET graduates

**Achievement Target:**

increase number of graduates

**Findings (2008-2009) - Achievement Target: Met**

Total number of graduates 2008 = 18 Total number of graduates 2009 = 45*  
*with the addition of on-line graduates The initiation of an on-line option has helped to increase the number of qualified VET graduates produced by the Program. 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 a larger number of on campus students. This goal will be re-evaluated annually.

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:**

100% collection of skills book

**Findings (2008-2009) - Achievement Target: Met**

Skill sheets completed and collected = 100% for both on-line and on-site students Each student is individually signed off on over 200+ skills required by the American Veterinary Medical Association (AVMA).

**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:
All graduates to successfully pass Veterinary Technician National Exam (VTNE)

Findings (2008-2009) - Achievement Target: Partially Met

- 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 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:
Number of students admitted 2007 = 38 Number of 2nd year students 2009 = 27 Percentage retained = 71% 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 2011 = *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

Findings (2008-2009) - Achievement Target: Met

The VET Program retention rate of 71% is well above the college goal of 60% and the national average of 57% for vet tech programs. Most of the students are lost during their first semester of studies. The addition of a SDV course designed specifically for vet tech students would help facilitate the transition to college. Plans are in place to make this course a reality for the fall of 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. This goal will be re-evaluated annually.

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

Collaboration with Counseling Center-educational support plan
The Program pass rate of 86% is well above the national average of 59%. Passing rates are substantially lower in June vs. January as candidates in June tend to be weaker students or students that failed their first attempt to pass the exam in January. 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 un-diagnosed learning disabilities. The faculty has been making a concerted effort to intervene early and encourage students to seek help through the early warning system, counseling, tutors, etc. Faculty and counseling are currently working on a SDV course geared for VET students that will specifically address 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. *It is important to note that the VTNE was re-written in 2007. The types of questions asked and the difficulty of those questions has increased. There has been a change in emphasis from skill acquisition to critical thinking. Low pass rates on the VTNE are a national concern*. This goal has been scheduled for re-evaluation annually.

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

**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
2008-2009 Air Conditioning & Refrigeration, A.A.S.

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

O 1: Technical knowledge and capabilities

Technical knowledge and capabilities: Design, install, maintain, and repair a basic residential air conditioning and heating system.

Related Measures:

M 1: Entrance/Exit Exams

Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Compare entrance exam scores to exit exam scores

Achievement Target:

Improved scores on exit exam administered in AIR 238

Findings (2008-2009) - Achievement Target: Met

Entrance exam administered in AIR 121, average score 36% Exit exam administered in AIR 238, average score 60%

O 2: Problem prevention and solutions

Problem prevention and solutions: Analyze an HVACR system's current operation, evaluate its ability to adequately provide for the equipment owner's comfort requirements, and if necessary, formulate a strategy to correct any deficiencies.

Related Measures:

M 2: Passing rate

Source of Evidence: Academic indirect indicator of learning - other
Overall passing rate

Achievement Target:

high passing rate

Findings (2008-2009) - Achievement Target: Met

Overall pass rate 86%
Action Plan Details for This Cycle (by Established cycle, then alpha)

Program goal was met

Program effectiveness is substantial

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

Relationships (Measure | Outcome/Objective):
  Measure: Quizzes, tests, lab projects, employer and student surveys |
  Outcome/Objective: Prepare students for success in the HVACR industry.

All instructional materials have been updated

All instructional materials and the Audio Visual equipment on which to use them have been updated as of the end of 2008.

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

Relationships (Measure | Outcome/Objective):
  Measure: Quizzes, tests, lab projects, employer and student surveys |
  Outcome/Objective: To update software for instructional purposes.

Planned to evaluate effectiveness and make necessary changes

Planned to evaluate effectiveness of program in meeting SLOs. Make necessary changes in the program.

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

Relationships (Measure | Outcome/Objective):
  Measure: Quizzes, tests, lab projects, employer and student surveys |
  Outcome/Objective: Skilled in HVACR installation and service.

Planned to evaluate effectiveness and make necessary changes

Planned to evaluate effectiveness of program in meeting SLOs. Make necessary changes in the program.

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

Relationships (Measure | Outcome/Objective):
  Measure: Quizzes, tests, lab projects, employer and student surveys |
  Outcome/Objective: Good critical thinking skills; able to anticipate as well as solve them.
Detailed Assessment Report
2008-2009 Massage Therapy Career Studies Certificate

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

O 1: Effectively blend Swedish and deep tissue strokes to perform a full body massage.

Effectively blend Swedish and deep tissue strokes to perform a full body massage.

**Document:**
- *Massage Therapy Tests*

**Related Measures:**

M 1: Open book exam using Salvo text on purpose of massage, its benefits, skills and techniques. Short answer and listing questions

Source of Evidence: Academic direct measure of learning - other
Open book exam using Salvo text on purpose of massage, its benefits, skills and techniques. Short answer and listing questions were included. Students were introduced to massage strokes in lab but not tested on them.

**Document:**
- *Massage Therapy Tests*

**Achievement Target:**
Score of 70% or higher

**Document:**
- *Massage Therapy Tests*

**Findings (2008-2009) - Achievement Target: Met**

Data collection - Fall 2009 Data was collected from 2 WO sections of HLT 170; data from MEC was not available Sample size = 18 students Average exam score = 96 One faculty member taught both sections

**Document:**
- *Massage Therapy Tests*

M 2: Lab practical included 4 major areas: communication, draping, lotion, 5 strokes. The rubric for grading was the effectiveness of

Source of Evidence: Academic direct measure of learning - other
Lab practical included 4 major areas: communication, draping, lotion, 5 strokes. The rubric for grading was the effectiveness of implementing all 4 areas during a 30 minute full body massage

**Document:**
- *Massage Therapy Tests*

**Achievement Target:**

Competency level on rubric

**Document:**
- *Massage Therapy Tests*

**Findings (2008-2009) - Achievement Target:** **Met**

Data collection - Fall 2009 Data was collected from 1 WO section of HLT 180; HLT 180 was not offered at MEC that semester Sample size = 6 students Average score = 92 Average for 4 lab criteria: Communication = 19/20 Draping = 17.3/20 Lotion = 20/20 Use of 5 strokes = 35.3/40 One faculty member taught this section

**Document:**
- *Massage Therapy Tests*

**O 2: Integrate musculoskeletal anatomy and physiology into massage techniques.**

Integrate musculoskeletal anatomy and physiology into massage techniques.

**Document:**
- *Massage Therapy Tests*

**Related Measures:**

**M 3: Short answer exam covering anatomy as it pertains to massage; Lab practical included 4 major areas: communication, draping, lotion**

Source of Evidence: Academic direct measure of learning - other Short answer exam covering anatomy as it pertains to massage; Lab practical included 4 major areas: communication, draping, lotion, 5 strokes. The rubric for grading was the effectiveness of implementing all 4 areas during a 30 minute full body massage

**Achievement Target:**

Competency or average score on this area of rubric

**Findings (2008-2009) - Achievement Target:** **Met**
Data collection - Fall 2009 Data was collected from 1 WO section of HLT 180: HLT 180 was not offered at MEC that semester Sample size = 6 students Average score = Written Exam = 95 Average score - Lab practical = 92 Average for 4 lab criteria: Communication = 19/20 Draping = 17.3/20 Lotion = 20/20 Use of 5 strokes = 35.3/40 One faculty member taught this section

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

Achievement Target:

Meet or exceed national pass rate on the National Certification exam

Findings (2008-2009) - Achievement Target: Met

For year 2008-2009 thirteen students graduated with Certificate in Massage Therapy

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

Achievement Target:

All students will gain employment as licensed massage therapists

Findings (2008-2009) - Achievement Target: Partially Met

Graduates self-reported when they became licensed and employed - no data was recorded.
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:

maintain or increase enrollment rates

Findings (2008-2009) - Achievement Target: Partially Met

Fall 2008-2009 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 section of HLT 180 at MEC = 15 students 2 sections of HLT 180 at WO = 26 students Total students in HLT 180 = 41

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

Exam pass rate as reported by NCBTMB for NVCC students continues to be much higher than national average

Exam pass rate as reported by NCBTMB for NVCC students continues to be much higher than national average. Faculty have committed to continue to review curriculum to ensure continued 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

Faculty are considering mentoring program to connect present students with former graduates
Faculty are considering mentoring program to connect present students with former 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

Faculty have decided 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

Marketing plan to promote MT program has been developed and was scheduled to be implemented after college approval

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
Determined that program coordination between MEC and WO campuses needs improvement.

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

It was determined that the program needs to develop follow-up method to assess graduates success in obtaining jobs

It was determined that the program needs 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

It was determined that the program needs to develop method of disseminating information about job opportunities to graduates

It was determined that the 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
Mission/Purpose

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:
90% of students receive a passing score

Findings (2008-2009) - Achievement Target: Not Met

In 2007, 2008, 2009, the following numbers of students received the Diagnostic Math test for Nursing Years- # of students 2007-248 2008-208 2009 258 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.

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:
Pass rate of 90% over two attempts

Findings (2008-2009) - Achievement Target: Met
In 2007, 2008 and 2009 the following number of students received the Drug and Dosage tests per semester. First year Second year total 2007- 248 128 376 2008- 208 241 449 2009 - 258 159 417 There are approx. 11 sections and 11 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%.

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:

78% pass rate

Findings (2008-2009) - Achievement Target: Met

In 2007, 2008, and 2009 the following number of students were administered nursing course examinations per semester. 2007 - total = 376 2008 -total = 449 2009- total = 417 There were 27 faculty involved and there were appx. four to five major sections. Results indicate that appx.85- 87 % pass the Nursing Courses. The average criterion scores and overall rubric scores were 85%. The average scores for SLO specific test items were 87%.

M 4: Comprehensive examinations

Source of Evidence: Comprehensive/end-of-program subject matter exam Comprehensive examinations

Achievement Target:

700 points

Findings (2008-2009) - Achievement Target: Partially Met

Data was collected for 2007, 2008, 2009. 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. 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 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.

**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

**Achievement Target:**

100% of students achieve satisfactory performance

**Findings (2008-2009) - Achievement Target: Not Met**

The passing rate is appx. 98% for clinical experience. The grade obtained is 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 to 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.

**M 6: Campus laboratory experience**

Source of Evidence: Academic direct measure of learning - other
Campus laboratory experience. 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:**

99% pass rate

**Findings (2008-2009) - Achievement Target: Met**

99% of the students pass the nursing laboratory experience.

**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:

100% employer satisfaction rate for 2008; 85% employer satisfaction rate for 2009

**Findings (2008-2009) - Achievement Target: Not Met**

In 2007, 30 employer surveys were sent and no returns received. There was no data for this year. In 2008, 30 employer surveys were sent via mail, email, and personally delivered by faculty to unit level managers. There were 7 returns or 23% return. There was a 100% satisfaction rates with graduate knowledge base; clinical proficiency; and behavioral skills In 2009, 76 employer surveys were distributed with 34% return rate. There was a 96% satisfaction rate with graduate knowledge base; 80% graduate clinical proficiency rate and an 88.5% satisfaction rate with behavioral skills. The average of components was 88.5%

**M 8: Nursing Course Examinations**

Source of Evidence: Academic direct measure of learning - other

Achievement Target:

90% pass rate on exams

**Findings (2008-2009) - Achievement Target: Met**

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 appx . 92% of the nursing students pass the nursing course examinations. Students' 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 appx. 60-75%.

**M 9: Case studies/Patient directed scenarios**

Source of Evidence: Academic direct measure of learning - other

Case studies/Patient directed scenarios
Achievement Target:
100% completion of practice tests

Findings (2008-2009) - Achievement Target: Met

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.

M 10: Practice Tests

Source of Evidence: Academic direct measure of learning - other Practice Tests

Achievement Target:
100% completion of practice tests

Findings (2008-2009) - Achievement Target: Met

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:
All students achieve a score of 700

Findings (2008-2009) - Achievement Target: Met

Student scores are integrated into nursing course semester grade. In 2008, the average score results combining all nursing tracks was 783. In 2009, RN Predictor average score combining all nursing tracks was 817; Results indicate that there is student improvement in nursing knowledge as indicated by standardized scores.

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:

85% employer satisfaction with graduate performance

Findings (2008-2009) - Achievement Target: Met

In 2008, Employer survey (n= 7) results indicate that employers were 100% satisfied with the practice of graduates. In 2009, the (n= 21) results indicate that there was an overall 88.5% satisfaction rate with graduates.

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 (2008-2009) - Achievement Target: Met

In 2007 (n= 124), 2008 (n= 213) , 2009 (n= 274) the Nursing Program course evaluations results indicate that on a consistent basis more than 86% - 88% 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 (2008-2009) - Achievement Target: Met

In 2006, Graduate surveys results (n=41) indicated that 88% of nursing graduates rated the nursing program as good to excellent. In 2007, 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. 100% 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 (2008-2009) - Achievement Target: Met**

The results of combining all tracks in the nursing program produced the following graduation data: 124 graduates in 2007, 213 graduates in 2008, 274 graduates in 2009. In 2007- grad. rate was 70% In 2008- grad was 83% In 2009- pending results 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.

**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 (2008-2009) - Achievement Target: Not Met**
The NOVA NCLEX rates results are: 2007- 78.2% 2008- 83.2% 2009- 84.0% It is noted that the NOVA NCLEX rates are rising with 2009 data. Please refer to number of graduates in previous sections

O 13: The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate survey

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 (2008-2009) - Achievement Target: Met

The employer survey results in 2008 indicate that there was an overall average of 100% rate of satisfaction of employers with the practice of the three roles of the Associate Degree Nurse. In 2009, there was an overall satisfaction rate of 88.1%.

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 (2008-2009) - Achievement Target: Met

In 2006 and 2007, Nursing Graduate survey results indicate that 89% of the graduates are more than satisfied in the practice of the three roles of Associate degree nurse.

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 (2008-2009) - Achievement Target: Met**

The graduate survey results indicate that 87% of graduates are committed to learning as evidenced by their additional comments on the survey as to use of continuing education courses; by their application to a BSN program or by conferences attended at their employment agency.

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

**Decided that 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.**

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

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

**Measure:** Comprehensive standardized examinations  | **Outcome/Objective:** The program provides opportunities for students to become competent graduates.

**It was determined that comprehensive standardized tests will continue to be integrated and administered for NUR 111, NUR 150, NUR 180, NUR 201, NUR 221**

It was determined that 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.

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

**Relationships (Measure | Outcome/Objective):**
**Measure:** Comprehensive standardized examinations  | **Outcome/Objective:** The program provides opportunities for students to become competent graduates.

**Made a commitment to continue to maintain the clinical objectives, the evaluation tool and the nursing care plan and or concept map as a requirement**

Made a commitment to 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.

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

**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

**A commitment was made to continue to maintain the use of comprehensive testing within the nursing course rubric.**

A commitment was made to continue to maintain the use of comprehensive testing within the nursing course rubric.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive examinations
- **Outcome/Objective:** Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment

**We have decided to share employer results at next Nursing Advisory Committee and with nursing faculty.**

We have decided to share employer results at next Nursing Advisory Committee and with nursing faculty.

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

Relationships (Measure | Outcome/Objective): Measure: Employer surveys | Outcome/Objective: The program provides opportunities for students to become competent graduates.

We have decided that employer surveys will continue to be mailed, email and personally delivered by faculty to unit managers to improve return rates.

We have decided that employer surveys will continue to be mailed, email and personally delivered by faculty to unit managers to improve return rates.

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

Relationships (Measure | Outcome/Objective): Measure: Employer surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings.

We have decided that employers will be contacted to follow up on graduate clinical proficiency as to areas that need improvement. This will also be

We have decided that employers will be contacted to follow up on graduate clinical proficiency as to areas that need improvement. This will also be on the agenda for the next Nursing Advisory Committee meeting.

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

Relationships (Measure | Outcome/Objective): Measure: Employer surveys | Outcome/Objective: The program provides opportunities for students to become competent graduates.

Factors that interfered with success are explored during final exit interview.

Factors that interfered with success are explored during final exit interview.

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

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

Faculty have committed to continue to administer and monitor the Drug Dosage Calculation test per semester for reliability, validity and increasing difficulty.

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

Relationships (Measure | Outcome/Objective):
  Measure: Drug Dosage Calculation Test | Outcome/Objective: Demonstrate quantitative reasoning in the practice of nursing.

Faculty have committed to maintain the pass rate at or above the criterion.

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

Relationships (Measure | Outcome/Objective):
  Measure: Drug Dosage Calculation Test | Outcome/Objective: Demonstrate quantitative reasoning in the practice of nursing.
  Measure: Nursing Course Examinations | Outcome/Objective: Demonstrate using community-based nursing in the promotion of health, in providing for a safe and effective environment

Planned to distribute graduate surveys on a two year basis with assistance from Office of Institutional Research. (OIR).

Planned to distribute graduate surveys on a two year basis with assistance from Office of Institutional Research. (OIR).
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduate surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings. | The graduates demonstrate commitment to learning (i.e., formal and informal nursing education) | The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate survey

It was determined that graduate surveys will continue to rate the three roles of the Associate Degree Graduate

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

Relationships (Measure | Outcome/Objective):
Measure: Graduate surveys | Outcome/Objective: The graduates practice nursing within the three roles of the Associate Degree nurse as determined by employer and graduate survey

In 2007, NUR 295, an elective, was implemented to assist seniors to be successful on NCLEX.

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

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.
In 2008, NUR 195 was an added elective for the successful retention of first year nursing students as well as NUR 295.

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

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.

In 2009, Nursing Success strategies were implemented in all nursing courses. Standardized testing remediation was also implemented.

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

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.

It was decided that no changes will be made to the campus evaluation.

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

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.
It was decided that no revisions will be made with the survey.

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

Relationships (Measure | Outcome/Objective):  
Measure: Employer surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings.  
Measure: Graduate surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings.

It was determined that Nursing Program course evaluations will continue to be monitored on a semester basis with results tallied and presented to faculty for their consideration for revisions.

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

Relationships (Measure | Outcome/Objective):  
Measure: Employer surveys | Outcome/Objective: The associate Degree program prepares students to practice in various community-based settings.

Nursing Success testing strategies have been implemented since 2007.

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

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.
Practice tests prior to taking the standardized examinations have also been implemented as well as case study testing.

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

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.

Repeat NUR 111

The desired level of achievement of 90% was not attained. 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: 2008-2009  
Implementation Status: Finished  
Priority: High  

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.

Committed to share the results with the nursing advisory committee and with faculty for areas of concern.

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

Relationships (Measure | Outcome/Objective):
**Measure:** Employer surveys  | **Outcome/Objective:** The associate Degree program prepares students to practice in various community-based settings.

**Measure:** Graduate surveys | **Outcome/Objective:** The associate Degree program prepares students to practice in various community-based settings.

**Standardized testing was implemented in 2008 for each nursing course with an RN Predictor Comprehensive examination prior to graduating the program.**

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

**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

The desired level of achievement of 100% completion of practice tests has been attained.

The desired level of achievement of 100% completion of practice tests has been attained. It was decided that practice tests will continue as a part of the nursing course grade.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Practice Tests  
- **Outcome/Objective:** The program provides opportunities for students to become competent graduates.

It was decided that the employer survey results will continue to be monitored every two years and results shared with the nursing advisory committee.

It was decided that the employer survey results will continue to be monitored every two years and results shared with the nursing advisory committee, total nursing faculty and with students.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

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 survey

It was determined that the employer surveys will continue to be sent via mail and will now add an email approach. The employer surveys will also be

It was determined that the employer surveys will continue to be sent via mail and will now add an email approach. Also, we decided that the employer surveys will be distributed personally by faculty to unit level managers who are involved in evaluation of graduate

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

Relationships (Measure | Outcome/Objective):
Measure: Employer surveys  | Outcome/Objective: The program provides opportunities for students to become competent graduates.

The faculty have committed to maintain the pass score at 90% and above.

The faculty have committed to maintain the pass score at 90% and above.

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

A commitment was made to continue to monitor the NCLEX rates and compare them to the national and Virginia mean on an annual basis.

A commitment was made to continue to monitor the NCLEX rates and compare them to the national and Virginia mean on an annual basis.

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

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

It was decided that the nursing course examinations will continue to be monitored for validity and reliability.

It was decided that the nursing course examinations will continue to be monitored for validity and reliability.

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

Relationships (Measure | Outcome/Objective):
  Measure: Nursing Course Examinations | Outcome/Objective: The program provides opportunities for students to become competent graduates.

A commitment was made to continue to track the nursing program graduation rates and share results with the nursing advisory committee.

A commitment was made to continue to track the nursing program graduation rates and share results with the nursing advisory committee and with nursing faculty and students.

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

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.

A commitment was made to share the results with faculty and nursing advisory committee and with students.
A commitment was made to share the results with faculty and nursing advisory committee and with students.

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

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

It was decided that the rubric of the nursing course will continue to include the pass or fail grade of the clinical experience.

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

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

O 1: Use available service manuals

Use available service manuals in locating specifications related to the inspection, repair, and adjustment of automotive systems. (i.e. Manufacturers Service Manuals, Mitchell-On-Demand All-Data, Identifix, etc.)

Related Measures:

M 1: Lab activities following the Lab Contracts based on NATEF Task Lists using the Lab Grading Rubric

Source of Evidence: Academic direct measure of learning - other Lab activities following the Lab Contracts based on NATEF Task Lists using the Lab Grading Rubric. Practical Exams- "hands-on"

Achievement Target:

80% of student sample achieve at least score of 80% or more

Findings (2008-2009) - Achievement Target: Partially Met

Data collection- Fall 2009 Sample size = A total of 80 students in three sections of AUT 112, one section of AUT 122, and one section of AUT 245 at both the Manassas and Alexandria campuses. A total of 56 students, or 70%, completed Lab Contracts for these classes with a composite score of 80% or better.

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.

O 5: Explain operating principles

Explain the operating principles of automotive fuel systems, ignition systems, emissions, instrumentations, chassis control, and possess a working knowledge of current computerized powertrain management systems.

O 8: Apply basic electrical theory

Apply basic electrical theory using wiring diagrams and schematics to diagnose and repair automotive electrical circuits including battery, starter and charging systems.

Related Measures:
M 2: Lab activities utilizing the Lab Contracts based on NATEF Task Lists using the Lab Grading Rubric

Source of Evidence: Academic direct measure of learning - other
Lab activities utilizing the Lab Contracts based on NATEF Task Lists using the Lab Grading Rubric Practical Exams- "hands-on"

Achievement Target:

80% of student sample will achieve score of 80% or higher

Findings (2008-2009) - Achievement Target: Not Met

While a specific completion target rate was not specified for this SLO, program faculty would like to see 80% of any student sample achieve an assessment score of at least 80%. The 56% rate is not surprising, as electrical and electronics concepts are quite difficult for many students to grasp. Both the Fall 2009 and Spring 2010 assessment results will be carefully analyzed and program improvements will be made as required.

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

O 11: Program Goal 1: To prepare students to gain employment in the automotive field.

Program Goal 1: To prepare students to gain employment in the automotive field.

Related Measures:

M 3: Automotive surveys from OIR

Source of Evidence: Academic indirect indicator of learning - other
Automotive surveys from OIR

Achievement Target:

Students will gain employment in automotive field.

Findings (2008-2009) - Achievement Target: Not Met

No OIR data supplied

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 review of the assessment methodology and data collected from the Fall 2009 semester raised concerns 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 has been scheduled for implementation for the Spring 2010 semester.

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

Relationships (Measure | Outcome/Objective):
Measure: Lab activities utilizing the Lab Contracts based on NATEF Task Lists using the Lab Grading Rubric  
Outcome/Objective: Apply basic electrical theory

Review of Curriculum and SLOs

Planned for a faculty review of curriculum to help refine our student learning outcomes to better prepare students for further study and/or employment opportunities.

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High
Relationships (Measure | Outcome/Objective):

**Measure:** Automotive surveys from OIR | **Outcome/Objective:** Program Goal 1: To prepare students to gain employment in the automotive field.
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: Participation in ELI BIO 253 discussion board

Source of Evidence: Discussions / Coffee Talk
Thoughtful participation in Discussion boards, written essays, online presentations, tests over the course of semester about biotechnology concepts with a minimum of 2 thoughtful comments/questions to classmates. Topics assessed this way: Where is biotechnology? DNA and its isolation. Proteins in biotechnology. Genetically Modified Organisms. Genetic conditions. Genetic non-discrimination.

Achievement Target:

At least two thoughtful comments or questions on discussion board

Findings (2008-2009) - Achievement Target: Met

n = 18 averages out of 4 points mastery of concept as presented on DB: 3.75 thoughtful comments: 3.0

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

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

Achievement Target:
achievement target based on average score on presentation and midterm

**Findings (2008-2009) - Achievement Target: Met**

Faculty decided that the achievement level is satisfactory. With 95% as the average score on written assignments, no further enhancements are needed at this time.

**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.

**Achievement Target:**

Achievement target based on average exam score

**Findings (2008-2009) - Achievement Target: Met**

Bio 252 n=17 With an 84% as the average score on the midterm exam, no further enhancements are needed at this time.

**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.

**Achievement Target:**

Achievement target based on average exam score

**Findings (2008-2009) - Achievement Target: Met**

Data collection - Fall 2009 Data was collected from the ELI section of BIO 253.
Sample size = 17 students (one has an incomplete and has yet to take the final exam) Final exam average score: 84

**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: Rubric for scientific method**

Source of Evidence: Written assignment(s), usually scored by a rubric
In Fall 2009, an evaluation rubric was developed in order to assess students enrolled in BIO252: DNA Methods. Students were ranked from 1 (Novice),
2(Apprentice), 3 (Proficient) to 4 (Exemplary) in the following categories: Question/Purpose, Hypothesis, Materials, Procedures, Data Collection and analysis, Discussion, and Components of the report. The student lab notebooks were collected and assessed to the criteria in each of these categories.

**Achievement Target:**

minimum score of 3 in each category

**Findings (2008-2009) - Achievement Target: Not Met**

Five students were enrolled in BIO 252; this is the first time this class has been offered and was one of only two biotech courses offered in fall 2009 n=5 average rubric score for each category question/purpose=3.6 hypothesis =1 materials = 3.4 procedures = 3.4 data collection and analysis=3.4 components of report = 2.8

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

O 9: 1. Recruit high school students, current NOVA students, and career changers into NOVA Biotech Program.

1. Recruit high school students, current NOVA students, and career changers into NOVA Biotech Program.

**Related Measures:**

**M 6: Distribution of marketing materials**

Source of Evidence: Academic indirect indicator of learning - other
• Distribution of marketing materials

**Achievement Target:**

Achievement target based on: Distribution of marketing materials Visits to program website Number of student and teachers attending info session Number of students enrolled in AAS program and bio tech classes

**Findings (2008-2009) - Achievement Target: Not Met**

• Design and distribution of 1000 flyers and/or brochures to local high schools, NOVA students, general community • 1704 visits to the homepage of the Biotech Program Website • Press releases in 4 local newspapers, including Washington Post • Visits to 11 local high schools with 900 students attending presentation on NOVA Biotech Program. • On-site workshops (open houses, CLEAR, etc) = 370 students • Participation in local community events including Biotech Bonanza for Prince William County • Enrollment in A.A.S. program •Fall 2008 = 23 •Spring 2009 = 31 •Fall 2009 = 61 • Enrollment in biotech classes •BIO170 (Fall 2008 @ LO): 5 students •BIO253 (Fall 2008 @ LO): 6 students •BIO170 (Spring 2009 @ MA): 8 students •BIO253 (Spring 2009 @ MA): 8
students · BIO253 (Fall 2009 @ ELI): 23 students · BIO252 (Fall 2009 @ MA): 5 students SDV101 (Fall 2009@MA): 10 students

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

Findings (2008-2009) - Achievement Target: Met

Results indicate that marketing the program through various medias (print, info session, website) corresponds to an increase in enrollment in the program - with 3x as many students enrolled in the program in Fall 2009 than Fall 2008. We expect that the benefit of these marketing techniques will long-term in that the larger community will know about the program and high school teachers can help promote it in their classes.

O 10: 2. Increase high school student's' and teacher's' knowledge in Biotechnology (supporting NOVA's role in community service and

2. Increase high school student's and teacher's knowledge in Biotechnology (supporting NOVA's role in community service and our recruitment efforts)

Related Measures:

M 8: • Number of students and teachers attending workshops and open houses at NOVA or in the local high school

Source of Evidence: Academic indirect indicator of learning - other
• Number of students and teachers attending workshops and open houses at NOVA or in the local high school • Number, type of biotech resources available and used by teachers

Achievement Target:

• Visits to local high schools (see above) • On-site workshops (open houses, CLEAR, etc) = 370 students • Workshop run at in-service training day for science teachers in Fairfax County (Fall 2008) • Presentation made to the science chairs at all of the LO high schools (Fall 2008) • 1-day summer academy for high school teachers (Summer 2009) • 2-day specialized workshop in microsatellites (Summer 2008) • In-class activities run in the local high schools (2 events in Fall 2009) • List of biotech education resources on-line provided via website

Findings (2008-2009) - Achievement Target: Met
Though we initially marketed the program to high school students, it was soon clear that there was a need to work closely with high school science teachers as well. This is due to a) the teacher's lack of knowledge and/or access to biotech resources for teachers and (b) the benefit of having teachers promote our program to their students. We have had mixed results in our outreach with some schools being very interested in partnering and some schools not having the interest or time to be involved. One area we have struggled with in terms of making connections is Loudoun County Public Schools. The LO Campus is hosting a mini-conference for local teachers on biomanufacturing in August 2010 that should help to promote our program within this area. We have also found that trying to work with a lot of schools is not possible time-wise and funding-wise. As part of our preparation of a grant to National Science Foundation, we have established formal partnerships with three large high schools and one alternative school. These schools were chosen due to the high number of graduates who come to NOVA, their proximity to a NOVA campus, and a general interest in biotechnology. Outreach efforts will be largely focused on these partner schools. We are currently in the process of purchasing a trunk of biotech equipment that will be available for use by our partner schools and other schools (where possible). This should allow the teachers to better incorporate biotechnology lab exercises into their curriculum.

O 11: 3. Retain and graduate Biotech Program students.

3. Retain and graduate 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:

Achievement target based on: Number of students completing courses and graduating from program

Findings (2008-2009) - Achievement Target: Partially Met

Success rate in biotech classes (defined as a grade of C or better) • BIO170 (Fall 2008 @ LO): 100% • BIO253 (Fall 2008 @ LO): 83% • BIO170 (Spring 2009 @ MA): 50% • BIO253 (Spring 2009 @ MA): 75% • BIO253 (Fall 2009 @ ELI): 70% • BIO252 (Fall 2009 @ MA): 100% • SDV101 (Fall 2009@MA): 67%
No graduates, to date.

O 12: 4. Partner with local Biotech companies to place Biotech students/graduates in the local workforce.
4. Partner with local Biotech companies to place Biotech students/graduates in the local workforce.

**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:**

Have at least one biotech advisory board meeting per year

**Findings (2008-2009) - Achievement Target: Met**

- Spring 2009 meeting with advisory board to review and approve career studies certificate proposal
- Subcommittee formed on developing quality control course/certificate
- Students who have successfully completed biotech courses have served at interns at the US Geological Survey and entry-level lab employees at Bode Technology
- Outreach efforts to companies have started to facilitate interest in the program by their current employees
- Student took tours at Bode Technology and Covance Laboratories
- SDV students listened to a panel of representatives from our partner companies talk about job opportunities in the biotech industry.
- One of our new partners, Rividium, donated a $10,000 scholarship for a student entering the program in Fall 2010.

**O 13: 5. Develop, offer, and fund innovative curricula that gives students skills to enter workforce**

5. Develop, offer, and fund innovative curricula that gives students skills to enter workforce

**Related Measures:**

**M 11: Design, offer and fund innovative curricula**

Source of Evidence: Academic indirect indicator of learning - other
- Attendance of biotech faculty at professional development opportunities
- Development/revisions of biotech courses
- Submission of grants to obtain external funding for program (if necessary)

**Achievement Target:**

Faculty to attend professional development opportunities
Make course revisions
Obtain external funding through grant writing

**Findings (2008-2009) - Achievement Target: Met**

The DNA Methods course will be offered again in the next academic year; being revised to better fit our student learning outcomes (see below) and will include
newer technologies such as real-time PCR. Biotech faculty will continue to work on securing additional funding for program which is essential for the continuation of the program. Current spending on the earmark is designed to stockpile supplies for the next year (where possible) and to order high-cost equipment. The ELI course will be continued and revised (where necessary). Work will begin to offer the SDV101: Orientation to Biology and Biotechnology and BIO254: Capstone Seminar in Biotechnology as a hybrid or on-line course. The career certificate will be offered, beginning in Fall 2010. Classes have been scheduled for Fall 2010 in order to accommodate the anticipated higher demand for courses as a result.

O 14: 6. Establish articulation agreements with transfer institutions to enhance educational opportunities for program graduates

6. Establish articulation agreements with transfer institutions to enhance educational opportunities for program graduates

**Related Measures:**

**M 12: Course credit transferability**

Source of Evidence: Academic indirect indicator of learning - other

Number of Biotech course credits that transfer to four year institutions, e.g. GMU

**Achievement Target:**

• In meetings with GMU, the Biotech Coordinator there has agreed to accept the biotech classes as electives in his program. This ensures that all course should be transferable, though students will have to complete their gen ed requirements as well.

**Findings (2008-2009) - Achievement Target: Partially Met**

In meetings with GMU, the Biotech Coordinator there has agreed to accept the biotech classes as electives in his program. This ensures that all course should be transferable, though students will have to complete their gen ed requirements as well.

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

Determined that adding either incentives or penalties for more BB discussion could make the participation greater.

Determined that adding either incentives or penalties for more BB discussion could make the participation greater.

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

**Relationships (Measure | Outcome/Objective):**
**Measure:** Participation in ELI BIO 253 discussion board  | **Outcome/Objective:** Explain the fundamental scientific concepts in biotechnology.

**Formal Articulation Agreement with GMU**

In meetings with GMU, the Biotech Coordinator there has agreed to accept the biotech classes as electives in his program. This ensures that all course should be transferable, though students will have to complete their gen ed requirements as well— but it was determined that a more formal articulation agreement needs to be developed.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course credit transferability | **Outcome/Objective:** 6. Establish articulation agreements with transfer institutions to enhance educational opportunities for program graduates

**Formal Articulation Agreement with GWU and JMU**

It was determined that a formal articulation agreement with GMU needs to be developed. Furthermore, it was decided that the biotech program heads need to contact other transfer institutions such as GWU and JMU.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course credit transferability | **Outcome/Objective:** 6. Establish articulation agreements with transfer institutions to enhance educational opportunities for program graduates

**Marketing and Recruitment**

Planned for next academic year: Results indicate that marketing the program through various medias (print, info session, website) corresponds to an increase in enrollment in the program - with 3x as many students enrolled in the program in Fall 2009 than Fall 2008. We expect that the benefit of these marketing
techniques will long-term in that the larger community will know about the program and high school teachers can help promote it in their classes. Enrollment in the biotech classes have been low, though an increase was shown from Fall 2008 to Fall 2009 - most notably with the creation on of ELI course for BIO253. When individual students in the program were examined in terms of their class schedule, very few program-placed students were in any courses in the AAS curricula. Some were in developmental English and/or math; many were enrolled in courses un-related to the program. Each semester, an e-mail was sent out to each program-placed student indicating what biotech courses were being offered and that faculty advising was readily available. Program heads are considering ways to ensure that students enrolled in the program enroll in the biotech classes in a timely fashion. Thought has been given to assigning each program-placed student to a faculty advisor; each student would be required to meet with the advisor prior to being allowed to enroll in any of the courses specific to the biotech curricula. Another option considered is to have a non-competitive application process so that AAS Biotech students can be easily advised and tracked through their academic career. Another possible way to increase enrollments is to offer the classes more frequently and at times convenient to the program-placed students. BIO170 is being offered in Spring 2010 at the LO campus on Wed evening and Saturday mornings. There is also interest in putting other courses on-line such as SDV101 and BIO254. Though we initially marketed the program to high school students, it was soon clear that there was a need to work closely with high school science teachers as well. This is due to a) the teachers' lack of knowledge and/or access to biotech resources for teachers and (b) the benefit of having teachers promote our program to their students. We have had mixed results in our outreach with some schools being very interested in partnering and some schools not having the interest or time to be involved. One area we have struggled with in terms of making connections is Loudoun County Public Schools. The LO Campus is hosting a mini-conference for local teachers on biomanufacturing in August 2010 that should help to promote our program within this area. We have also found that trying to work with a lot of schools is not possible time-wise and funding-wise. As part of our preparation of a grant to National Science Foundation, we have established formal partnerships with three large high schools and one alternative school. These schools were chosen due to the high number of graduates who come to NOVA, their proximity to a NOVA campus, and a general interest in biotechnology. Outreach efforts will be largely focused on these partner schools. We are currently in the process of purchasing a trunk of biotech equipment that will be available for use by our partner schools and other schools (where possible). This should allow the teachers to better incorporate biotechnology lab exercises into their curriculum.

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

Relationships (Measure | Outcome/Objective):
Measure: •Distribution of marketing materials | Outcome/Objective: 1. Recruit high school students, current NOVA students, and career changers into NOVA Biotech Program.
The one category where all students received a “1” was in the hypothesis.

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. It was decided that in the next offering of this course, care will be given to make sure that students complete detailed experiments and write up formal lab reports.

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

Relationships (Measure | Outcome/Objective):  
Measure: Rubric for scientific method | Outcome/Objective: Apply the scientific method including: planning and experimenting, collecting data, and analyzing and interpreting data.

Use of results planned

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. We find that where the success rates are low, students do withdraw fairly early in the semester. Possible reasons for this include students not having the appropriate background, taking too heavy of a course load, not participating in course activities or in the case of the BIO253 ELI course, not feeling comfortable with an on-line format. With a few exceptions, students who completed the course received an A or B in the course. The Program Heads have recently met to revise the prereq requirements for the biotech courses in order to ensure that students are adequately prepared and take the courses in the intended order. A commitment was made to program the SIS system to enforce these prereqs when students try to register. This will force students who are not prepare to seek advising. Overall, better advising of new students (see above) would also help in students in taking 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: 2008-2009  
Implementation Status: Planned  
Priority: High
Relationships (Measure | Outcome/Objective):

Measure: % of students who are successful in biotech courses |
Outcome/Objective: 3. Retain and graduate Biotech Program students.
Detailed Assessment Report
2008-2009 Computer Science, A.S.

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

O 7: Perform elementary file and directory-related activities using command-line interfaces.

Perform elementary file and directory-related activities using command-line interfaces.

Related Measures:

M 1: Rubric for labwork

Source of Evidence: Academic direct measure of learning - other
CSC 185: Rubric used to assess student's labwork

Achievement Target:
Rubric score of average or above

Findings (2008-2009) - Achievement Target: Not Met

Fall 2009: 1 section of CSC185 = 17 students. Each criterion was worth, on average, 2 marks. 94% of the students participated in the assessment. Average criterion score earned: 1.84 Average student score earned: 92% 94% of the students earned a score of 70% or more on the lab work assigned.

O 11: Mathematical modeling

Demonstrate proficiency in mathematical modeling using a high or low level programming language

Related Measures:

M 2: Rubric to evaluate homework

Source of Evidence: Academic direct measure of learning - other
CSC 201 Rubric: Students were assessed using a rubric based on Homework

Achievement Target:
70% or more on homework assigned (average score on rubric)

Findings (2008-2009) - Achievement Target: Partially Met

Fall 2009: 2 sections of CS 201 = 36 students Each criterion was worth, on average, 6.7 marks 92% of the students participated in the assessment Average
criterion score earned: 5.48 Average student score earned: 81% 78% of the students earned a score of 70% or more on the homework assigned.

Other 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:

increase in graduation rate

Findings (2008-2009) - Achievement Target: Not Met


O 10: Course continuation in event of pandemic or natural disaster

Program Goal #2: Maps to Strategic Goal 2: 2005-15 To ensure continuity of instruction for all computer science courses in the event of a pandemic or natural catastrophe, using hybrid and/or distance learning strategies.

Related Measures:

M 4: Polled members of the computer science cluster committee

Source of Evidence: Academic indirect indicator of learning - other Polled members of the computer science cluster committee to determine which courses can be offered to students during a natural catastrophe or pandemic.

Achievement Target:

Identification of all courses that can continue during a pandemic or natural catastrophe

Findings (2008-2009) - Achievement Target: Met
The following computer science courses were identified: Course Method CSC 110 BB/ELI CSC 130 BB/Web CSC 201 BB/Web CSC 202 BB/Web CSC 205 BB/Web CSC 206 BB/Web

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

**Curriculum change approved**

Curriculum change approved 2009

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Review and analyze graduation rates provided by OIR report, “COLLEGE GRADUATES BY CURRICULUM AND AWARD TYPE.”
- **Outcome/Objective:** Program Goal #1: To increase the number of Computer Science Majors who will graduate from NVCC.

**Revisit key topic areas**

The results were used to identify areas which needed revisiting during the course in order to enhance learning. Specific subject areas identified were revisited, discussed and re-illustrated; students expressed greater confidence in their ability to perform task using command line instructions

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Rubric for labwork
- **Outcome/Objective:** Perform elementary file and directory-related activities using command-line interfaces.

**Revisited topics**

The results were used to identify areas which needed revisiting during the course in order to enhance learning. Specific subject areas identified were revisited, discussed and re-illustrated. Students subsequently showed improved proficiency.

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

Relationships (Measure | Outcome/Objective):
  Measure: Rubric to evaluate homework | Outcome/Objective: Mathematical modeling
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 the architectural aspects of a building for the purposes of presentation and construction using manual drawing.

O 2: Describe how buildings are presently constructed

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

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.

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.

O 7: Communicate graphically using computer graphics

Students will be able to communicate graphically the architectural aspects of a building for the purposes of presentation and construction using computer graphics.

O 8: Methodically design a building

Students will be able to methodically design a building.

O 9: To prepare students to continue their undergraduate education

To prepare students to continue their undergraduate education

Related Measures:
**M 1: Number of grads continuing their education**

Source of Evidence: Academic indirect indicator of learning - other
Number of grads continuing their education

**Achievement Target:**
continuous improvement

**Findings (2008-2009) - Achievement Target: Partially Met**

Total number of graduates- 23 Number continuing undergrad studies 10 8 to Catholic University 2 to Savannah College of Art and Design

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

**Discussion of the results has been in progress with additional decisions at the next cluster meeting.**
Established in Cycle: 2008-2009
Discussion of the results has been in progress with additional decisions at the next cluster meeting.

**O 10: To prepare students, who possess an undergraduate degree in an unrelated discipline, 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 2: Number of students continuing at M. Arch level**

Source of Evidence: Academic indirect indicator of learning - other
Number of students continuing at M. Arch level

**Achievement Target:**
Continuous improvement

**Findings (2008-2009) - Achievement Target: Partially Met**

3 to Virginia Tech.

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

**Discussion of the results has been in progress with additional decisions at the next cluster meeting.**
Established in Cycle: 2008-2009
Discussion of the results has been in progress with additional decisions at the next cluster meeting.

O 11: To keep curriculum up-to date

To keep curriculum up-to date

**Related Measures:**

M 3: Review and development of curriculum

Source of Evidence: Academic indirect indicator of learning - other Review and development of curriculum

**Achievement Target:**

continuous improvement

**Findings (2008-2009) - Achievement Target: Partially Met**

Revised Course Titles and Content Summaries Arc-123, Arc-124, Arc-231, Arc-232 Added new course to the curriculum: Arc-240 Designing Sustainable Built Environments

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

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

**Updated courses scheduled to be offered in Spring 2011**

*Established in Cycle: 2008-2009*

Updated courses scheduled to be offered in Spring 2011

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

Discussion of the results has been in progress with additional decisions at the next cluster meeting.

Discussion of the results has been in progress with additional decisions at the next cluster meeting.

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

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

**Measure:** Number of students continuing at M. Arch level  
**Outcome/Objective:** To prepare students, who possess an undergraduate degree in an unrelated discipline, to enter a Master of Architecture program.
Discussion of the results has been in progress with additional decisions at the next cluster meeting.

Discussion of the results has been in progress with additional decisions at the next cluster meeting.

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

Relationships (Measure | Outcome/Objective):
Measure: Number of grads continuing their education | Outcome/Objective: To prepare students to continue their undergraduate education

Updated courses scheduled to be offered in Spring 2011

Updated courses scheduled to be offered in Spring 2011

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

Relationships (Measure | Outcome/Objective):
Measure: Review and development of curriculum | Outcome/Objective: To keep curriculum up-to-date
Program is designed to qualify personnel in both engineering technology and management for employment in all areas of a construction firm. Occupational objectives include engineering aide, construction project manager, construction supervisor, estimator, and facilities planning and supervision.

Student Learning Outcomes, 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.

Achievement Target:

For the project, students can earn up to 30 points in accordance with the rubric. Each criterion is defined with related requirements/point values and can be rated either below average, average or excellent. Students must earn 24 out of 30 points, or 80% of total available points.

Findings (2008-2009) - Achievement Target: Met

Twenty-four students completed this project. Students executed this project very well. All of the students earned 24 points or greater. All of the students met each of the criterion (written and oral) with "average" or "excellent" ratings.

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.

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 will be assessed spring 2010.

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 will be assessed in spring 2010.

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.

**Achievement Target:**

Continually grow the program.

**Findings (2008-2009) - Achievement Target: Met**

Per the 2004 - 2008 NOVA Fact Book, there were 109 students program placed into the AAS in Construction Management Technology Program as of fall 2008. This is a slight growth over the fall 2007 number of 101 program placed students. Fall 2006, we had 82 program placed students. Slower growth in 2008 is indicative of the economy and its effect on the construction industry. Program will work to maintain steady growth as the economy recovers.

**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.

**Achievement Target:**

50 % of random construction related companies will be aware of the construction management related courses at NOVA.

**Findings (2008-2009) - Achievement Target: Not Met**

Currently not measured.

**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.
Achievement Target:

Students wishing to transfer to a 4-year program will find opportunities available to them both locally and outside of the metro area.

Findings (2008-2009) - Achievement Target: Partially Met

To date, all advisees wishing to transfer to a 4-year degree program related to construction management have successfully done so. Although there were no formal articulation agreements in place at the time, the students working with their program advisor were able to successfully work with 4-year colleges to negotiate the best possible transfer opportunity possible. Students successfully transferred to Penn State University - Penn Technical College, National Louis University, and University of Maryland Eastern Shore at Shady Grove. Specific transfer data numbers not available at this time.

M 12: Recent Graduate Survey

Source of Evidence: Exit interviews with grads/program completers
Recent graduates info provided by OIR and program exit interview.

Achievement Target:

Students wishing to transfer to a 4-year program will find opportunities available to them both locally and outside of the metro area.

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.

Achievement Target:

Interested students will obtain a responsible position related to the construction industry upon completion of their AAS in Construction Management Technology degree.

Findings (2008-2009) - Achievement Target: Not Met

At present there are quite a few current students looking for construction related employment. Former students have also contacted me looking for information regarding potential positions. Given the state of the economy, the construction industry is just not hiring at present. This should improve as the economy improves.
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.

Achievement Target:

85% of employers will see benefit in AAS Construction Management
Technology degree. Employers will identify program strengths and weaknesses
as observed in current student / recent graduate work.

Findings (2008-2009) - Achievement Target: Not Met

Currently not measured.

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

Advertising

A commitment was made 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

A commitment was made 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

Relationships (Measure | Outcome/Objective):
Measure: Transfer Data | Outcome/Objective: Further Education
BLD 241 Review 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 has committed 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)

Construction Company Networking

A commitment was made to work with employers to identify positions as they become available. Timing will depend 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

A commitment was made to create 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

**Future Evaluation**

Scheduled to assess this outcome at a future time.

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

**School Visits**

Scheduled 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

Mission

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and through lifelong educational opportunities.

Strategic Goals

I. STUDENT SUCCESS - Northern Virginia Community College will move into the top tier of community colleges with respect to the key indicators of student success: college readiness, developmental course completion, retention, graduation, transfer, and career placement of its students.

II. ACCESS - Northern Virginia Community College will increase the number and diversity of students being served to mirror the population growth of the region.

III. TEACHING AND LEARNING - Northern Virginia Community College will focus on student success by creating an environment of world-class teaching and learning.

IV. EXCELLENCE - Northern Virginia Community College will develop ten focal points of excellence in its educational programs and services that will be benchmarked to the best in the nation and strategic to building the College's overall reputation for quality.

V. LEADERSHIP - Northern Virginia Community College will serve as a catalyst and a leader in developing educational and economic opportunities for all Northern Virginians and in maintaining the quality of life and economic competitiveness of the region.

VI. PARTNERSHIPS - Northern Virginia Community College will develop strategic partnerships to create gateways of opportunity and an integrated educational system for Northern Virginians who are pursuing the American Dream.

VII. RESOURCES - Northern Virginia Community College will increase its annual funding by $100 million and expand its physical facilities by more than one million square feet in new and renovated space. This includes the establishment of two additional campuses at epicenters of the region's population growth, as well as additional education and training facilities in or near established population centers.

VIII. EMERGENCY PREPAREDNESS AND CONTINUITY OF OPERATIONS - Northern Virginia Community College will be recognized as a leader among institutions of higher education in Virginia for its development and testing of emergency response and continuity of operation plans.