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I. Introduction

The periodic and systematic review of academic programs and disciplines is a primary mechanism that NOVA uses to evaluate and continually improve student learning. The value of regularly-conducted reviews is supported by the importance SACS, SCHEV, and VCCS place on it by requiring institutions have a review process (see Appendix A for SACS’ standards related to the review process). It is a faculty-driven process, in which the faculty take the lead role, with administrative support. All degree programs (along with their related certificates and career studies certificates), as well as “stand-alone” certificates, career studies certificates, and disciplines, are reviewed according to a schedule approved by the Curriculum Committee and the Administrative Council. Degree programs, certificates, and career studies certificates are to be evaluated every five years. Disciplines are to be evaluated on a ten-year cycle. Programs that are accredited or approved by external agencies are reviewed on a cycle that mirrors their accreditation or approval schedule.

The goal of program/discipline reviews is to ensure that:

- The students are learning the knowledge/skills/attitudes as listed by program/discipline goals and student learning outcomes.
- The program/discipline goals and SLOs are consistent with the mission and goals of the College and the purpose of the program/discipline.
- The curriculum is coherent, current, and consistent.
- The instruction is effective and fulfills the mission by promoting student learning.
- The resources are adequate to meet the program goals and student learning outcomes.
- Assessment results are used in the improvement of student learning within the program/discipline.
- Programs/disciplines develop and follow an action plan in order to address any areas of improvement.

Program/discipline review committees are encouraged to refer to these goals as they gather data to demonstrate the effectiveness of their program/discipline. Each program/discipline has its own characteristics. Therefore, the review process may take different approaches and the results may look very different from each other. However, the end result ought to be the same, a report that

- is centered on student learning outcomes;
- demonstrates with appropriate supporting evidence that the program/discipline is effective;
- results in an action plan to improve student learning; and
- produces results that are useful to faculty in improving the effectiveness of the program/discipline and to the college in its planning, budgeting, and marketing efforts.
II. Components of Program/Discipline Reviews

A. Outline of Review Content
The following provides a suggested outline for a program/discipline review. This outline is not a required format, but the topics included below must be addressed in the reviews.

- Executive Summary
- Overview of program
  - Purpose of program
  - Program goals and student learning outcomes
  - Student profile
- Curriculum
  - Course Content Summaries
  - Course Offerings
  - Modalities
- Student Learning Outcomes
  - Assessment Methods
  - Results
  - Actions based on analysis of results that will improve student learning
- Faculty and Instruction
  - Make-up of faculty
  - Review of instruction
- Resources
  - Adequacy of resources and support services and how they affect program
  - Recommendations for additional resources linked to improving student learning
- Action Plan
  - Recommendations and suggestions (collected here after being provided throughout report, supported by evidence)

B. Guidelines for Content of Report
Below is more detailed information on each of the sections/topics to be addressed in the review.

Executive Summary
The executive summary provides an overview of the entire report and allows readers from a variety of audiences to focus immediately on the most important finding of the review. Typically the executive summary is written after the body of the report has been drafted and each chapter will be addressed in a paragraph or two. Executive summaries are usually 1-3 pages in length (though that varies depending on the length of the body of the report).

Overview of program
In the review report, the program/discipline should describe the purpose of the program/discipline, a profile of its students, and its goals and outcomes.

- Purpose of program
  - Whom does the program/discipline serve
  - Degree, specializations, and certificates included in the program
  - What is purpose of degree?
    - Transfer
    - Institutions to which NOVA students transfer
Career

- Specific industries and businesses served by the program
  - What is purpose of discipline?
    - Does it fulfill any requirements?
    - Which programs require courses in this discipline?
    - Does it fulfill any gen ed requirements?
    - Would courses work well as a requirement where currently are not?
  - Campuses that offer the program or courses in the discipline
  - Courses that support programs other than the one being evaluated
  - Emerging trends in the field
  - Significant developments since last review
  - Role of advisory committee
  - Accreditations

Program/discipline goals and outcomes

- Goals
  - Discipline goals make explicit the contribution of the discipline to student achievement of the general education goals, the goals of programs of which it is a significant part, and/or other core competencies required of graduates.

- SLOs
  - Are consistent with the purpose and goals of the program/discipline review
  - Mapping of SLOs to curriculum

- Goals and SLOs
  - Program/discipline goals and SLOs are derived from and support the mission and goals of the college.
  - Program/discipline goals and SLOs are consistent with expectations of businesses employing students, transfer institutions receiving students, and the needs of the community served.
  - Program goals and SLOs are consistent with the purpose of the program as stated in the catalogue.

Student profile

- Who takes your courses/is enrolled in your program and why
- What trends have emerged
- Enrollments in general
- Graduates
  - If transfer program, to where do they transfer
- Productivity evaluation (see Appendices B and C)
- Demographics
  - Does the make-up of the students mirror the make-up of the College?
    - If no, why not? Is the reason acceptable?
      - For instance, it mirrors the industry.
- Data for the student profile is provided in evaluations done by OIR. Appendix D outlines the data included in the evaluation.

Curriculum

- Explain how course offerings and curriculum are reviewed and revised.
- Course content summaries
  - When were course content summaries last updated?
Do the course content summaries contain the required elements?
- Course description
- General course purpose
- Entry level competencies
- Course objectives
- Major topics to be covered

Are syllabi based on course content summaries? Two components from the course content summaries are required for syllabi:
- Objectives that students are expected to achieve upon successful completion of the course.
- Description of how the course is going to be conducted (i.e., topics).

Courses and content
- Program/discipline course content is consistent with the best practices in the field and the current thinking in the discipline.
  - Compare course offerings with VCCS-schools and peer institutions (and transfer institutions)
    - How well do the courses transfer?
- Program/discipline courses display coherence through appropriate sequencing.
  - For the various degrees, specializations, and certificates
  - Determine if new courses are needed or if any need to be discontinued or modified
- Program/discipline course content is consistent across the college and across various instructional delivery systems.
- The curriculum of the program is comprehensive in addressing goals and student learning outcomes.
- The catalog accurately reflects the purpose and the curriculum of the program.
- Information is sought from employers, graduates, advisory committees, and transfer institutions to assure the currency of the curriculum.

Strengths and weaknesses of programs
- Significant changes in the curriculum since the last review.
- Describe any revisions that would improve the curriculum.

Modalities
- Instructional modalities are demonstrably effective in producing student learning.
  - Course completion rates to ensure comparative results
- Instructional modalities are consistent with the best practices in pedagogy and current thinking in learning theory.
- Instructional modalities are appropriate to the purpose and goals of the program/discipline.

Assessment of Student Learning Outcomes
- Program-specific SLOs
  - Which SLOs have been assessed since last review
  - Assessment Methods
    - Multiple methods should be used
    - Must include direct measures of student learning
    - Indirect measures may also be included
  - Results
  - Actions based on analysis of results that will improve student learning
  - Plans for assessing remaining SLOs
• General education goals
  o Map NOVA's general education goals to the program/discipline's curriculum.

Faculty and Instruction
• Composition of faculty
  o Instructional personnel are adequate.
  o Does the make-up of the faculty mirror that of the students?
• Professional activities and professional development
  o Summary of faculty participation
  o Are there areas in which faculty could benefit from professional development?
  o Faculty satisfaction with professional development activities.
• Instruction (Instruction would also be appropriate to include under the Curriculum section)
  o Students experience appropriate methods of instruction that meet their learning needs.
  o Teaching methods (e.g., classroom activities)
  o Evaluation methods (e.g., types of assignments)
    Student opinion of instruction
• Faculty opinions about curriculum/program in general

Resources
• Review the resources that support student learning in the program/discipline.
• Make this section specific to the program/discipline
• Any clubs for students
• Summarize the adequacy of resources and support services and any positive or negative effects the report describes on the program or discipline.
  o Student/faculty opinions about resources.
• Discuss if counselors work with faculty to ensure appropriate advisement.
• Recommend changes if, and only if, the review committee provides supporting evidence that new resources will improve student outcomes.
• Examples of resources – technology, classroom facilities, labs, library, advising services
  o Regarding advising, are students getting appropriate advice:
    ▪ Advice about course placement
    ▪ Advice about transferring courses
    ▪ Advice about employment

Action Plan
• Recommendations and suggestions (collected here after being provided throughout report, supported by evidence)
• Recommended format for recommendations and suggestions:
  o Recommendation #x: (page number)
  o Rationale:
  o Action to be taken:
  o Responsibility:
  o Date by:
• A recommendation or suggestion should be made in the body of the report whenever this is a problem, deficient, or area for improvement.
• The responsible party must be directly affiliated with the program/discipline (e.g., the faculty cluster, the coordinating/divisional deans). When describing the actions to be taken, it always concerns an action that the cluster/dean will undertake. Actions should not include statements such as: The College will …; The library will …; The advisors will…; etc.

• The cluster will be required to report on the implementation of the action plan one year after the review report is approved by Administrative Council and again one year after that.

**Appendices**

• Include as an appendix tools used to gather data
  • Direct measures of student learning (e.g., exam questions; evaluation rubric; assignment directions; etc.)
    o Results if not provided in body of report
  • Surveys
    o Results if not provided in body of report
    o All comments if include any comments in body of report
  • Materials to which the review refers but are not included in body of report or provided as a link; for example -
    o OIR data for evaluation
    o SLO curriculum map
    o General education matrix
    o SLOs from an accrediting body/related association
    o Action plan from last review
III. Activities by Semester

Below are suggested activities for the three semesters allotted for the program/discipline review. These activities are recommended to help with collecting the information needed to evaluate the effectiveness of the program or discipline in a manner that will yield useful results for the cluster and for the institution. They are not intended to be comprehensive or prescriptive.

A suggested schedule for writing the parts of the review report that can be done concurrently with the assessment of student learning is also below. Keep in mind that the chapters need not be written in the order they will appear in the final report.

A. Before Beginning Review

1) Productivity Evaluation for Programs
The coordinating dean will receive the completed productivity evaluation from OIR. Only after the coordinating dean has determined that a degree program, certificate, or career studies certificate meets the productivity guidelines should the Program/Discipline Program Review Committee begin its work. The coordinating dean may also identify productivity issues that the Program Review Committee should address in its report. The Productivity Evaluation Checklist becomes a part of the report submitted by the Program Review Committee to the coordinator of academic assessment to be sent to the Curriculum Committee.

2) Build Program/Discipline Review Committee
In consultation with appropriate provosts and division deans, the coordinating dean of the program/discipline determines the membership of the review committees before the program is to begin its review in the fall. A review committee is typically made up of faculty members from the campuses on which the program/discipline is offered (these can be adjuncts when necessary), a faculty member from a different but related discipline, a counselor, a representative from Learning Resources Services, a representative from the Extended Learning Institute when a significant proportion of course sections are taught via distance learning (this may be a faculty member from the program/discipline), and a dean with responsibility for the program/discipline. The dean will name one person to be the review committee chair.

3) Meet with the Coordinator of Academic Assessment
Once a committee has been formed, the dean will schedule a meeting for the review committee to meet with the coordinator of academic assessment. This should take place in the semester before the review process is to begin. At this meeting, the coordinator of academic assessment will go over the content of the review, the process for gathering information for the review, and a suggested timeline for completing the review report. If the program/discipline is offered on multiple campuses, the meeting should take place in a central location (which will most likely be the Brault building).

B. Semester One

1) Review Program Goals and Student Learning Outcomes
Goals and SLOS are reviewed in order to determine the degree to which they:
- are derived from and support the NOVA mission and strategic goals (which can be found in Strategic Vision 2015: Gateway to the American Dream)
• are consistent with expectations of businesses employing students, transfer institutions receiving students, and the needs of the community served
• are consistent with the purpose of the program as stated in the catalog

Now is not the time to change or revise the goals. That should come at the end of the process after the program/discipline knows more about its student learning outcomes. Of course, if the program goals and student learning outcomes are inconsistent with the College’s mission and goals statement, with the expectations of businesses, transfer institutions, needs of the community, or purpose of the program as stated in the catalog, the review committee should certainly start thinking about what needs to be changed. The need for such changes will likely be addressed with a recommendation. If for some reason there are no existing student learning outcomes for the program/discipline, write them now. The program/discipline cannot begin to assess student learning until it has SLOs for the curriculum. Similarly, if the program/discipline has not yet mapped its SLOs to the curriculum, it should do so. The template for the SLOs map is included in Appendix E and should be included in the final report.

For information on part of assessing student learning (including activities described below), please go to the OIR’s academic assessment webpage at Academic Assessment, including pages on Resources & Links and Assessment Loop Resources.

2) Decide on Measures of Student Learning
The program/discipline should consider course-embedded assessments first. What student learning outcomes are being assessed across the program and which are not? Think about what the program/discipline is already doing in the classroom to assess student learning. For example, common writing assignments, exam questions, and oral presentations that the program/discipline regularly requires in courses can be used to demonstrate student achievement of student learning outcomes. Field experiences, capstone courses, and class projects are also rich sources for assessing student achievement of student learning outcomes. There are many classroom research techniques – some of which you are probably already using – that are useful in assessing student learning. Please see OIR’s academic assessment webpages for further information on methods of assessment or consult with the coordinator of academic assessment to discuss suggestions and resources for embedded assessments of student learning.

Then the program/discipline should consider what additional assessments will need to be done. Decide on the assessment instruments that can be used and administered this semester and those that must be developed for the next semester. Decide on how assessment instruments such as surveys are to be administered. Decide what other measures of student learning will be used. Programs may also want to look at transfer success data and employment/placement rates.

3) Begin/Continue with Assessment of SLOs
Once the program/discipline is satisfied with the SLOs (including how they are written and how they are covered in the curriculum) and has decided on the best methods to assess student learning, the program/discipline can begin to assess SLOs. Programs are already required to assess 2-3 SLOs per semester as part of the annual planning and evaluation process. That schedule may help determine what to assess in the coming semesters. Disciplines have not been required to assess SLOs on a semester basis; however, SLOs have been part of the discipline review process for over 10 years and as such, disciplines should have a process in place for assessing SLOs. If any program/discipline has not already begun to collect data on student learning, they should do so as soon as possible.
For information on assessing SLOs, please go to OIR’s academic assessment webpage at:
Including

4) Review the Current Curriculum
Review the current curriculum. Consider whether it is logically sequenced, whether there are courses that are duplicative in content, whether the curriculum is current and takes into consideration the emerging issues in the field or discipline. Is the curriculum comprehensive in addressing the goals of the program, student learning outcomes, and general education goals required by the College? The program/discipline will want to consider information on grade distribution, graduate surveys, (both available at OIR’s college planning site), success of transfer students, student satisfaction surveys, and employer surveys. The program/discipline will also want to consult with its Curriculum Advisory Committee, if the program has one.

In general, changes in the curriculum should not be recommended at this time in the process. That will come later and be justified by the data on student learning outcomes that the program/discipline gathers. Some recommendations may arise just in terms of courses that are redundant or have not been offered for a period of time and, of course, the review committee will want to make note of these. But the program/discipline should refrain from revising the current curriculum until the work on student learning outcomes has been analyzed.

5) Review the Course Content Summaries
Course content summaries should be current, reflecting the best practices in content and pedagogy. The program/discipline should see that the following required components of course content summaries are included:
• Course description
• General course purpose
• Entry level competencies
• Course objectives
• Major topics to be covered

A crucial aspect to reviewing the course content summaries is ensuring that the course objectives (as with SLOs) are observable and measurable. If this is not the case, the course objectives should be refined so that they are.

Another essential element to reviewing course content summaries is to check that they are being used as the basis for syllabi. The program/discipline should check that the syllabi have two required sections related to course content summaries:
• Objectives that students are expected to achieve upon successful completion of the course.
• Description of how the course is going to be conducted (i.e., topics).

If syllabi are not collected for all sections of all courses, then a representative sample of syllabi should be compiled. The sample would include sections from all campuses on which the course
is offered; sections of each type of modality (face-to-face, online, and hybrid); sections taught by different types of faculty (full-time and adjuncts); etc.

6) Begin Assessment of Student/Employer/Faculty Satisfaction

Administer surveys and implement what other measures of student learning you can this semester so results will be ready to review, analyze, and act on in the next semester. For example, a student satisfaction survey to ascertain students’ perception of the learning environment or the quality of their educational experience should be administered this semester. Possible topics to address include:

- Interest in/goals for taking courses in the program/discipline and/or enrolling in the program
- Access to program/discipline faculty after class hours for discussion and guidance.
- Quality of their educational experience/the course offerings.
- Accessibility of appropriate learning assistance services and resources.
- The physical environment such as classrooms and labs.
- Access to various distance learning opportunities and instructional delivery systems such as web-based courses, computer-based courses, and courses delivered through the Extended Learning Institute.

Programs will also want to analyze data from graduate surveys (responses are broken down by program and available at the OIR planning data webpage).

For reviews of occupational/technical programs, employer satisfaction surveys should be developed and administered during this semester. Getting employers to respond to satisfaction surveys can be challenging. You might find it more useful to use structured telephone interviews of a representative sample of major employers instead. If the program/discipline has a student club, you might think of ways for student club members to interview employers either personally or by telephone. The assessment coordinator can provide you with sample Student Satisfaction and Employer Satisfaction Surveys.

Programs/disciplines will also want to gather information from faculty. Topics could include:

- Information related to faculty make-up (e.g., teaching loads; teaching experience; background information)
- Participation in professional activities and professional development
- Issues related to instruction (e.g., types of assignments/class activities to cover various learning styles; use of technology; etc.)
- Satisfaction with resources

7) Draft sections on program/discipline overview including

- Degree, specializations, and certificates included in the program
- Purpose of degree/program
- Campuses that offer the program/courses in discipline
- A narrative description of the curriculum
- Courses that support programs other than the one being evaluated
- A description of your current students
  - Analyze student profile data
    - Is it in line with the college overall?
    - If not, what are some possible reasons?
- Specific industries and businesses served by the program/discipline
• Institutions to which your current students transfer
• Significant developments since the last evaluation
• Emerging trends in your field or discipline

The introduction should include a summary of the current curriculum, not a listing of courses, which can be found in the catalog. When you describe your current students, summarize in narrative form the information about your students included in the evaluation data provided to you by OIR.

C. Semester II

1) Continue Assessment of Student Learning
During this semester, assessment of student learning outcomes will be a primary focus. You will analyze the data you have collected and administer the assessment methods chosen last semester. As you gather data and analyze it, the recommendations will begin to emerge. It is not necessary nor is it recommended that you gather all the data first, then analyze it. If you analyze the data from each method as you gather it, you will find that the analyses will point out other areas in which you will want to do assessments and gather information. The assessment coordinator can provide you with assistance in the analysis of the information you are gathering.

2) Review Coverage of General Education Goals
The assessment of general education goals are required by several outside agencies: SACS, SCHEV, and VCCS. SCHEV has established six “areas of core competency,” Based on these areas, in 2006 VCCS updated the general education areas in which graduates should demonstrate competency to encompass the following:

- Communication
- Critical Thinking
- Cultural and Social Understanding
- Information Literacy
- Personal Development
- Quantitative Reasoning
- Scientific Reasoning

VCCS further defines more specific student learning outcomes under each of these areas. NOVA decided that its general education goals should be more aligned with those of VCCS and as such adopted VCCS’s competencies and corresponding student learning outcomes. The Administrative Council approved this change in 2007. The general education goals and SLOs are provided in Appendix F.

As a part of the review report, you must include a matrix in which NOVA’s general education goals are mapped to the program/discipline’s curriculum. This audit enables a program/discipline to demonstrate that the curriculum provides students with adequate exposure to the College’ general education goals.

For programs, all required courses (including those fulfilling general education requirements) should be included on the matrix. Program may decide to include additional courses with high enrollments that are most often taken by the program’s students. Disciplines should include the five to six courses with the highest enrollments. The template for this matrix is included as Appendix G.
In order to determine if the curriculum covers NOVA’s general education goals, program/disciplines should begin with a review of the relevant course content summaries. Syllabi should also be reviewed. If more than one faculty member teaches all sections of a given course, consensus should be reached among those faculty regarding any information additional to that on the course content summary. (The course content summaries are reviewed as part of the program/discipline review, as are syllabi.)

3) Revise the Curriculum
As the results of the assessment of student learning are analyzed, you may begin to see the need to revise the curriculum. Is the curriculum working for the students? Are they prepared when they enter the workplace or transfer to a senior institution? Occupational/technical programs should meet with their advisory committees to discuss the curriculum. If you conducted employer satisfaction surveys last semester, decide what possible curricular revisions are indicated by your findings. Transfer programs should carefully consider transfer data on the success of NOVA students at senior institutions.

4) Review Resources
Review the adequacy of resources for your program. In any case where you consider the resources that support your program to be inadequate, you must justify that judgment by evidence that student learning is adversely affected. Consider the support personnel working in the program as well as the instructional and institutional academic support services that are unique and critical to your program/discipline. Are the classrooms and laboratory facilities adequate? If not, what must be done to make them adequate? Is the library collection available adequate? If not, consult with the librarians to determine what must be done to improve the holdings. What about equipment and supplies? Again, if the data indicate that they are inadequate, you must describe what must be done to correct the situation.

5) Evaluate Instructional Modalities
Describe the various instructional modalities that students experience in your program or discipline. Highlight or showcase those that have been particularly effective in producing high levels of student learning. Describe how you know that these modalities were effective in promoting student learning. Consider how you meet the differing learning styles of students in your program. Describe how the instructional modalities are appropriate to the purpose of the program and the goals of the program or discipline. If students have access to your courses through various distance learning opportunities and instructional delivery systems such as hybrid courses and the Extended Learning Institute, describe how students’ learning is assessed in these courses. Programs/disciplines can also compare based on the length of the session.

6) Draft sections on
- Faculty
- Instruction
- Resources
- Curriculum

D. Semester III

1) Summary of Student Learning Outcomes
The assessment of student learning outcomes is at the heart of the program/discipline review. Before you finalize your report, you should complete a summary of what you have learned about student learning in your program/discipline to include in your report. In the summary you should indicate the following:

- Which student learning outcomes were assessed
- The methods by which the assessments were done
- The assessment results
- Recommendations based on the results
- Actions to be taken to improve student learning
- A plan to assess those SLOs not yet assessed

This summary will form the basis for your action plan items related to SLOs and will be included along with a copy of the executive summary and action plan sent to members of the Curriculum Committee, provosts, divisions chairs, deans of student development, and LRS directors. To learn more about analyzing and reporting assessment results, consult OIR’s academic assessment webpages.

2) Revise Goals/SLOs

Now that you have assessed student learning and evaluated the curriculum, instructional modalities, and resources, you may find that your program/discipline goals and/or student learning outcomes need to be revised. Be sure to include your revised goals and/or student learning outcomes in your final report.

3) Complete the Final Draft of the Review Report

It will be helpful to have an outside reader review your report at this time to help you strengthen it as well as to help spot areas where additional data may be useful. The assessment coordinator can serve in this role.

4) Action Plan

As the results of the various assessments are analyzed, recommendations and suggestions based on the findings will start to emerge. You should include a chapter in your report that describes actions taken to improve the program/discipline during the evaluation process and provides a plan to accomplish the recommendations and suggestions you make. Recommendations and suggestions should be placed throughout the report where the supporting data are reported. Make sure that each recommendation and suggestion is clearly supported by the evidence you present. Each recommendation and suggestion that you make throughout the report must also appear as part of your action plan.

A recommendation describes an action that must be taken to achieve the student learning outcomes of the program or discipline and to make the program effective. The recommendations must be tied to supporting evidence in your report and must be directly and clearly related to the student learning outcomes and goals of your program or discipline. Recommendations are to be related to program/discipline specific issues, not college-wide policies and procedures, and include an action to be taken, a rationale for the action, the position of the person responsible for taking the action, and a due date. The action plan must be approved by the Administrative Council.

The program/discipline will be required to report on the implementation of your action plan one year after it is approved by the Administrative Council and again one year after that. Therefore, recommendations should address those areas over which you have some control and influence.
Do not, for example, indicate that an action must be taken by “the College,” but indicate the position of the person who will be responsible and accountable for carrying out the recommended action. Finally, remember this is your action plan. It will detail what you and your colleagues plan to do to improve the effectiveness of your program/discipline.

A suggestion describes an action that should be taken to improve the program’s or discipline’s effectiveness. Each suggestion must also define a plan for action in the same way a recommendation does. Obviously, suggestions are not as strong as recommendations and therefore should define areas that while not crucial to the effectiveness of a program or discipline would, if carried out, enhance it.

The following format is recommended for each recommendation and suggestion in your action plan:

RECOMMENDATION: Include the page number in the report where it appears.
RATIONALE: The evidence from your report that supports the recommendation or suggestion.
ACTION TO BE TAKEN: This should be specific in nature. Just what, exactly, is to be done? This must be an action the program/discipline will undertake.
RESPONSIBILITY Name a single position as the responsible party (and it should be someone over which you have influence since this is, after all, your action plan).
DATE BY: Be realistic here. The wheels of academe grind slowly.

5) Write the Executive Summary
The intent of the executive summary is to allow readers from a variety of audiences to focus immediately on the most important finding of your review. Your summary should be concise and done by chapter and/or section allowing readers to find the part of your review that may hold particular interest for them.

6) Finalize the Review Report
In addition to the main body, the final report will include a title page listing the members of the review committee, an executive summary, and any appendices you feel are essential to the understanding of the report. The review report is due at the end of Semester III. Be judicious in what you choose to include in the appendices and include only what is absolutely necessary for a clear understanding of your report.

When planning for the submission of the final report, the program/discipline should consider the following timeline:
- Assessment coordinator and the associate vice president of Academic Services review the report.
- Assessment coordinator and the associate vice president of Academic Services determine that it can go before the Curriculum Committee.
- Assessment coordinator sends the report to the deans and provosts associated with the program/discipline review across the College.
- The deans and provosts typically have 1-2 weeks to review.
- Deans and provosts provide feedback to the review committee chair and/or approve the review.
• The review committee makes necessary changes.
• The review committee chair sends the finalized report to the assessment coordinator to send to the Curriculum Committee.
  o This must be done at least one month before the Curriculum Committee meeting at which the review will be discussed.
• The report is then given to 2 readers who are members of the Curriculum Committee.
• These readers will provide written comments on the review report to the chair of the evaluation committee and the coordinating division dean prior to the review at the meeting. (See Appendix H for a copy of the readers' guidelines.)
• Review is discussed at the Curriculum Committee meeting
  o Readers should present a single, joint report to the full Curriculum Committee, providing all committee members and representatives of the program with a copy of their comments.
  o Except for the readers, committee members will have only the executive summary and action plan portions of the report.
  o The chair of the review committee and appropriate division deans, assistant division deans, and assistant division dean/program heads will be invited to attend the meeting to respond to the questions and comments of the readers.
• Once approved by Curriculum Committee, the executive summary and action plan are forwarded to Administrative council to approve implementation of the action plan.

E. After Review – Follow-Up

As a result of the review process, the program/discipline has compiled a set of actions they will take in order to enhance the program/discipline and improve student learning. Cluster chairs submit implementation reports approximately one and two years after their action plan was approved. The Curriculum Committee may recommend additional implementation reports if action plans have not been implemented satisfactorily.

For all implementation reports, a response to each recommendation is required. Responses to suggestions are strongly encouraged, but not required. The program/discipline should detail the progress they have made related to the recommendation/suggestion and indicate if the actions to be taken have been completed. If the actions have not been completed, the program/discipline should describe what they will next undertake to complete the action and provide a revised due date.
Appendix A
SACS – Principles of Accreditation
Related to Program Review

Core Requirement 2.5 Institutional Effectiveness
The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Comprehensive Standard 3.3.1 Institutional Effectiveness
The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Comprehensive Standard 3.4.1 Educational Programs
The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates programs and learning outcomes.

Comprehensive Standard 3.5.1 General Education
The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.
Appendix B
Productivity Evaluation Guidelines

The State Council of Higher Education in Virginia has established productivity guidelines. Information in the table below is based on from SCHEV guidelines (most recently reviewed in 2008), VCCS guidelines, and NOVA’s own guidelines.

In SCHEV’s document *Program Productivity/Viability at Public Institutions: Policies and Procedures for Review of Academic Programs* (Effective July 8, 2008), the following guidelines for Associate degrees and certificates were established for community colleges with enrollments over 5,000 FTES. NOVA’s guidelines for career studies certificate programs are also given.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>FTES</th>
<th>Grads</th>
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<tbody>
<tr>
<td>Transfer (AA, AS)</td>
<td>24</td>
<td>17</td>
<td>18</td>
<td>12</td>
<td>13</td>
<td>9</td>
<td>10</td>
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<tr>
<td>AAS Agriculture &amp; Natural Resources, Business, Arts &amp; Design, Public Service Technologies</td>
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<td>AAS Engineering, Mechanical, and Industrial Technologies</td>
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<td>AAS Health Technologies</td>
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<td>Career Studies Certificates</td>
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17
Appendix C
Productivity Evaluation Checklist

PRODUCTIVITY EVALUATION

Name of Program: _______________________________________________________

Data for productivity evaluation can be found in the Annual Snapshot of Program/Discipline Performance Indicators – College-Wide.

_____ This program meets productivity guidelines and should proceed to be evaluated.

_____ This program does not meet productivity guidelines and is recommended for discontinuance.

_____ This program does not meet productivity guidelines but should be continued (see attached explanation).

Signature:_______________________________ Date: _________

Title: ________________________________

A. Program Production - number of graduates per year for the last five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
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Five year average

This program meets the SCHEV/VCCS/NOVA degree/certificate/career studies certificate production requirement:

YES________

NO _________

B. FTES Production – Number of FTES (Full-Time Equivalent Students)
This program meets the SCHEV/VCCS/NOVA FTES production requirement:

YES_________

NO_________

If neither the degree production nor FTES requirement is met but the program is recommended for continuance, explain how the program meets the **Institutional Priority criterion**.

List any productivity issues or concerns that should be addressed by the Program Review Committee.
Appendix D

Data Provided by OIR

For Programs and Disciplines
- Unduplicated Discipline Enrollment Profile
  - By campus
  - Gender
  - Race
  - Age group
  - Full-time
  - Part-time
  - Program-placed
- FTES, FTEF, and Funded Ratio
  - FTES for [ ] Discipline
  - FTEF for Discipline
  - Funded Ratio for Discipline

Additional Data for Programs
- Program Placed Student Profile
  - By campus – For previous 5 years
  - For each award and specialization
  - Headcount
  - Sex
  - Race
  - Enrollment status
  - Age group
  - Student type (first-time, returning)
  - Legal residence (northern Virginia, other Virginia, out of state)
  - Day/night
- Graduates
  - For the parent program and for each specialization and certificate
- Graduate Survey Summary
- Transfer Data
  - GPA at NOVA and at Sr. Institution

Data can also be found at OIR’s planning webpages:
- Institutional Effectiveness Reports
- Planning & Evaluation Data
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Course 001</th>
<th>Course 002</th>
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Appendix F

NOVA GENERAL EDUCATION GOALS
(Approved by Administration Council in 2007)

The College has established goals for each degree program to enhance student learning experiences beyond the major area of study. The following are the College's general education goals:

1. Communication
A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Students will demonstrate the ability to
1.1 understand and interpret complex materials;
1.2 assimilate, organize, develop, and present an idea formally and informally;
1.3 use standard English;
1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
1.5 use listening skills; and
1.6 recognize the role of culture in communication.

2. Critical Thinking
A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Students will demonstrate the ability to
2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
2.2 recognize parallels, assumptions, or presuppositions in any given source of information;
2.3 evaluate the strengths and relevance of arguments on a particular question or issue;
2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
2.5 determine whether certain conclusions or consequences are supported by the information provided; and
2.6 use problem solving skills.

3. Cultural and Social Understanding
A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

Students will demonstrate the ability to
3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
3.2 describe their own as well as others’ personal ethical systems and values within social institutions; and
3.3 recognize the impact that arts and humanities have upon individuals and cultures.
3.4 recognize the role of language in social and cultural contexts.
3.5 recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems

4. Information Literacy
A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. (adapted from the American Library Association definition)

Students will demonstrate the ability to
4.1 determine the nature and extent of the information needed;
4.2 access needed information effectively and efficiently;
4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
4.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. Personal Development
An individual engaged in personal development strives for physical well-being and emotional maturity.

Students will demonstrate the ability to
5.1 develop and/or refine personal wellness goals; and
5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

6. Quantitative Reasoning
A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions.

Students will demonstrate the ability to
6.1 use logical and mathematical reasoning within the context of various disciplines;
6.2 interpret and use mathematical formulas;
6.3 interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and
6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.
7. Scientific Reasoning
A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.

Students will demonstrate the ability to
7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction and analogy;
7.4 distinguish between causal and correlational relationships; and
7.5 recognize methods of inquiry that lead to scientific knowledge.

Adapted from VCCS General Education Goals and Student Learning Outcomes (approved by VCCS in 2006)
### General Education Curriculum Matrix

**Program or Discipline:**
Programs, list required courses. Disciplines, just list 4 or 5 of your highest-enrollment courses.

<table>
<thead>
<tr>
<th>Core Curriculum Courses</th>
<th>Degree Requirements Outside the Core Curriculum (e.g., ENG 11, MTH 151, etc.)</th>
</tr>
</thead>
</table>

**Date:**

<table>
<thead>
<tr>
<th>Area 1. Communication</th>
<th>Degree graduates will demonstrate the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 understand and interpret complex materials;</td>
<td></td>
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<tr>
<td>1.2 assimilate, organize, develop, and present an idea formally and informally;</td>
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<tr>
<td>1.3 use standard English;</td>
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<tr>
<td>1.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;</td>
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<tr>
<td>1.5 use listening skills; and</td>
<td></td>
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<tr>
<td>1.6 recognize the role of culture in communication.</td>
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<table>
<thead>
<tr>
<th>Area 2: Critical Thinking</th>
<th>Degree graduates will demonstrate the ability to:</th>
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<tbody>
<tr>
<td>2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;</td>
<td></td>
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<tr>
<td>2.2 recognize parallels, assumptions, or presuppositions in any given source of information;</td>
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<tr>
<td>2.3 evaluate the strengths and relevance of arguments on a particular question or issue;</td>
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<tr>
<td>2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;</td>
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<tr>
<td>2.5 determine whether certain conclusions or consequences are supported by the information provided;</td>
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<tr>
<td>2.6 use problem solving skills.</td>
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<tr>
<th>Area 3: Cultural and Social Understanding</th>
<th>Degree graduates will demonstrate the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;</td>
<td></td>
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<td>3.3 recognize the impact that arts and humanities have upon individuals and cultures.</td>
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<tr>
<td>3.4 recognize the role of language in social and cultural contexts.</td>
<td></td>
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<tr>
<td>3.5 recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems</td>
<td></td>
</tr>
</tbody>
</table>
### Area 4: Information Literacy.
Degree graduates will demonstrate the ability to:

4.1 determine the nature and extent of the information needed;
4.2 access needed information effectively and efficiently;
4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
4.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

### Area 5: Personal Development.
Degree graduates will demonstrate the ability to:

5.1 develop and/or refine personal wellness goals; and
5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

### Area 6: Quantitative Reasoning.
Degree graduates will demonstrate the ability to:

6.1 use logical and mathematical reasoning within the context of various disciplines;
6.2 interpret and use mathematical formulas;
6.3 interpret mathematical models such as graphs, tables and schematics and draw inferences from them;
6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;
6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and
6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.

### Area 7: Scientific Reasoning.
Degree graduates will demonstrate the ability to:

7.1 generate an empirically evidenced and logical argument;
7.2 distinguish a scientific argument from a non-scientific argument;
7.3 reason by deduction, induction and analogy;
7.4 distinguish between causal and correlational relationships; and
7.5 recognize methods of inquiry that lead to scientific knowledge.
Appendix H

Guidelines for Readers of Program & Discipline Evaluation Reports
(from Curriculum Procedures Manual Fall 2010)

5.9 Guidelines for Readers of Program & Discipline Evaluation Reports
Two members of the Curriculum Committee are appointed to read and review each program or
discipline evaluation report. Readers will receive a copy of the complete report.

After reviewing the report, readers should compare impressions and recommendations. They
should then discuss their impressions and specific concerns with the chair of the cluster being
evaluated and the chair of the cluster.

Readers should present a single, joint report to the full Curriculum Committee. They should
provide all committee members and representatives of the program with a copy of their
comments. Except for the readers, committee members will have only the executive summary
and action plan portions of the report. If the readers wish to suggest an addendum to the report,
this should be sent to the office of the Associate VP for Academic Services for inclusion with
agenda materials.

The chair of the evaluation committee and appropriate division deans, assistant division deans,
and assistant division dean/program heads will be invited to attend the meeting to respond to
the questions and comments of the readers. It is important that the reviews be presented in an
objective and constructive manner.

Readers should refer to the Program and Discipline Review Guidelines to see what the review
committees are expected to do.

Readers should provide the committees with a written summary of the information indicated
below. Information in the body of the report that supports any recommendations should also be
provided in the readers’ report (remember, members won’t have the full report). Written
comments of the readers should be forwarded to the chair of the evaluation committee
and the coordinating division dean prior to the review at the meeting.

Points to be Addressed in a Reader's Report

1. Overview and goals and objectives
   Determine if the report adequately describes the essential functions of the
   program.

2. Student Outcomes (IMPORTANT)
   List major tools employed to assess student achievement and satisfaction
   and describe important positive and negative findings. Identify any
   significant outcomes that have not been fully investigated. Determine if
   the program meets SCHEV productivity guidelines.

3. Curriculum (IMPORTANT)
   Identify major strengths and weaknesses of the curriculum.

4. Resources
   Summarize the adequacy of resources and support services and any
   positive or negative effects the report describes on the program or
discipline.

5. Faculty
Summarize faculty strengths and areas in which they need professional development.

6. Action Plan
Comment on each recommendation or suggestion in the action plan. Are recommendations essential to the program or discipline? Do rationales support the actions? Are responsible parties and due dates appropriate? If appropriate, describe other recommendations and suggestions the readers would advise *adding* to the action plan.
NORTHERN VIRGINIA COMMUNITY COLLEGE

College Mission

With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.


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 $150 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.