

Professional Readiness Core Competency Assessment Report: 2019-2020

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NORTHERN VIRGINIA COMMUNITY COLLEGE

Office of Institutional Effectiveness and Student Success

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research-related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

When citing data from this report, the Northern Virginia Community College (NOVA) Office of Institutional Effectiveness and Student Success must be cited as the source.

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Professional Readiness CORE COMPETENCY ASSESSMENT REPORT: 2019-2020

Introduction

In 2017-2018, Northern Virginia Community College (NOVA) began implementing course embedded assessment of General Education Core Competencies, which NOVA calls “Core Learning Outcomes.” Prior to 2017-2018, Virginia Community College System (VCCS) required NOVA to assess General Education Core Competencies using standardized assessments chosen by the VCCS. The State Council of Higher Education for Virginia (SCHEV) adopted the *Policy on Student Learning Assessment and Quality in Undergraduate Education in July 2017*.¹ It mandates every Virginia public institution of higher education assess six general education competencies at least twice in a six-year period. Four core competencies are mandated by SCHEV to be assessed by all institutions: Critical Thinking, Written Communication, Quantitative Literacy, and Civic Engagement. Two additional educational competencies, based upon SCHEV’s guidelines, were to be selected by the institutions themselves. The VCCS selected Professional Readiness and Scientific Literacy as their two additional core competencies. This document contains XX Professional Readiness assessment reports contributed by programs and disciplines for NOVA.

VCCS Policy: General Education (5.0.2) defines Professional Readiness (PR) as “the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for a successful transition into the workplace and pursuit of further education.”²

Based on Northern Virginia Community College’s Ad Hoc Committee on General Education Assessment (Spring 2016) and recommendations from SCHEV (July 2017), NOVA employs embedded course assessment, which is a direct measure using students’ actual work or student performance. In 2019-2020, NOVA assessed Professional Readiness and Scientific Literacy. Rather than select just one or two courses to assess, NOVA chose to examine the core competencies across the curriculum based on best practice.³

The assessment process at NOVA is faculty-driven. As Tables One and Two make clear, the assessment process engages a significant number of teaching faculty, academic deans, and provosts. Table One details the Pathway Provosts and Deans and Program Lead Faculty for 2019-2020 when the assessments were conducted. Table Two lists Pathway Provosts and Deans and Discipline Chairs/CLO Contacts for 2019-2020. Such widespread faculty participation is not only in compliance with SACSCOC *Principles of Accreditation*, but is also integral to maintaining a culture of assessment and promoting data-driven decision-making.⁴

At the beginning of the 2019-2020 planning and evaluation cycle, each instructional program, select certificate, and discipline without a degree

¹ State Council of Higher Education for Virginia. *Policy on Learning Assessment and Quality in Undergraduate Education*. Richmond: SCHEV, 2017. Digital.

² Virginia Community College System. “General Education, Section 5.0.2.” *Policy Manual*, 2019. Digital.

³ Eggen, Theo and Bernard Veldkamp. “A General Framework for the Validation of Embedded Formative Assessment.” *Journal of Educational Measurement* (2019): 1-18. Digital. Gerretson, Helen and Emily Golson. “Introducing and Evaluating Course-Embedded Assessment in General Education.” *Assessment Update* 16.6 (2004): 4-6. Digital. Garfalo, Blaine, et al. “The Use of Course Embedded Signature Assignments and Rubrics in Programmatic Assessment.” *Academy of Business Journal* 1.1 (2016): 8-20. Digital. Kumar, Rita, et al. “Purposeful Assessment Design: Aligning Course-Embedded Assessment with Program-Level Learning Goals.” *Business Education Innovation Journal* 10.1 (2018). Digital.

⁴ Carpenter, Rowanna and Celine Fitzmaurice. “Assessment and Faculty Support: Fostering Collegial Community to Strengthen Professional Practice.” *Journal of General Education*. 67.1-2 (2018): 90-108. Digital. Elliott, Robert and Diane Oliver. “Linking Faculty Development to Community College Student Achievement: A Mixed Methods Approach.” *Community College Journal of Research and Practice*. 40.2 (2016). Digital. National Institute for Learning Outcomes Assessment. “What Faculty Unions Say About Student Learning Outcomes Assessment.” 2011.

chose which Core Learning Outcome (CLO) to assess for 2019-2020, Professional Readiness or Scientific Literacy. They also determined how they would operationalize the CLO and created a common assessment method. At the end of the planning and evaluation cycle, each instructional program, select certificate, and discipline analyzed and documented the results of their assessment activities. Based on their results, programs, select certificates, and disciplines determined actions to seek improvements to assessment and student learning, addressing Section 8.2.b (Student Achievement) of the *SACSCOC Principles of Accreditation*.⁵

This report documents the assessment of Professional Readiness by degree-granting programs, select certificates, and disciplines without degrees. It reports on the varied assessment methods and targets, the assessment results and analysis, and the ways in which the results will be used to seek improvement as reported in either the *Annual Planning and Evaluation Report* (APER) used by Instructional Programs/ select certificates, or the *Core Learning Outcome Report* (CLO Report), used by disciplines without degrees. This report is one of two General Education/ Core Competency Assessment Reports completed for the 2019-2020 cycle. The second *Core Learning Competency Assessment Report for 2019-2020* is a compilation of the Scientific Literacy assessments. Each of these documents provides the CLO assessment reports for degree programs and standalone certificates first, followed by disciplines without degrees, and each section is presented alphabetically by program/discipline name.

⁵ SACSCOC. "Section Eight: Student Achievement." *The Principles of Accreditation: Foundations for Quality Enhancement*. 6th. Decatur, GA: Southern Association of Colleges and Schools Commission on Colleges, 2017. Paper.

CORE COMPETENCY ASSESSMENT REPORT: 2019-2020
Submitted by Instructional Programs/Select Certificates: 2019-2020

**Table 1. Program/Certificate Pathway Provosts, Deans, and SLO Lead Faculty:
2019-2020 Core Competency Assessed**

Pathway Provost & Dean	Program/Certificate	Faculty Chair/ Assessment Lead	Core Competency	
			PR	SL
Business and Hospitality Management Annette Haggray, AL Ivy Beringer, AL	Accounting, A.A.S.*	Steven Fritsche, MA	-	-
	Business Administration, A.S.	Kabir Jamal, AL	X	
	Business Management, A.A.S.	Kabir Jamal, AL		X
	Contract Management, A.A.S.*	Aldous McCrory, MA	-	-
	Hospitality Management, A.A.S.	Ben Wang, AN	X	
	Marketing, A.A.S.	Judy McNamee, AN	X	
Education and Public Service, Molly Lynch, MA, Evette Hyder-Davis, MA	Administration of Justice, A.A.S.	Timothy Dickinson, AL	X	
	Drivers Education Career Studies Certificate	Nicole Mancini, MA	X	
	Early Childhood Development, A.A.S.	Susan Johnson, LO	X	
	Paralegal Studies, A.A.S.	Joyce McMillan, AL	X	
	Social Sciences, A.S. Teacher Educ. Specialization	Ashley Wilkins, MA	X	
	Substance Abuse Rehab. Counselor Certificate	Chandell Miller, AL	X	
Engineering and Applied Technology Sam Hill, WO Abe Eftekhari, AN	Air Conditioning & Refrigeration, A.A.S.	John Meeker, WO	X	
	Architecture Technology, A.A.S.	Armen Simonian, AN	X	
	Automotive Technology, A.A.S.	Myles Embrey, MA	X	
	Construction Management Technology, A.A.S.	Paul (Tracy) Wright, AL	X	
	Engineering, A.S.	Rudy Napisa, AN		X
	Welding: Basic Techniques Career Studies Certificate*	Matthew Wayman, MA	-	-
General Studies, General Education Global Studies Sharon Robertson, AN, Barbara Hopkins, AN	General Studies, A.S.**	Allison McElfresh, AN	X	X
Health Sciences Nicole Reaves, ME Shelly Powers, ME	Dental Assisting A.A.S.	Sumera Rashid, ME	X	
	Dental Hygiene, A.A.S.	Marina McGraw, ME	X	
	Diagnostic Medical Sonography, A.A.S.	Judi Green, ME	X	
	Emergency Medical Services, A.A.S.	Gary Sargent, ME	X	
	Health Information Management, A.A.S.	Dana Pratt, ME	X	
	Medical Laboratory Technology, A.A.S.	Maria Torres-Pillot, ME	X	
	Medical Laboratory Technology: Phlebotomy, C.S.C.	Maria Torres-Pillot, ME	X	
	Occupational Therapy Assistant, A.A.S.	Kathi Skibek, ME		X
	Personal Training Career Studies Certificate	Dahlia Henry-Tett, MA	X	
	Physical Therapist Assistant, A.A.S.	Jody Gundrum, ME		X

Pathway Provost & Dean	Program/Certificate	Faculty Chair/ Assessment Lead	Core Competency	
			PR	SL
	Radiography, A.A.S.	Jarice Risper, ME		X
	Respiratory Therapy, A.A.S.	Donna Oliver-Freeman, ME	X	
	Veterinary Technology, A.A.S.	Kiana Adkisson-Selby, LO	X	
Information & Engineering Technologies Chad Knights, AN Paula Ford, WO	Cybersecurity, A.A.S.	Margret Leary, AL	X	
	Engineering Technology, A.A.S.	John Sound, MA	X	
	Information Technology, A.S.	Judi Bartlett, WO	X	
	Information Systems Technology, A.A.S.	Judi Bartlett, WO	X	
Languages Pamela Hilbert, AN Jennifer Daniels, AN	American Sign Language to Eng. Interpretation	Paula Reece, AN	X	
	Professional Writing Certificate	Jennifer Nardacci, AN	X	
Life Sciences Julie Leidig, LO Diane Mucci, MA	Biotechnology, A.A.S.	Xin Zhou, MA	X	
	Horticulture Technology, A.A.S.	Anders Vidstrand, LO	X	
Liberal Arts & Communications Pamela Hilbert, AN Jimmie McClellan, AL	Liberal Arts, A.A.**	--	X	X
Mathematics & Computer Science Sam Hill, WO Alison Thimblin, WO	Computer Science, A.S.	Larry Shannon, AN		X
	Science, A.S. Mathematics Specialization	--		X
Nursing & Surgical Technologies Nicole Reaves, ME Laura Dickson, ME	Nursing, A.A.S.	Brenda Clark, ME	X	
Physical Sciences Julie Leidig, LO Barbara Canfield, LO	Science, A.S.**	Mitra Jahangeri, LO	X	X
Social Sciences, Molly Lynch, MA Katherine Hitchcock, LO	Psychology, A.S.	Karen Livesey, AN		X
	Public History & Historic Preservation Career Studies Certificate	Marc Dluger, LO	X	
	Social Sciences, A.S.**	--	X	X
	Social Sciences, A.S. Geospatial Specialization	Michael Harman, LO	X	
Visual, Performing & Media Arts Annette Haggray, AL David Epstein, WO	Cinema A.F.A	Bryan Brown, WO	X	
	Graphic Design, A.A.S.	Dwayne Treadway, LO	X	
	Interior Design, A.A.S.	Kristine Winner, LO	X	
	Liberal Arts: Theatre, C.S.C.	Nathan Carter, AL	X	
	Music, A.A., A.A.A. Specialization	Lisa Eckstein, AL	X	
	Music Recording Technology Certificate	Sanjay Mishra, LO	X	
	Photography and Media, A.A.S.	Aya Takashima, AL	X	
	Visual Art, A.F.A.	Fred Markham, AL	X	

*Did not receive CLO.

**As multi-disciplinary degrees use the assessments of the disciplines that support them, their reports are not compiled here.

CORE COMPETENCY ASSESSMENT REPORT: 2019-2020
Submitted by Disciplines without Degrees or Certificates: 2019-2020

**Table 2. Discipline Pathway Provosts, Deans, and SLO Lead Faculty:
2019-2020 Core Competency Assessed**

Pathway Provost & Dean	Discipline	Faculty Department Chair/ Assessment Lead	Core Competency	
			PR	SL
Languages Pamela Hilbert, AN Jennifer Daniels, AN	English*	LeeAnn Thomas, WO	-	-
	World Languages: Chinese Spanish	Martha Davis, AL	X	
Liberal Arts & Communications Pamela Hilbert, AN Jimmie McClellan, AL	Liberal Arts: Art History Specialization	Stephanie Thornton-Grant, AN	X	
	Communication	Amy Hileman, LO	X	
	Philosophy	Steven Stakland, AN		X
	Religion	Ann Stegner, AN; Joel Harrison, MA	X	
Life Sciences Julie Leidig, LO Diane Mucci, MA	Biology	Karla Henthorn, AN		X
Physical Sciences Julie Leidig, LO Barbara Canfield, LO	Chemistry	Pirabalini Swaminathan, AN (Chair) Mitra Jahangeri, LO (Assessment Lead) Beth Schomber (Compiled Report)		X
	Geology	William Bour, LO		X
	Physics	Tatiana Stantcheva, AL (Chair) Francesca Viale, LO (Assessment Lead)		X
Social Sciences Molly Lynch, MA Katherine Hitchcock, LO	Economics	Ed Creppy, LO		X
	Geography	Melinda Alexander, AL	X	
	History	Jennifer Winters, AN	X	
	Political Science***	Jack Lechelt, AL	-	-
	Sociology	Erica Smith, AN (Chair) Nelson Kofie, LO (Assessment Lead)		X
Student Development (SDV) Molly Lynch, MA Ellen Fancher-Ruiz, AN	SDV	Margarita Martinez, AN	X	

***Assessed another CLO, Civic Engagement

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AIR CONDITIONING AND REFRIGERATION, A.A.S.	2
AMERICAN SIGN LANGUAGE TO ENGLISH INTERPRETATION, A.A.S.....	3
ARCHITECTURE TECHNOLOGY, A.A.S.....	5
AUTOMOTIVE TECHNOLOGY, A.A.S.	6
BIOTECHNOLOGY, A.A.S.	7
BUSINESS ADMINISTRATION, A.S.....	8
CINEMA, A.F.A.	10
CONSTRUCTION MANAGEMENT TECHNOLOGY, A.A.S.....	11
CYBERSECURITY, A.A.S.....	12
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Programs and Select Certificates

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Administration of Justice, A.A.S.

NOVA Mission Statement: 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.																																																																					
Program/Discipline Purpose Statement: The curriculum is designed to provide a broad foundation that will prepare students to enter any of the varied fields in criminal justice or to prepare for professional advancement. Job opportunities for students include local, state, and federal enforcement officers, police officers, private or government investigators, adult/juvenile correction officers, probation/parole officers and counselors, security directors (managers), loss prevention directors, classification managers, and personnel clearance administrators.																																																																					
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: The question concepts are a broad overview of key knowledge requirements to measure professional readiness. For example, questions related to legal concepts, first officer on the scene (of a crime) responsibilities, and gathering evidence.																																																																					
Assessment Methods	Assessment Results		Use of Results																																																																		
Course Name/Number: Principles of Criminal Investigation - ADJ 236 Direct Measure Used: 15 Question Multiple choice quiz CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas: <ol style="list-style-type: none"> 1. CSI 2. CSI 3. First Officer Responsibilities 4. Crime Lab 5. Legal Question 6. Legal Question 7. Obtaining Evidence 8. Obtaining Evidence 9. Narcotics Investigation 10. First Officer Responsibilities 11. Crime Definition 12. Legal Question 13. Investigation 14. Legal Question 15. Crime Definition Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">12</td> </tr> <tr> <td>AN</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11</td> </tr> <tr> <td>MA</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">48</td> </tr> </tbody> </table>	Campus/Modality	# of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	12	AN	2	1	11	MA	1	1	25	Online	1	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	5	3	48	Semester/year data collected: Spring 2020 Target: 70% correct answers Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td style="text-align: center;">94%</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 30%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. CSI (Crime Scene Investigation)</td><td style="text-align: center;">96%</td></tr> <tr><td>2. CSI</td><td style="text-align: center;">94%</td></tr> <tr><td>3. First Officer Responsibilities</td><td style="text-align: center;">90%</td></tr> <tr><td>4. Crime Lab</td><td style="text-align: center;">94%</td></tr> <tr><td>5. Legal Question</td><td style="text-align: center;">90%</td></tr> <tr><td>6. Legal Question</td><td style="text-align: center;">90%</td></tr> <tr><td>7. Obtaining Evidence</td><td style="text-align: center;">100%</td></tr> <tr><td>8. Obtaining Evidence</td><td style="text-align: center;">100%</td></tr> <tr><td>9. Narcotics Investigation</td><td style="text-align: center;">92%</td></tr> <tr><td>10. First Officer Responsibilities</td><td style="text-align: center;">85%</td></tr> <tr><td>11. Crime Definition</td><td style="text-align: center;">98%</td></tr> <tr><td>12. Legal Question</td><td style="text-align: center;">100%</td></tr> <tr><td>13. Investigation</td><td style="text-align: center;">92%</td></tr> <tr><td>14. Legal Question</td><td style="text-align: center;">92%</td></tr> <tr><td>15. Criminal Definition</td><td style="text-align: center;">96%</td></tr> <tr><td>Total</td><td style="text-align: center;">94%</td></tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Areas where students met the target: On all questions. Areas where students did NOT meet the target: None		Results by Modality	Results Spring 2020	All students assessed (on-campus only)	94%	Results by SLO Criteria/Question Concepts	Results Spring 2020	1. CSI (Crime Scene Investigation)	96%	2. CSI	94%	3. First Officer Responsibilities	90%	4. Crime Lab	94%	5. Legal Question	90%	6. Legal Question	90%	7. Obtaining Evidence	100%	8. Obtaining Evidence	100%	9. Narcotics Investigation	92%	10. First Officer Responsibilities	85%	11. Crime Definition	98%	12. Legal Question	100%	13. Investigation	92%	14. Legal Question	92%	15. Criminal Definition	96%	Total	94%	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: This is a new quiz. This SLO was previously assessed many times but with different classes. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: In Fall 2020, the Assessment Lead will work with the Pathway Dean and Provost to ask for assistance with participation in the assessment. 4. Based on current results, new actions to improve student learning: The questions/quiz was appropriate. During the Spring 2021 discipline meeting, we will review the entire report but also review this SLO to determine if there is agreement to the difficulty of this assessment. The questions are important concepts for the students to understand for professional readiness. Having said that, this is a 200-level class and a review of the degree of difficulty of these questions is appropriate. 5. Next assessment of this CLO: Spring 2023
Campus/Modality	# of Sections Offered	# Sections Assessed	# Students Assessed																																																																		
AL	1	1	12																																																																		
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Air Conditioning and Refrigeration, A.A.S.

NOVA Mission Statement: 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.																											
Program/Discipline Purpose Statement: This curriculum is designed to prepare students for jobs in the air conditioning and refrigeration field. The second year provides students with skills that lead to leadership positions in the HVACR industry. Occupational objectives include industry licensing, advanced critical thinking skills, and state tradesman licenses in HVA Occupational objective includes preparing graduates with the knowledge and skills to become industry certified technicians, as well as meeting the educational requirements to be licensed as a HVACR Tradesman in Virginia.																											
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: ESCO exam on Basic Refrigeration and Charging Procedures																											
Assessment Methods	Assessment Results	Use of Results																									
<p>Course Name/Number: Air Conditioning and Refrigeration II - AIR 122</p> <p>Direct Measure Used: ESCO exam on Basic Refrigeration and Charging Procedures. These exams are offered by ESCO and are national ready-to-work certification exams for HVAC professionals. Student performance on this exam demonstrates whether students are ready for a career in HVAC (Professional Readiness).</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on Air Conditioning and Refrigeration (AC&R) theory, AC&R systems and components, air supply and delivery, Refrigeration Air Conditioning troubleshooting, refrigeration systems and components, refrigeration theory and application, special refrigeration system components, and system charging.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>WO only</td> <td>3</td> <td>1</td> <td>11</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="font-weight: bold;"> <td>Total</td> <td>3</td> <td>1</td> <td>11</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	WO only	3	1	11	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	3	1	11	<p>Semester/year data collected: Fall 2019</p> <p>Target: 70% of students receive 70% (passing grade on the ESCO Exam)</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Fall 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>61.6</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A – This is the first assessment of this CLO using this exam</p> <p>Areas where students met the target: Application and special refrigeration system components and system charging.</p> <p>Areas where students did NOT meet the target: Air supply delivery</p>	Results by Modality	Results Fall 2019	All students assessed (weighted average)	61.6	<p>1. Changes put in place since previous assessment to improve student learning: This year was the first year to implement the ESCO Exams. These exams are national ready-to-work certification exams, and the program is encouraging students to take these exams to demonstrate their competencies as well as receive national certification in this field. The program plans to review program SLOs and assessments in the upcoming year (see #4 below).</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Increase the number of students testing, and the number of students passing. Need to develop study guides and implement testing preparation into our courses. Need to move to test only second year students. Need to establish this exam as an expectation of the course.</p> <p>4. Based on current results, new actions to improve student learning: We will work to implement the changes listed in #3 above. This will take place over academic year 2020-21. We want to incorporate the exam as a course expectation, and we need to revamp the SLOs and program curriculum mapping. This will also take place in 2020-21.</p> <p>5. Next assessment of this CLO: Spring 2023</p>	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

American Sign Language to English Interpretation, A.A.S.

NOVA Mission Statement: 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.

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

Core Learning Outcome: **Professional Readiness** **Scientific Literacy**

Operationalize your CLO here: Students will demonstrate work habits, collaboration, respect, flexibility and initiative, cultural sensitivity, communication, and problem-solving skills.

Assessment Methods	Assessment Results	Use of Results																																										
<p>Course Name/Number: Interpreting in a Safe Setting - INT 237</p> <p>Direct Measure Used: After students spent the semester interpreting for various classes, the instructor filled out the rubric for each student.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were rated on work habits, collaboration, respect, flexibility and initiative, cultural sensitivity, communication, and problem-solving skills. The rubric is attached.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN only</td> <td>1</td> <td>1</td> <td>15</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>15</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN only	1	1	15	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	15	<p>Semester/year data collected: Spring 2020</p> <p>Target: 80% of the students will score either meets or exceeds competency for each criteria.</p> <p>Results:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Final Exam grades</td> <td>90-100%-10</td> </tr> <tr> <td>80-89%-2</td> </tr> <tr> <td>703-79%-0</td> </tr> <tr> <td>65-69%-0</td> </tr> <tr> <td>60-69%-1*</td> </tr> <tr> <td></td> <td>Below 59%-2*</td> </tr> </tbody> </table> <p>Results by CLO Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Work Habits</td> <td>Exceeds: 57% Meets: 29% Approach: 7% Does not Meet: 7%</td> </tr> <tr> <td>2. Collaboration</td> <td>Exceeds: 57% Meets: 29% Approach: 14% Does not Meet: 0</td> </tr> <tr> <td>3. Respect</td> <td>Exceeds: 72% Meets: 28% Approach: 0 Does not Meet: 0</td> </tr> <tr> <td>4. Flexibility and Initiative</td> <td>Exceeds: 72% Meets: 14% Approach: 14% Does not Meet: 0</td> </tr> <tr> <td>5. Cultural sensitivity</td> <td>Exceeds: 72% Meets: 28%</td> </tr> </tbody> </table>	Results	Results Spring 2020	Final Exam grades	90-100%-10	80-89%-2	703-79%-0	65-69%-0	60-69%-1*		Below 59%-2*	Results by SLO Criteria/ Question Concepts	Results Spring 2020	1. Work Habits	Exceeds: 57% Meets: 29% Approach: 7% Does not Meet: 7%	2. Collaboration	Exceeds: 57% Meets: 29% Approach: 14% Does not Meet: 0	3. Respect	Exceeds: 72% Meets: 28% Approach: 0 Does not Meet: 0	4. Flexibility and Initiative	Exceeds: 72% Meets: 14% Approach: 14% Does not Meet: 0	5. Cultural sensitivity	Exceeds: 72% Meets: 28%	<p>1. Changes put in place since previous assessment to improve student learning: This is the first time that we have assessed this particular CLO. During the curriculum advisory committee meeting in 2018, the community partners were very vocal about the need to emphasize work readiness skills in the program. They reported that while students were prepared to interpret out in the field, they were not consistently demonstrating the soft skills that employers needed from them. Consequently, the instructors in the department have been more aware of discussing these skills during class and role playing some of those that are specific to our profession (such as cultural sensitivity).</p> <p>2. Impact of COVID-19 on current results: In INT 237, students are placed in classrooms around campus to work with teachers in other departments to practice their skills without the added stress of a Deaf client. Students work in teams and are expected to treat the assignment as they would a professional assignment. The original intent of this assessment was to ask the teachers to which they were assigned to complete the rubric. However, with the mid-semester shift that happened with COVID, many instructors were working hard to move their classes online and our students were not uniformly welcomed into class as instructors navigated the new online environment. Additionally, the interpreting profession was rapidly rewriting our own protocols to work in this new environment. As a result, students did not complete their classroom assignments as originally intended and their cooperating professors did not have the opportunity to complete these assessments. While the INT professor for INT 237 developed this rubric and</p>
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American Sign Language to English Interpretation, A.A.S.

		Approach: 0 Does not Meet: 0	
	6. Communication	Exceeds: 72% Meets: 14% Approach: 14% Does not Meet: 0	<p>discussed these assessments with students, it was not as informative as it could have been.</p> <p>3. According to current results, areas needing improvement: The assessment of this CLO would lead to a conclusion that this is an area of strength for the program; however, anecdotal information has informed us differently. Therefore, we need to assess this CLO again in order to accurately assess this information. One solution is to develop a rubric that closely correlates classroom behavior to work readiness skills and helps students to recognize those connections.</p> <p>4. Based on current results, new actions to improve student learning: Due to circumstances, this CLO was not as informative as the department needed. We will work to develop a more successful assessment tool to help inform both instructors and students. This information was reviewed at the department meeting and at the curriculum advisory meeting in order to discuss the results and to discuss strategies for improving work readiness skills.</p> <p>5. Next assessment of this CLO: This CLO will be assessed again in 2022-23.</p>
	7. Problem solving	Exceeds: 72% Meets: 7% Approach: 7% Does not Meet: 7%	
<p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A - This is the first time that we are assessing this CLO.</p> <p>Areas where students met the target: Students demonstrated achievements in most of the criteria. These included work habits, collaboration, respect, flexibility and initiative, cultural sensitivity, and communication.</p> <p>Areas where students did NOT meet the target: Students did not demonstrate full achievement for the problem-solving criterion; however, the numbers illustrate a 79% success.</p>			

Core Competency Assessment Report: Professional Readiness, 2019-2020

Architecture Technology, A.A.S.

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Program/Discipline Purpose Statement: This curriculum is designed to prepare students for employment. Students must see their Architecture Technology advisor to satisfy individual goals. The graduates may find employment in the field of architecture, construction, and urban design utilizing their construction knowledge, graphic communication, and problem-solving skills.																																																						
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will be able to decide and describe how buildings are constructed																																																						
Assessment Methods	Assessment Results	Use of Results																																																				
<p>Course Name/Number: Architectural Design and Graphics II - ARC 232</p> <p>Direct Measure Used: The core learning outcome was measured by the evaluation of the projects produced in our capstone course, ARC 232.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> a. Project demonstrates the students' ability to research building materials and methods. b. Project demonstrates the students' ability to assemble building components. c. Project demonstrates the students' ability to design construction details. d. Project demonstrates the students' ability to graphically communicate construction systems. <p>Projects were evaluated in 4 areas on a scale from 1 to 4:</p> <p>1= Not demonstrated 2= Marginally demonstrated 3= Well demonstrated 4= Very well demonstrated</p> <p>Sample*:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Campus/Modality</th> <th style="padding: 2px;"># of Sections Offered</th> <th style="padding: 2px;"># Sections Assessed</th> <th style="padding: 2px;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">AL</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">12</td> </tr> <tr> <td style="padding: 2px;">AN</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">5</td> </tr> <tr> <td style="padding: 2px;">Online</td> <td style="padding: 2px;">N/A</td> <td style="padding: 2px;">N/A</td> <td style="padding: 2px;">N/A</td> </tr> <tr> <td style="padding: 2px;">Dual Enrollment</td> <td style="padding: 2px;">N/A</td> <td style="padding: 2px;">N/A</td> <td style="padding: 2px;">N/A</td> </tr> <tr> <td style="padding: 2px;">Total</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">17</td> </tr> </tbody> </table> <p><small>*Due to the COVID-19 pandemic, ARC 232 lost 7 students in Spring 2020.</small></p>	Campus/Modality	# of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	12	AN	1	1	5	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	2	2	17	<p>Semester/year data collected: Spring 2020</p> <p>Target: The Architecture Cluster has agreed that a target of 2.5 is acceptable for each of the components with an ultimate goal of 3.0</p> <p>Results: Total of 17 projects were evaluated in Spring 2020, by Faculty and Professional Architects and Engineers. The project evaluation team rated the projects presented 3.00 for SLO # 2 on a scale of 1 to 4. Student scores on the individual concepts were:</p> <ol style="list-style-type: none"> a. 3.24 b. 2.93 c. 2.66 d. 3.17 <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: The average of 17 students assessed in this SLO was 120% higher than target of 2.5 (100%)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Results by Modality</th> <th style="padding: 2px;">Results Spring 2020</th> <th style="padding: 2px;">Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">AL</td> <td style="padding: 2px;">2.70</td> <td style="padding: 2px;">2.50</td> </tr> <tr> <td style="padding: 2px;">AN</td> <td style="padding: 2px;">3.30</td> <td style="padding: 2px;">3.71</td> </tr> <tr> <td style="padding: 2px;">On-campus average</td> <td style="padding: 2px;">3.00</td> <td style="padding: 2px;">3.10</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Results by Criteria/Concepts</th> <th style="padding: 2px;">Results Spring 2020</th> <th style="padding: 2px;">Results Spring 2018</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">a</td> <td style="padding: 2px;">3.24</td> <td style="padding: 2px;">3.00</td> </tr> <tr> <td style="padding: 2px;">b</td> <td style="padding: 2px;">2.93</td> <td style="padding: 2px;">3.14</td> </tr> <tr> <td style="padding: 2px;">c</td> <td style="padding: 2px;">2.65</td> <td style="padding: 2px;">3.08</td> </tr> <tr> <td style="padding: 2px;">d</td> <td style="padding: 2px;">3.17</td> <td style="padding: 2px;">3.19</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The result of this evaluation is slightly lower than previous results.</p> <p>Areas where students met the target: All 4 areas</p>	Results by Modality	Results Spring 2020	Results Spring 2019	AL	2.70	2.50	AN	3.30	3.71	On-campus average	3.00	3.10	Results by Criteria/Concepts	Results Spring 2020	Results Spring 2018	a	3.24	3.00	b	2.93	3.14	c	2.65	3.08	d	3.17	3.19	<p>1. Changes put in place since previous assessment to improve student learning: This outcome was evaluated in 2018-19. With breaking down this outcome to evaluate specific criteria and gain a more detailed evaluation, the syllabus has been revised for a deeper concentration of students on complex structures and details. The faculty will be able to identify and concentrate on areas that needed the most improvement. We used a different rubric, which produced break-out data.</p> <p>2. Impact of changes on current results: The score of 3.00 is slightly lower than last evaluation's score of 3.10. With our new ability to break down the results into sub scores (using our new rubric), we can gain more information and faculty can identify and concentrate on areas that needed the most improvement.</p> <p>3. According to current results, areas needing improvement: Though the target has been exceeded, the areas "b" and "c" can be improved by spending more time concentrating on these two areas.</p> <p>4. Based on current results, new actions to improve student learning: The SLO lead will relay the result of assessment to full-time and part-time faculty during Architecture Cluster meetings to improve their teaching in different related courses accordingly. We can also implement recommendations of the Advisory Board.</p> <p>5. Next assessment of this CLO: Spring 2022</p>	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Automotive Technology, A.A.S.

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Program Purpose Statement: This curriculum is designed to train technicians for the automotive field. Students completing this program will be ready for full-time employment as automotive technicians. The occupational objectives include line technician, new car make-ready, and customer service representative.																																																						
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Along with their regular SLO, students will also turn in a properly written repair order as a part of their CLO assessment to ensure they can properly communicate what is needed to repair/adjust the vehicle to the service writer or customer. Student Learning Outcome 5: Students will perform preliminary inspections and procedures needed to prepare a vehicle for alignment by checking and assessing vehicle ride height, tire condition and inflation.																																																						
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Course Name/Number: Auto Alignment, Suspension and Steering - AUT 266 Direct Measure Used: SLO Lab Exercise, CLO Written Repair Order Documentation CLO/Rubric Criteria: Students were assessed on the following areas: 1. Customer & vehicle Info 2. Diagnostic steps, specs & measurements 3. Concern, Cause, Correction and Estimate 4. Language and Mechanics 5. Clarity for target audience Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>MA</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	0	0	MA	1	1	8	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	2	1	8	Semester/year data collected: Spring 2020 Target: Student average on each SLO/CLO and sub-scores will be at or above 80%. Results: Overall Average/Mean Score by all Modalities. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Results Spring 2020</th> <th style="width: 35%;">Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Results by Criteria/ Concepts</th> <th style="width: 25%;">Spring 2020</th> <th style="width: 25%;">Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Customer & vehicle Info</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>2. Diagnostic steps, specs & measurements</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>3. Concern, Cause, Correction and Estimate</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>4. Language and Mechanics</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>5. Clarity for target audience</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table> Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: While our sample was only 8 students, due to the COVID-19 shut down of the college, they did show modest improvements in this exercise. Customer information gathering was easily accomplished, 75% were able to write the Concern, Cause & Correction as well as language and mechanics. While there was only a modest improvement in Diagnostic steps and measurements, students achieved 50%. Areas where students met the target: Customer & Vehicle information was 96% and easy for the students, as we have required this for all repair orders written. Areas where students did NOT meet the target: All other areas were below the 80% threshold. Students continue to neglect recording measurements while inspecting the vehicles, preferring to try and remember at the end of the inspection. We will continue to work on recording measurements and specifications.		Results by Modality	Results Spring 2020	Results Spring 2019	All students assessed	73%	63%	Results by Criteria/ Concepts	Spring 2020	Spring 2019	1. Customer & vehicle Info	96%	95%	2. Diagnostic steps, specs & measurements	50%	43%	3. Concern, Cause, Correction and Estimate	75%	43%	4. Language and Mechanics	75%	76%	5. Clarity for target audience	70%	61%	TOTAL	73%	63%	1. Changes put in place since previous assessment to improve student learning: Students were presented this activity midway through the first 8-week session. This helped with the Diagnostic steps and with the Concern, Cause & Correction sections. They were not surprised when the repair orders were presented. 2. Impact of changes on current results: Only minor improvements were noted, partly due to the COVID-19 closure of NOVA, which only allowed one class to be tested with only 8 students in attendance. 3. According to current results, areas needing improvement: All areas with the exception of Customer & Vehicle Information need improvement. 4. Based on current results, new actions to improve student learning: Students will receive more exposure to the Diagnostic process and measurements, including looking up specifications on assigned projects. Instructors are implementing this action with increased emphasis on #3. While on the surface it appears that the students made a big improvement, this sample was very small, only 8 students compared to over 20 students from Spring 2019. A big increase in #3 Concern, Cause, Correction and Estimate was achieved by fully instructing the students on the importance of correct diagnostics and estimating skills. 5. Next assessment of this CLO: Fall 2020
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																			
AL	1	0	0																																																			
MA	1	1	8																																																			
Online	N/A	N/A	N/A																																																			
Dual Enrollment	N/A	N/A	N/A																																																			
Total	2	1	8																																																			
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Biotechnology, A.A.S.

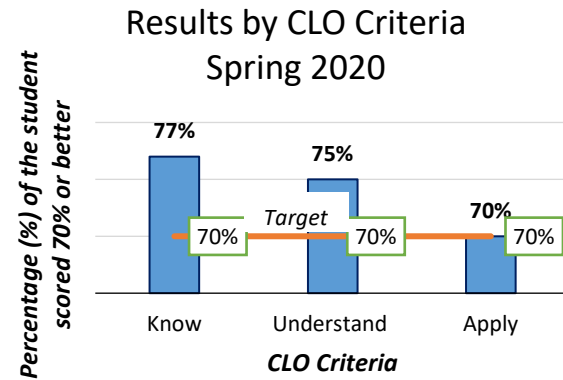
NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																													
Program/Discipline Purpose Statement: This program is designed to prepare graduates for employment in entry-level positions at biotechnology and pharmaceutical companies as laboratory, research, or manufacturing technicians. Coursework will develop an understanding of basic scientific principles in biology and chemistry, and will emphasize laboratory techniques and procedures such as solution and media preparation, DNA purification and analysis, electrophoresis, chromatography, maintenance of cells in culture, and quality control techniques.																													
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Effectively communicate scientific concepts, strategies, and opinions and present it to their peers.																													
Assessment Methods	Assessment Results	Use of Results																											
<p>Course Name/Number: Bioinformatics and Computer Applications in Biotechnology - BIO 255</p> <p>Direct Measure Used: Students were assessed for competencies using effective presentation style and comments provided on their peer's presentations, analyzing and formatting raw data in a spreadsheet program and preparing a report in a word processing program.</p> <p>CLO/Rubric Criteria or Question Concepts: Student presentations were evaluated in the following categories:</p> <ul style="list-style-type: none"> • Background information on project • Technical details of experiment • Description of raw data • Presentation of analysis steps and final processed data • Present within prescribed time • Comments on other peer presentations • Collaboration with team members <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>MA only</td> <td>1</td> <td>1</td> <td>7</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>7</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MA only	1	1	7	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	7	<p>Semester/year data collected: Fall 2019</p> <p>Target: Students were expected to receive 80% or more to demonstrate competency</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Results Fall 2019</th> <th style="width: 33%;">Results Fall 2016</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>86.7%</td> <td>85%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The class met the target goal of 80% competency.</p> <p>Areas where students met the target: All</p>	Results by Modality	Results Fall 2019	Results Fall 2016	All students assessed (weighted average)	86.7%	85%	<p>1. Changes put in place since previous assessment to improve student learning: The previous rubric's criteria included the following categories: Purpose, Components of the report, Analysis, conclusion and comprehension. The rubric was changed and new criteria were detailed so students knew what exactly is expected for the assignment. The new criteria included items like evaluating technical details for the experiment, inclusion of presentation of analysis steps and final processed data, and collaboration with team members.</p> <p>2. Impact of changes on current results: Students were better prepared for their presentations and the average score was 86.7% for the class in this assignment, exceeding the expected 80% target of the SLO.</p> <p>3. According to current results, areas needing improvement: Students needed additional guidance on processing the data and analysis steps.</p> <p>4. Based on current results, new actions to improve student learning: New actions to improve student learning when the class is next taught: the instructor will provide more explanation of what is expected by providing a sample report that has analysis steps. This way students have a better understanding of the task that is expected.</p> <p>5. Next assessment of this CLO: Spring 2022</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																										
MA only	1	1	7																										
Online	N/A	N/A	N/A																										
Off-Site Dual Enrollment	N/A	N/A	N/A																										
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Business Administration, A.S.

NOVA Mission Statement: 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.																																																																									
Program Purpose Statement: The Associate of Science degree curriculum in Business Administration is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in Business Administration with a major in Accounting, Business Management, Decision Science and Management, Information Systems, Finance, Marketing, etc.																																																																									
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will demonstrate skills important for successful transition into the workplace and pursuit of further education. (SLO# 4)																																																																									
Assessment Methods	Assessment Results	Use of Results																																																																							
<p>Course Name/Number: Interpersonal Dynamics in The Business Organization - BUS 270</p> <p>Direct Measure Used: Short answer questions. Maximum points = 5. Criteria: a) Know: The key strategies for a successful interview b) Understand: The purpose of an interview c) Apply: Examples of effective interviewing techniques</p> <p>CLO/Rubric Criteria or Question Concepts: Part a) Know. Maximum points = 1.5. If the key strategies are listed correctly, the full 1.5 points are given. For each incorrect or no answer, 0.5 point is deducted. Part b) Understand. Maximum points = 2. For each party (interviewer/interviewee), 1 point is allocated. Part c) Apply. Maximum point = 1.5. If the examples are correct, the full 1.5 points is given. For each incorrect or no answer, 0.75 points is deducted.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>2</td><td>1</td><td>12</td></tr> <tr><td>AN</td><td>6</td><td>4</td><td>24</td></tr> <tr><td>MA</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>4</td><td>2</td><td>33</td></tr> <tr><td>WO</td><td>3</td><td>2</td><td>46</td></tr> <tr><td>Online</td><td>7</td><td>4</td><td>48</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>25</td><td>13</td><td>163</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	1	12	AN	6	4	24	MA	3	0	0	ME	N/A	N/A	N/A	LO	4	2	33	WO	3	2	46	Online	7	4	48	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	25	13	163	<p>Semester/year data collected: Spring 2020 (COVID-19)</p> <p>Target: See the Table below:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality/ CLO Criteria</th> <th>Will earn 70% or better</th> </tr> </thead> <tbody> <tr><td>On-campus average</td><td>70%</td></tr> <tr><td>Online average</td><td>70%</td></tr> <tr><td colspan="2">CLO Criteria</td></tr> <tr><td>Know</td><td>70%</td></tr> <tr><td>Understand</td><td>70%</td></tr> <tr><td>Apply</td><td>70%</td></tr> </tbody> </table> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>74% scored 70% or better</td></tr> <tr><td>On-campus average</td><td>73% scored 70% or better</td></tr> <tr><td>Online average</td><td>75% scored 70% or better</td></tr> </tbody> </table> <p>Results by CLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Criteria/ Concepts</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>a. 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Impact of changes on current results: This professional readiness CLO was assessed for the first time.</p> <p>3. According to current results, areas needing improvement: The Spring 2020 was a challenging semester for NOVA due to COVID-19. Since the spring break in March 2020, the on-campus classes were moved to virtual learning. The students were given the option to request/receive pass/no pass grades instead of letter grades. Despite these challenges, the targets were met. The Discipline Group is satisfied with the results. The Group, however, plans to increase the sample size and the target rate (exact values not decided yet) in the future when this CLO is assessed again.</p> <p>4. Based on current results, new actions to improve student learning: The SLO lead will work with the NOVA Online team to embed the assessment questions into the proctored exam. As a result, everyone who signs up for the online section will take the assessment.</p> <p>5. Next assessment of this CLO: Not decided yet.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																						
AL	2	1	12																																																																						
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Business Administration, A.S.



The targets for BUS 270 students are 70% on-campus average, 70% online average, 70% “Know”, 70% “Understand”, and 70% “Apply”. The target was met for all categories. This professional readiness CLO was assessed for the first time. In the future, the Discipline Group plans to increase the target rate (exact values not decided yet).

Current Results improved vs. Previous Results:

Yes No Partially N/A - This professional readiness CLO was assessed for the first time.

Areas where students met the target:

- CLO Criteria “Know”: Of these 163 responses, 77% were graded at 70% or better. The target (70%) was met.
- CLO Criteria “understand”: Of these 163 responses, 75% were graded at 70% or better. The target (70%) was met.
- CLO Criteria “apply”: Of these 163 responses, 70% were graded at 70% or better. The target (70%) was barely met.
- The target (70%) was met for the online average. The target (70%) was also met for the on-campus average.

Core Competency Assessment Report: Professional Readiness, 2019-2020

Cinema, A.F.A.

NOVA Mission Statement: 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.																																											
Program Purpose Statement: This curriculum is designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree program in the Visual Arts with a major in cinema, film, or media production.																																											
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness Operationalize your CLO here: Incorporate visual language into cinema projects.																																											
Assessment Methods	Assessment Results		Use of Results																																								
<p>Course Name/Number: Screenwriting - CST 120</p> <p>Direct Measure Used: Multiple choice and true/false questions in the form of an in-class quiz.</p> <p>SLO/Rubric Criteria or Question Concepts: Students were assessed on the following topics: Theme and Character Arc; Dramatic Tension; Dramatic Irony; Advertising/Telegraphing/Dangling Clauses; Act Structure</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN</td> <td>1</td> <td>1</td> <td>23</td> </tr> <tr> <td>WO</td> <td>2</td> <td>2</td> <td>12</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual-Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>3</td> <td>2</td> <td>35</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	23	WO	2	2	12	Online	N/A	N/A	N/A	Off-Site Dual-Enrollment	N/A	N/A	N/A	Total	3	2	35	<p>Semester/year data collected: Spring 2020</p> <p>Target for overall assignment: 75</p> <p>Results: 79.7</p> <p>Results: Overall Average/Mean Score by modality.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td>79.7</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 80%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 20%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Theme and Character Arc</td> <td>84</td> </tr> <tr> <td>2. Dramatic Tension</td> <td>78</td> </tr> <tr> <td>3. Dramatic Irony</td> <td>79</td> </tr> <tr> <td>4. Advertising/Telegraphing/Dangling Clauses</td> <td>73</td> </tr> <tr> <td>5. Act Structure</td> <td>84.5</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first time that this CLO is being assessed.</p> <p>Areas where students met the target: Two of the three sections of the course were assessed for Spring 2020. All SLOS for the Cinema, A.F.A. were disseminated, collected and analyzed by the Discipline Chair, and administered by the faculty; the results are reviewed by the discipline group. All criteria had results above the target of 75% with the exception of one.</p> <p>Areas where students did NOT meet the target: For this year's assessment, one criteria did not meet the target. In addition, one section did not submit data for collection.</p>		Results by Modality	Results Spring 2020	All students assessed	79.7	Results by SLO Criteria/Question Concepts	Results Spring 2020	1. Theme and Character Arc	84	2. Dramatic Tension	78	3. Dramatic Irony	79	4. Advertising/Telegraphing/Dangling Clauses	73	5. Act Structure	84.5	<p>1. Changes put in place since previous assessment to improve student learning: The discipline group met with staff members in December 2018 from the Office of Academic Assessment to help in identifying this CLO and the SLOs for the program. As this SLO has now been assessed, comparison data can be drawn from future semesters.</p> <p>2. Impact of changes on current results: This is the first time that this CLO is being assessed.</p> <p>3. According to current results, areas needing improvement: Emphasize advertising, telegraphing, and dangling clauses. Cinema needs to address compliance issues.</p> <p>4. Based on current results, new actions to improve student learning: Regular discussions beginning in Spring 2021 will be held in the discipline group about course outcomes and learning objectives to maintain consistency of learning among the campus offerings. Course content delivery practices are being assessed to ensure consistency between course sections. In addition, meetings with all those teaching courses, both full-time and adjunct faculty, are being scheduled in the 2021-2022 academic year to discuss and share best practices. The discipline group will discuss exercises and readings to be implemented in the course to help in raising the scores for questions #1 and 5.</p> <p>To address compliance issues, all courses and instruments for assessment will be determined at the start of the academic year. These assessments and course information will be decided upon by the discipline group by the end of the first discipline group meeting of the academic year. To ensure assessment criteria are passed and assessments are implemented, the results of the discipline group decisions will be sent to Pathway Dean and Coordinating Discipline Provost. Once approved by the Arts Administration, the assessment information will be sent to the Office of Academic Assessment. All assessments will be sent out to the faculty by the end of September with the appropriate supervising Associate Dean attached.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																								
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Construction Management Technology, A.A.S.

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Program/Discipline Purpose Statement: The curriculum is designed to qualify personnel in both engineering technology and management for employment in all areas of a construction firm. Job opportunities include engineering aide, construction project manager, construction supervisor, estimator, and facilities planning and supervision.																															
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will successfully identify and demonstrate skills necessary to manage human resources related to the construction industry																															
Assessment Methods	Assessment Results	Use of Results																													
<p>Course Name/Number: Construction Management III - BLD 241</p> <p>Direct Measure Used: Quiz on Leadership – Students had to demonstrate competency in different areas of Professional Readiness, detailed below.</p> <p>CLO Question Concepts: Students demonstrated competency on different areas of Human Resources through this quiz. The quiz included questions on the following areas:</p> <ul style="list-style-type: none"> • Team Building • Communication • Leadership • Diversity • Dealing with Conflicts • Theory of Motivation <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL only</td> <td>1</td> <td>1</td> <td>21</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>21</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	1	1	21	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	21	<p>Semester/year data collected: Fall 2019</p> <p>Target: An average grade of 85%</p> <p>Results: Overall Average/Mean Score by On-Campus:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Fall 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>86%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 50%;">Results Fall 2019</th> </tr> </thead> <tbody> <tr> <td>HR Skills</td> <td>86%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas where students met the target: This assessment was an overall assessment for the class in general</p>	Results by Modality	Results Fall 2019	All students assessed (on-campus only)	86%	Results by SLO Criteria/Question Concepts	Results Fall 2019	HR Skills	86%	<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: While goal was met, it was by a narrow margin. Next assessment, we will take a more in-depth look at the method of assessment into the individual areas listed in column one.</p> <p>4. Based on current results, new actions to improve student learning: For the next assessment, we will develop either separate quizzes for each topic in order to understand the areas where students are not meeting the outcome and/or add questions to this quiz that focus on the different areas assessed and then report these results separately. This action will be implemented in Fall 2021.</p> <p>5. Next assessment of this CLO: Fall 2020</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																												
AL only	1	1	21																												
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Cybersecurity, A.A.S.

NOVA Mission Statement: 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.																																																																					
Program/Discipline Purpose Statement: This curriculum is designed for those who seek employment in the field of Cybersecurity (information assurance), for those who are presently in IT or a security field and who desire to increase their knowledge and update their skills, and for those who must augment their abilities in other fields with knowledge and skills in information security. The curriculum is mapped to the NSA/DHS Knowledge Units necessary for NOVA's designation as a Center of Academic Excellence.																																																																					
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will understand a range of career paths within cybersecurity.																																																																					
Assessment Methods	Assessment Results		Use of Results																																																																		
Course Name/Number: Network Security Basics - ITN 260 Direct Measure Used: Course Exam CLO/Rubric Criteria or Question Concepts: Students identified the chief responsibilities of the following cybersecurity career paths: <ul style="list-style-type: none"> • Q1: Cyber Defense Incident Responder • Q2: Vulnerability Assessment Analyst • Q3: Vulnerability Assessment Analyst • Q4: Systems Security Analyst • Q5: System Administrator • Q6: Security Architecture • Q7: Security Control Assessor • Q8: Privacy Officer/Privacy Compliance Manager Sample: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>4</td><td>2</td><td>27</td></tr> <tr><td>WO</td><td>3</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>2</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>3</td><td>1</td><td>25</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>21</td><td>3</td><td>52</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	4	0	0	AN	3	0	0	MA	2	0	0	ME	N/A	N/A	N/A	LO	4	2	27	WO	3	0	0	Online	2	0	0	Off-Site Dual Enrollment	3	1	25	Total	21	3	52	Semester/year data collected: Spring 2020 Target: 80% overall score on the assessment Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr> <th>Results by Modality</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>.83</td></tr> <tr><td>On-campus average</td><td>.74</td></tr> <tr><td>Dual Enrollment average</td><td>.93</td></tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. 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Privacy Officer/Privacy Compliance Manager</td><td>.86</td></tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A- Not previously assessed		Results by Modality	Results Spring 2020	All students assessed (weighted average)	.83	On-campus average	.74	Dual Enrollment average	.93	Results by SLO Criteria/Question Concepts	Results Spring 2020	1. Cyber Defense Incident Responder	.82	2. Vulnerability Assessment Analyst	.82	3. Vulnerability Assessment Analyst	.86	4. Systems Security Analyst	.82	5. System Administrator	.86	6. Security Architect	.76	7. Security Control Assessor	.82	8. Privacy Officer/Privacy Compliance Manager	.86	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: Not previously assessed as this is not an SLO, but the concept of roles within Cybersecurity is an NSA curriculum expectation that is satisfied within ITN 260 course content. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Students were able to successfully match the names of the roles with task descriptions; however, they may still not understand the job tasks associated with a role in terms of the hard or soft skills required. An assignment will be created for ITN 260 where students will research www.cyberseek.org to find career paths that interest them, including the hard skills, soft skills, certification, and education required of the different paths. This will be documented in a short paper. This will also assist with the weaker writing skills addressed above. 4. Based on current results, new actions to improve student learning: The results of this assessment will be used to improve student learning in allowing students to identify the 31 different career pathways associated with Cybersecurity, which will ultimately help guide them in their transfer and/or industry certification plans. We also plan on offering a Zoom webinar providing guidance to students over these same resources in the Spring 2021 semester. These results will be disseminated to the Dean so that they can be placed on the agenda for our next convocation. 5. Next assessment of this CLO: Not planned at this time.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																		
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Dental Assisting, A.A.S.

NOVA Mission Statement: 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.																																	
Program/Discipline Purpose Statement: This curriculum is designed to prepare students to perform chairside assisting, minor laboratory, and basic office procedures. Students learn the theory and skills to assist in the dental operator through course work in the areas of chairside assisting, radiology, dental materials, dental and biomedical sciences, as well as clinical practice. Graduates can perform certain additional tasks allowing them to become productive and valued members of the dental health team. Upon successful completion of this program, students are eligible to sit for the Dental Assisting National Board Examination (DANB). After successful completion of this examination, the credential Certified Dental Assistant (CDA) is awarded																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students obtained and recorded vital sign measurements after being trained throughout the semester																																	
Assessment Methods	Assessment Results	Use of Results																															
<p>Course Name/Number: Externship – DNA 140</p> <p>Direct Measure Used: Assessment and grading of taking and recording of patient vital signs at clinical sites. Assessed and graded by dentists on site.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were awarded full points when they obtained and recorded vital signs with no errors. One point was deducted for the procedure with one error, two points were deducted for the procedure with two errors, three points reduced for three errors, and four points were reduced when the student failed to obtain and record vital signs of clinical acceptance.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only</td> <td>1</td> <td>1</td> <td>12</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>12</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	12	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	12	<p>Semester/year data collected: Spring 2020</p> <p>Target: 100% of the students will meet the 75% competency level on the proficiency evaluations</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>95.8%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 30%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Pulse/Respiration</td> <td>96.7</td> </tr> <tr> <td>2. Blood Pressure</td> <td>96</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A - First assessment of this CLO</p> <p>Areas where students met the target: The students successfully met the criteria of the student learning outcome in all areas.</p>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	95.8%	Results by SLO Criteria/ Question Concepts	Results Spring 2020	1. Pulse/Respiration	96.7	2. Blood Pressure	96	<p>1. Changes put in place since previous assessment to improve student learning: N/A - This is the first year this CLO was measured.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: The CLO for this outcome was met. Changes do not need to be made but methods need to be maintained.</p> <p>4. Based on current results, new actions to improve student learning: New actions are not needed to improve student learning since the criteria was met.</p> <p>5. Next assessment of this CLO: Next assessment of this CLO will be in Spring 2021.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																														
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Dental Hygiene, A.A.S.

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Program/Discipline Purpose Statement: The program is designed to prepare students to serve in a dynamic and growing health profession as members of the dental health team. After successful completion of the program, the student will be eligible to take the National Board Dental Hygiene Examination and professional licensure examinations. Upon successful completion of the licensing process, the title "Registered Dental Hygienist" (R.D.H.) is awarded.																															
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Provide care to a diverse population who present with slight, moderate, and advanced periodontal disease and other oral conditions																															
Assessment Methods	Assessment Results	Use of Results																													
<p>Course Name/Number: Dental Hygiene V - DNH 245</p> <p>Direct Measure Used: Test Patient: Implementation portion (this is the procedural part of patient treatment utilizing instrumentation).</p> <p>CLO/Rubric Criteria or Question Concepts: There is no "rubric" - the evaluation is a check by an instructor for efficiency of instrumentation in removing calculus (tartar) from the teeth. These assessments include the student's ability to use the proper instruments in the proper manner in a safe and efficient way which will result in smooth tooth surfaces meaning the calculus (tartar) and plaque biofilm has been removed.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only</td> <td>1</td> <td>1</td> <td>26</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>26</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	26	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	26	<p>Semester/year data collected: Spring 2020</p> <p>Target: 80% of students will score 85% or higher</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>Avg: 96.3% Range: 84-100%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Instrumentation Implementation</td> <td>Avg. 96.3%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A - This criteria has not been evaluated previously, therefore, no comparison can be made.</p> <p>Areas where students met the target: Instrumentation</p>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	Avg: 96.3% Range: 84-100%	Results by SLO Criteria/Question Concepts	Results Spring 2020	1. Instrumentation Implementation	Avg. 96.3%	<p>1. Changes put in place since previous assessment to improve student learning: This CLO was not previously assessed.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Some students show evidence of needing stronger instrumentation skills for calculus removal.</p> <p>4. Based on current results, new actions to improve student learning: Direct observation of instrumentation during clinic by instructors for students was identified as weak in this area. New actions by Dental Hygiene would be to increase direct observation by the clinic instructors of the instrumentation process of those students identified as weak in that component of the assessment.</p> <p>5. Next assessment of this CLO: Academic year 2021-2022.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																												
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Diagnostic Medical Sonography, A.A.S.

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<p>Program/Discipline Purpose Statement: Purpose: This curriculum is designed to prepare students to produce diagnostic images of the human body using special equipment to direct high frequency sound waves into different anatomic structures in a patient's body. The sonographer is a central member of the healthcare team and assists the radiologist in gathering diagnostic data for interpretation. NOVA's program emphasizes didactic and "hands-on" practice of sonographic techniques in a well-equipped scanning laboratory at the Medical Education Campus in Springfield, Virginia. Clinical experience is acquired at numerous area hospitals and private medical affiliates. Students in the Diagnostic Medical Sonography degree program learn to perform an ultrasound of the Abdomen and Small Parts as well as Obstetric and Gynecologic sonography. Upon successful completion of the degree requirements, the student will be eligible to apply to take the American Registry for Diagnostic Medical Sonography (ARDMS) examination(s) leading to credentials as a Registered Diagnostic Medical Sonographer (RDMS®).</p>																						
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will correctly create a clinical reference notebook to be utilized as a "quick" reference while at their clinical site. It is stressed the notebook information that they are compiling will be a valuable clinical resource for their future careers.</p>																						
Assessment Methods	Assessment Results	Use of Results																				
<p>Course Name/Number: Echocardiography I - DMS 150</p> <p>Direct Measure Used: Clinical Notebook Reference Project – Echocardiography: This project is based on the instructor's personal creation of a reference notebook used clinically for 30+ years. Description: An echocardiographer is required to have current knowledge of professional echo standards as detailed by the American Society of Echocardiography. When performing an echocardiogram, measurements and evaluations of cardiac structures will determine the verbiage of the diagnostic report prepared by a cardiologist. This project requires that the student compiles statement papers on subject material related to lecture material. Also, students have page inserts that highlight various pathology, disease states, hemodynamic abnormalities, and congenital issues that must be completed each week. At the end of the semester, the student will present their notebook to the instructor detailing their organization, content, and presentation.</p> <p>CLO/Rubric Criteria or Question Concepts</p> <ol style="list-style-type: none"> 1. Visual Appearance: Demonstrates exceptional neatness 2. Focus and Organization: Echo Notebook is clearly organized and follows the recommended order in a professional manner. 	<p>Semester/year data collected: Spring 2020</p> <p>Target: >80%</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Results Cardiac Students Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">All students assessed (on-campus only)</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>Results by SLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by SLO Criteria/ Question Concepts</th> <th style="padding: 5px;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">Visual appearance</td><td style="padding: 5px;">100</td></tr> <tr><td style="padding: 5px;">Focus and organization</td><td style="padding: 5px;">100</td></tr> <tr><td style="padding: 5px;">Statement papers</td><td style="padding: 5px;">100</td></tr> <tr><td style="padding: 5px;">Pathology, clinical pages</td><td style="padding: 5px;">100</td></tr> <tr><td style="padding: 5px;">Class participation</td><td style="padding: 5px;">100</td></tr> <tr><td style="padding: 5px;">Video presentation</td><td style="padding: 5px;">100</td></tr> <tr style="font-weight: bold;"> <td style="padding: 5px;">TOTAL</td> <td style="padding: 5px;">100</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>	Results by Modality	Results Cardiac Students Spring 2020	All students assessed (on-campus only)	100%	Results by SLO Criteria/ Question Concepts	Results Spring 2020	Visual appearance	100	Focus and organization	100	Statement papers	100	Pathology, clinical pages	100	Class participation	100	Video presentation	100	TOTAL	100	<p>1. Changes put in place since previous assessment to improve student learning: This project is part of a new curriculum developed for the first year DMS 150 offered at NOVA and will be part of the DMS Echocardiographic curriculum. The Clinical Notebook Reference Project is a new project to the DMS Echocardiography course curriculum and will become incorporated in the vascular tract for 2021. This project is designed to impress upon the students the importance of a continual commitment to learning and research and how it impacts clinical performance. Professional standards in both Echocardiography and Vascular Ultrasound experience continued research and improvement. The continued addition of new technology to ultrasound equipment requires new research documenting new standards and procedures. At the clinical site, having current information based on substantiated research is necessary to support the accurate diagnosis of pathologic findings</p> <p>2. Impact of changes on current results were not evaluated because this is the initial offering for this project.</p> <p>3. According to current results, areas needing improvement for DMS 150 in 2021 will be a further expansion from the initial format. Additional pathology pages will be created with images from Netter's Pathology demonstrating the anatomy discussed. It was noted that pages with diagrams or images were investigated with elevated interest as compared to imageless pages. The video segment was an afterthought required during</p>
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Diagnostic Medical Sonography, A.A.S.

3. Statement papers: Includes all comprehensive ASE (American Society of Echocardiography) Statement papers relating to class discussions.
4. Pathology Clinical Pages: Notebook contains all pathology clinical pages indicated and discussed in lecture. Research is complete.
5. Class Participation: Student actively participates in class adding information to the pathology assignments
6. Video Presentation: Student utilizes Canvas studio to record the presentation

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
ME only	1	1	6
Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	6

Narrative comparison of current results to previous results: Students have complained that projects took them away from valuable study time and lacked enthusiasm because each class in the program required a project of various types. The program's goal was to create a project of significant value at the present time and extending into their professional career as a relevant clinical reference tool.

Areas where students met the target: Students exceed expectations. Initially, while still on campus, we worked on the pathology sheets as a class each week. Each pathology sheet also was linked to the lecture content of that week and thus enabled us to discuss the important concepts from the lecture. When COVID caused the termination of in-person lectures, the presentation part of this project became a Canvas/studio recording of them presenting their Notebook to the class. This proved to be a tremendous success. One student did an exceptional job with her presentation and gave permission for me to share her video with our major clinical site. The clinical site was thrilled with the effort and quality of the presentation and as a result solidified with them the quality of the DMS Echocardiography program.

Areas where students did NOT meet the target: As expected, not all students embrace participation in class. When the students identified that they would be receiving credit for their participation in class, the dynamic completely changed. Students were encouraged to request input and discussion of the pathology pages with their clinical instructors.

COVID to substitute for a live presentation. The shared video with the clinical site resulted in the sight specifically requesting that student for a clinical rotation. Additional sections will be added for ultrasound images related to that pathology.

4. Based on current results, new actions to improve student learning will include related article research to be included in the pathology section for DMS 150 in Spring 2021. Correlative imaging modality discussion will be included since students should be knowledgeable and be proficient in discussion as it may relate to their case presentation. The studio recordings that the students made accentuated their presentation style. This was not an initial outcome but retrospectively, the students rerecorded multiple times after they self-evaluated their recordings. These videos were shared with clinical instructors and managers at the clinical site with the student's permission. The clinical instructors and managers were impressed with the organization and assessment skills of the students as they consider them for hiring. This project will be incorporated into the vascular class, DMS 260, in Spring 2021.

5. Next assessment of this CLO: 2021-2022

Core Competency Assessment Report: Professional Readiness, 2019-2020

Driver Education, C.S.C.

<p>NOVA Mission Statement: 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.</p>																																																																										
<p>Program Purpose Statement: The Driver Education Career Studies Certificate program is designed for students who wish to become qualified teachers of driver education or maintain qualifications in the state of Virginia.</p>																																																																										
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Assessment Methods	Assessment Results	Use of Results																																																																								
<p>Course Name/Number: Driver Task Analysis - EDU 114</p> <p>Direct Measure Used: Creation and presentation of a lesson. Students were required to bring all the materials to the lesson, submit the lesson plan and components on Canvas, and provide an extra hard copy for the instructor.</p> <p>Provide Rubric Criteria or Question Concepts: Students were assessed on the following criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SLO Criteria</th> </tr> </thead> <tbody> <tr> <td>A. He/she brought all the materials, submitted the lesson plan and components on blackboard, and provided an extra hard copy for the Instructor.</td> </tr> <tr> <td>B. He/she adhered to the time limit. 30 mins. MAX. 1. Time:</td> </tr> <tr> <td>C. The objective was stated and posted at the beginning and students were clear on what they would be learning.</td> </tr> <tr> <td>D. 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The closure reinforced the objectives of the lesson.	<p>Semester/year data collected:</p> <ul style="list-style-type: none"> • Summer 2019 (18 students at Manassas) • Fall 2019 (17 students at Manassas) • Spring 2020 (20 students at Manassas) <p>Target: All students must achieve a minimum of 80 out of 100 points. Our goal is to have 90% of the students pass this objective with 80%.</p> <p>Results: 90% of students will earn 80% or higher on the SLO</p> <p>Percent of students who passed with 80% or above:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Results Summer 2019, Fall 2019, Spring 2020</th> <th style="text-align: center;">Results Summer 2018, Fall 2018, Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td style="text-align: center;">94%/ 99%/ 97%</td> <td style="text-align: center;">97%/ 98%/ 99%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of students who passed this section</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">Summer 2019</th> <th style="text-align: center;">Fall 2019</th> <th style="text-align: center;">Spring 2020</th> </tr> </thead> <tbody> <tr><td>A.</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>B.</td><td style="text-align: center;">96%</td><td style="text-align: center;">96%</td><td style="text-align: center;">97%</td></tr> <tr><td>C.</td><td style="text-align: center;">92%</td><td style="text-align: center;">98%</td><td style="text-align: center;">93%</td></tr> <tr><td>D.</td><td style="text-align: center;">93%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>E.</td><td style="text-align: center;">97%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>F.</td><td style="text-align: center;">93%</td><td style="text-align: center;">96%</td><td style="text-align: center;">93%</td></tr> <tr><td>G.</td><td style="text-align: center;">93%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>H.</td><td style="text-align: center;">91%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>I.</td><td style="text-align: center;">98%</td><td style="text-align: center;">98%</td><td style="text-align: center;">93%</td></tr> <tr><td>J.</td><td style="text-align: center;">94%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>K.</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>L.</td><td style="text-align: center;">94%</td><td style="text-align: center;">94%</td><td style="text-align: center;">90%</td></tr> </tbody> </table>	Results by Modality	Results Summer 2019, Fall 2019, Spring 2020	Results Summer 2018, Fall 2018, Spring 2019	All students assessed (on-campus only)	94%/ 99%/ 97%	97%/ 98%/ 99%	Criterion	Summer 2019	Fall 2019	Spring 2020	A.	100%	100%	100%	B.	96%	96%	97%	C.	92%	98%	93%	D.	93%	100%	100%	E.	97%	100%	100%	F.	93%	96%	93%	G.	93%	100%	100%	H.	91%	100%	100%	I.	98%	98%	93%	J.	94%	100%	100%	K.	100%	100%	100%	L.	94%	94%	90%	<p>1. Changes put in place since previous CLO assessment to improve student learning: In 2017-18, our instructors had students create mini lesson plans as a build up to the main lesson plan. This activity really helped those students in the class who have not received any formal lesson plan writing education. Having students observe a sample lesson from faculty has also greatly improved students' success as they have a professionally trained model to show them just how to give this lesson. This activity and the demonstration from the professional faculty member is a great way to provide students with professional readiness in the field of driver's education.</p> <p>In the previous assessment, students struggled with adhering to the time limit, having the objective stated engaging students in active learning, understanding the content, including a separate formative assessment, and closing the lesson while reinforcing those objectives. To help improve some of these weaknesses, our faculty have started displaying a large timer, so students know how long they have been teaching. This timer is used in all lessons, including mini lessons. Engaging in active learning and including a separate formative assessment are things that all teachers need to understand and know how to do. Our faculty have added more examples of this in their own teaching and have added more resources to the Canvas site for students to reference. Lastly, understanding the content, stating those objectives and reinforcing these objectives at the end of the lesson are important teaching tools. The faculty have added all objectives to the beginning of their PowerPoint lessons, and it is restated in the last PowerPoint slide. This modeling will demonstrate to students the importance of knowing what you are teaching and why students need to know this.</p> <p>2. Impact of changes on current results: Last year, we changed the target percentage to 90% of students will pass with an 80% or higher instead of the 85% that it was originally. As you can see from the results, we have accomplished this in the last two evaluation periods. During the current evaluation cycle, we did struggle a little more in Summer 2019. Our faculty realized this and added more</p>
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Driver Education, C.S.C.

Sample:	M.	82%	100%	97%																					
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	<p>Target Met: [X] Yes [] No [] Partially</p> <p>Current Results improved vs. Previous Results? [X] Yes [] No [] Partially [] N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: The results show that we have improved greatly since our summer session and that overall the students are doing much better with this learning outcome than they have in the past. If you look at the average of the scores from the previous year, overall, they are about 97% and the average from this past year is 98%. This shows that our instructors' adjustments last year of breaking the main lesson into smaller mini lessons seems to be working quite well, but there are some areas of weakness that need to be addressed.</p> <p>Strengths: Based on the chart above it appears that bringing the materials, following the DOE curriculum, directions were clear, appropriate for HS level, visuals were professional, provided learning activities for all abilities and the closure reinforced the lesson were all strengths of the students who took this course.</p> <p>Weaknesses: The weaknesses were adhering to the 30-minute limit, objective being stated, checking for understanding, engaging students in active learning, understanding the content and communicating clearly, and having a separate formative assessment.</p>																								

Core Competency Assessment Report: Professional Readiness, 2019-2020

Early Childhood Development, A.A.S.

NOVA Mission Statement: 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.																																							
Program/Discipline Purpose Statement: The curriculum is designed to prepare individuals for employment in environments where the care and education of young children is the primary focus. Job opportunities include employment in child development programs and family child care homes and before and after school-age programs																																							
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Knowing about and upholding ethical standards and other professional guidelines. SLO 6.																																							
Assessment Methods	Assessment Results	Use of Results																																					
<p>Course Name/Number: Advanced Observation and Participation in Early Childhood and Primary Settings - CHD 265</p> <p>Direct Measure Used: Reflective essay</p> <p>CLO/Rubric Criteria or Question Concepts: Used SLO #6 Assessment for Professional Readiness:</p> <ul style="list-style-type: none"> • 6b: Knowing about and upholding ethical standards and other professional guidelines <p>Other Method: Qualitative collected as part of the rubric summary completed by instructors was used in analysis/comments.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>2</td> <td>2</td> <td>29</td> </tr> <tr> <td>MA</td> <td>1</td> <td>1</td> <td>8</td> </tr> <tr> <td>LO</td> <td>1</td> <td>1</td> <td>11</td> </tr> <tr style="background-color: #ffffcc;"> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #ffffcc;"> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #d3d3d3;"> <td>Total</td> <td>4</td> <td>4</td> <td>48</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	2	29	MA	1	1	8	LO	1	1	11	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	4	4	48	<p>Semester/year data collected: Spring 2020</p> <p>Target: 80% of students will earn 80% or better on the CLO criteria.</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>79%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>6b: Knowing about and upholding ethical standards and other professional guidelines</td> <td>79%</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first assessment of this CLO</p> <p>Areas where students met the target: N/A</p> <p>Areas where students did NOT meet the target: Students were at 79% of the target goal of 80% of students will earn 80% or better on each SLO criteria.</p>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	79%	Results by SLO Criteria/Question Concepts	Results Spring 2020	6b: Knowing about and upholding ethical standards and other professional guidelines	79%	<p>1. Changes put in place since previous assessment to improve student learning: This CLO has not been previous assessed by the ECD program. This is based on an SLO that has not been previously assessed.</p> <p>2. Impact of changes on current results: No prior assessment.</p> <p>3. According to current results, areas needing improvement: Although the results did not show a clear need for improvement, the assessment used to evaluate this CLO needs to be clarified. CHD 265 is the Capstone course for the ECD program and while it is a good course and assignment in which to assess Professional Readiness, it is not as clearly explained and identified within the assignment or rubric as it could be. It is not distinguished enough from the SLO criteria 6b.</p> <p>4. Based on current results, new actions to improve student learning: The instructors who teach the capstone course met in September 2020 to discuss this reflection assignment and determined that since it was being used to assess both SLO #6 and has been used to assess all the CLOs to date (Critical Thinking, Written Communication and now Professional Readiness), a revision was necessary to ensure that it covers all areas intended to meet the range of criteria intended. That revision meeting will occur in October 2020 and a consultation with OIR has been requested for early December to revise the rubric and assignment, if necessary, for Spring 2021. The participants include all faculty who normally teach CHD 265. We will determine how to use the SLO to measure different CLOs and how to modify the rubric and assignment if necessary to capture distinct data on both the SLO and the CLO.</p> <p>5. Next assessment of this CLO: This SLO is scheduled to be assessed in 2022-23.</p>	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Emergency Medical Services, A.A.S.

NOVA Mission Statement: 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.																																																																																	
Program/Discipline Purpose Statement: The curriculum is designed to develop the competencies needed to prepare the student to achieve National Registry Paramedic Certification (NRP).																																																																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy The EMS Advanced Life Support Student will demonstrate competent effective behavior, related to emergency medical care, which is an essential attribute in order to successfully enter the workplace. This will be measured by the Program's Affective Behavior Assessment tool.																																																																																	
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Course Name/Number: Students from the following advanced life support level EMS sections were assessed: <ul style="list-style-type: none"> • Emergency Medical Care - EMS 135 • EMS Professional Development - EMS 201 • Advanced Patient Assessment - EMS 207 • Advanced Pathophysiology - EMS 205 Direct Measure Used: Full-time faculty conducted the assessment based upon direct student observation as well as any applicable peer reported incidents occurring during the relevant term. Faculty were assigned students based on the student's primary ALS class level. The affective behavior assessment tool utilized was developed, in part, from information gained from the Joint Review Committee on Educational Programs for the EMT-Paramedic and incorporates eleven relevant affective domain topic areas that directly reflect content from the roles and responsibilities portion of our national paramedic level curriculum. Accompanying each topic area were expectations to guide faculty in appropriate scoring. Faculty were advised to assign scores based on behavioral patterns and not on remote atypical occurrences.	Semester/year data collected: Spring 2020 Target: ≥ 80% of all students assessed will achieve ≥ 80% for each of the eleven individual topic areas. Results: Overall Average/Mean Score by modality. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Results Spring 2020</th> <th style="width: 35%;">Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td style="text-align: center;">91.9%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table>			Results by Modality	Results Spring 2020	Results Spring 2019	All students assessed	91.9%	90%	1. Changes put in place since previous assessment to improve student learning: During the Fall 2019 term, faculty began to specifically address affect displayed during hands-on lab scenarios that involved mock patient care encounters. These observations were then made part of the formal debriefings that occur after each patient care scenario is completed.																																																																							
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RESPECT</td> <td style="text-align: center;">98.5%</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">96.5%</td> </tr> <tr> <td>10. PATIENT ADVOCACY</td> <td style="text-align: center;">95.5%</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">84.5%</td> </tr> <tr> <td>11. CAREFUL DELIVERY OF SERVICE</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">83.5%</td> <td style="text-align: center;">70.7%</td> </tr> <tr> <td>Totals</td> <td style="text-align: center;">91.9%</td> <td style="text-align: center;">86.4%</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">81.8%</td> </tr> </tbody> </table>			Results by SLO Criteria/ Question Concepts	Spring 2020		Spring 2019		Avg. Score	% ≥ 80% target	Avg. Score	% ≥ 80% target	1. INTEGRITY	100%	100%	99%	98%	2. 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	Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially			3. According to current results, areas needing improvement: Topic areas that showed a need for augmentation included topic 5 (self-confidence), 6 (Communication), and 8 (Teamwork and Diplomacy). Although these areas were enhanced from our previous assessment, program faculty believe that additional advances can be made. With the Fall 2020 term, the EMS program faculty will begin to employ the below noted strategies in order to enhance these particular topic regions.																																																																													

Emergency Medical Services, A.A.S.

<p>4. APPEARANCE and PERSONAL HYGIENE</p>	<p>Take the initiative to be seen as a professional medical care provider. Seek the assistance of the Instructors for guidance as to professional expectations.</p>	<p>Current Results improved vs. Previous Results: [] Yes [] No [X] Partially [] N/A</p> <p>Narrative comparison of current results to previous results: When compared to our previous results, it was noted that a majority of those areas of previous deficiency (topic areas: 7, 8, 9, and 11) had a least partial improvements in their scores. Topic areas 5, 6, and 8 were noted to be beneath the benchmarked 80% requirement, although a majority showed improvement when contrasted against our previous assessment cycle.</p> <p>Areas where students met the target: Topic areas 1-4, 7, 9, and 10 met or exceeded the target.</p> <p>Areas where students did NOT meet the target: Topic regions 5, 6, and 8 did not fully meet the ascribed benchmark of at or above 80%.</p>	<p>4. Based on current results, new actions to improve student learning: During the Fall 2020 term, EMS program faculty will begin to have a greater number of break-out sessions, wherein the faculty will assign the members of these groups in order to: 1. foster communication; 2. the ability for students to collaborate; and 3. work with others they may not have ordinarily have grouped with. This will prepare students for situations that they will encounter once they enter the workforce. All applicable teaching faculty will be advised of the results of these implementations both during regularly scheduled staff meetings as well as via frequent correspondence from the EMS program director who will be overseeing this process.</p>																			
<p>5. SELF-CONFIDENCE</p>	<p>Be aware of personal limitations, and work to build strengths within your chosen career field. Use sound judgment when making decisions, seek assistance when necessary and do not create the risk of harm to others.</p>		<p>5. Next assessment of this CLO: EMS program faculty will conduct a reassessment regarding this area during the Fall 2020 term, although it will be as one of the program's SLOs. The program's faculty and advisory board are congruent in the sentiment that our medical emergency related SLO is currently the region that is most appropriate to serve as our chosen upcoming CLO (Quantitative Literacy).</p>																			
<p>6. COMMUNICATION</p>	<p>Have the ability to speak and write clearly with the correct inflection and tone to others. Be able to "actively listen" and assimilate information into appropriate interpersonal interactions.</p>																					
<p>7. TIME-MANAGEMENT</p>	<p>Arrives on time, be prepared and ready to Participate fully in a learning environment Complete the assigned tasks and assignments in a timely manner, implementing strategies for planning and completion of larger assignments.</p>																					
<p>8 TEAMWORK AND DIPLOMACY</p>	<p>Productively interact with peers in the learning environment. Place the success of the group above self-interest, supporting others, showing respect, remaining flexible.</p>																					
<p>9. RESPECT</p>	<p>Be polite in interactions with others in the learning environment, behaving in a manner that brings credit to the profession.</p>																					
<p>10. PATIENT ADVOCACY</p>	<p>Be attentive to patient needs, placing them above all else, and show compassion and respect for others, not allowing personal bias or feelings to interfere with patient care.</p>																					
<p>11. CAREFUL DELIVERY OF SERVICE</p>	<p>Grow in proficiency within scope of practice, understanding pathophysiology as well as the equipment used in delivery of medical care, always exercising safe practices in all aspects</p>																					
<p>Scoring: Each of the eleven topic areas were scored via a Likert scale of 0-2:</p> <ul style="list-style-type: none"> • 2 = Competent • 1 = Needs Improvement • 0 = Not yet Competent <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Campus/Modality</th> <th style="text-align: center;"># of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">31</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Dual Enrollment</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">31</td> </tr> </tbody> </table>		Campus/Modality		# of Sections Offered	# Sections Assessed	# Students Assessed	ME only	4	4	31	Online	NA	NA	NA	Dual Enrollment	NA	NA	NA	Total	4	4	31
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Engineering Technology, A.A.S.

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Program/Discipline Purpose Statement: This program is designed to prepare students for employment as a technician, operator and/or technologist in the fields of engineering technology, electrical technology, industrial technology, operational technology, sensor technology, automation technology, robotics and mechatronics.																																																															
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness Operationalize your CLO here: Students will demonstrate interpersonal/human relations skills to complete prescribed project tasks and meet project goals and objectives																																																															
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Course Name/Number: Team Concepts in Problem Solving - IND 137 Direct Measure Used: Students created their own technology company. They were assessed on the following topics. The assessment required them to demonstrate communication and problem solving skills. <ul style="list-style-type: none"> Mission and charter statements Organizational chart Case study analysis Class presentation Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>MA</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> <tr> <td>LO</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">24</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MA	1	1	16	LO	1	1	8	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	24	Semester/year data collected: Spring 2020 Target: Students will score 70% or above Results: 92% Overall Average/Mean Score by modality. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 30%;">Results Spring 2020</th> <th style="width: 30%;">Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria</th> <th style="width: 25%;">Results Spring 2020</th> <th style="width: 25%;">Results Fall 2018</th> </tr> </thead> <tbody> <tr><td>1. 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Conflict resolution</td><td style="text-align: center;">93%</td><td style="text-align: center;">92%</td></tr> <tr><td>Total Average</td><td style="text-align: center;">92%</td><td style="text-align: center;">90%</td></tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: Student still need to work on communication skills within groups.		Results by Modality	Results Spring 2020	Results Fall 2018	All students assessed	92%	90%	Results by SLO Criteria	Results Spring 2020	Results Fall 2018	1. Creating a Technology Company	99%	99%	2. Mission statement	90%	91%	3. Organizational chart	93%	92%	4. Division/Teams	90%	91%	5. Communicate guiding principles of the organization	88%	89%	6. Tolerance and sensitivity within the organization	90%	85%	7. Create a decision making model	89%	87%	8. Conflict resolution	93%	92%	Total Average	92%	90%	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: Students were put in groups to analyze and solve problems related to teamwork in technological companies. They also presented their finding and analysis of the problem to the whole class. 2. Impact of changes on current results: Working in groups helped the students to work together to collectively solve problems in teams. Such strategy resulted in a 2% increase in the average score compared to last year. 3. According to current results, areas needing improvement: Students need to improve their communication skills. 4. Based on current results, new actions to improve student learning: Taking ENG 115 either before or during the semester IND 137 is offered will greatly increase students' communication and writing skills. 5. Next assessment of this CLO: Spring 2021
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Graphic Design, A.A.S.

NOVA Mission Statement: 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.																																																
Program/Discipline Purpose Statement: The curriculum is designed for individuals seeking employment in the graphic design field. Job opportunities include graphic designer, art director, illustrator, production artist, package designer and web content developer, among others in the graphic design marketplace. Graphic Design Interactive Design Specialization AAS: The curriculum is designed for individuals seeking 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. Job opportunities include web designer, UX designer, web content developer and motion graphic designer, among others in the graphic design marketplace.																																																
Core Learning Outcome: [X] Professional Readiness Operationalize your CLO here: To represent mathematical information numerically, symbolically.																																																
Assessment Methods	Assessment Results	Use of Results																																														
Course Name/Number: Typography II – ART 142 Direct Measure Used: Students in ART 142, Typography II, were evaluated on the development and production of an Annual Report project. The instructor evaluated each project based on investigation and research, interpretation and concept formulation, mathematical visualization proficiency, and final. CLO/Rubric Criteria or Question Concepts: <ul style="list-style-type: none"> • Investigation and Research (5 pts) • Interpretation and Concept Formulation (5 pts) • Mathematical Visualization Proficiency (5 pts) • Final (10 pts) Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Sections Offered</th> <th style="width: 15%;">Sections Assessed</th> <th style="width: 15%;">Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">23</td> </tr> <tr> <td>LO</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">44</td> </tr> </tbody> </table>	Campus/Modality	Sections Offered	Sections Assessed	Students Assessed	AL	1	1	23	LO	1	1	21	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	2	2	44	Semester/year data collected: Spring 2020 Target: The target: more students above 75% Results: Overall Average/Mean Score by Modality. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Spring 2020</th> <th style="width: 35%;">Spring 2018</th> </tr> </thead> <tbody> <tr> <td>All students Assessed</td> <td style="text-align: center;">15.88 (63.5%)</td> <td style="text-align: center;">23.41 (93.6%)</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Results by Criteria/ Concepts</th> <th style="width: 30%;">Spring 2020</th> <th style="width: 30%;">Spring 2018</th> </tr> </thead> <tbody> <tr> <td>1. Investigation and Research</td> <td style="text-align: center;">3.23 (64.6%)</td> <td style="text-align: center;">4.86 (97.3%)</td> </tr> <tr> <td>2. Interpretation & Concept Formulation</td> <td style="text-align: center;">3.52 (70.4%)</td> <td style="text-align: center;">4.82 (96.4%)</td> </tr> <tr> <td>3. Mathematical Visualization Proficiency</td> <td style="text-align: center;">3.18 (63.6%)</td> <td style="text-align: center;">4.64 (92.7%)</td> </tr> <tr> <td>4. Final</td> <td style="text-align: center;">6.32 (63.2%)</td> <td style="text-align: center;">9.09 (90.9%)</td> </tr> </tbody> </table> Target Met: [] Yes [X] No [] Partially Current Results improved vs. Previous Results: [] Yes [X] No [] Partially [] N/A Narrative comparison of current results to previous results: Beginning the semester face-to-face then moving online had it effects on results. Results generally met expectations and tended to be relatively consistent for each individual student across all 4 criteria. Two students who gave very little effort skewed average scores downward. Another student also pushed class averages somewhat downward. The project studied occurred after the move to online learning necessitated by the COVID-19 pandemic, which limited in-class assessment and hands-on instruction. Areas where students met the target: Investigation and Research; Mathematical Visualization Proficiency; Final Areas where students did NOT meet the target: Interpretation and Concept Formulation	Results by Modality	Spring 2020	Spring 2018	All students Assessed	15.88 (63.5%)	23.41 (93.6%)	Results by Criteria/ Concepts	Spring 2020	Spring 2018	1. Investigation and Research	3.23 (64.6%)	4.86 (97.3%)	2. Interpretation & Concept Formulation	3.52 (70.4%)	4.82 (96.4%)	3. Mathematical Visualization Proficiency	3.18 (63.6%)	4.64 (92.7%)	4. Final	6.32 (63.2%)	9.09 (90.9%)	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: Strengthened students' abilities to represent mathematical information numerically, symbolically, and visually, using graphs and charts in relevant projects. Faculty added lectures, hands-on demonstrations, and videos to the curriculum. Informational graphics in annual reports or editorial designs have been added. Graphing tools within Adobe Creative Suite Illustrator software have been added to the curriculum. 2. Impact of changes on current results: Without the sudden change due to COVID in teaching and student modality in mid-semester, these changes should have maintained or improved learning outcomes. The importance of infographics has increased in recent years. The ability of our students to be able to visually represent mathematical data either in graphs, charts, infographics, symbols, illustrations, animations or interactives will be paramount in the field of Graphic Design and Interactive Design. 3. According to current results, areas needing improvement: The biggest improvement would be one constant teaching and learning modality from the start of the course to the end of the course. 4. Based on current results, new actions to improve student learning: Hybrid Online: individual instruction sessions can be scheduled during assigned lab time for students who are exhibiting difficulty with technical aspects of class requirements. These can be supported by non-synchronous video postings recorded by the instructor for the entire class on any subjects that tend to be problematic for more than a few students. The learning and teaching modality will be determined and maintained throughout semester. By using the same modality throughout the semester, whether online or face-to-face, a consistency of modality and expectations of faculty and students is maintained. The APER report assessment results are now housed on the Google Drive for access by all full-time faculty. The APER report is discussed in faculty meetings. The specific adjunct who participates in CLO or SLO assessments are notified of specific assessment results. 5. Next assessment of this CLO: Fall 2022 	
Campus/Modality	Sections Offered	Sections Assessed	Students Assessed																																													
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Health Information Management, A.A.S.

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<p>Program/Discipline Purpose Statement: The curriculum is designed to provide training in the management of systems to collect, store, process, retrieve, analyze, disseminate, and communicate information related to the research, planning, provision, and evaluation of healthcare services. It provides students with a unique blend of courses in information technology, business management, and clinical knowledge. Health information management professionals are experts on patient data that doctors, nurses, and other providers rely on to perform their jobs. Employment opportunities exist in all types of healthcare delivery organizations (hospitals, ambulatory care centers, home health services, and long-term care facilities) plus managed care, consulting firms, claims and reimbursement companies, and research firms. Graduates of the program are eligible to take a national certifying examination. The Registered Health Information Technician (RHIT) Certification is recognized nationwide as proof of proficiency in health information management.</p>																																		
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Differentiate the roles and responsibilities of various providers and disciplines, to support documentation requirements, throughout the continuum of Healthcare (I.B) (Core Learning Outcome): Understand the documentation guidelines for various providers and disciplines; Apply policies, regulations and standards to the management of health information. Determine compliance of health record content within the organization.</p>																																		
Assessment Methods	Assessment Results		Use of Results																															
<p>Course Name/Number: Fundamentals of Health Information Systems II - HIM 142</p> <p>Direct Measure Used: Week 7: Case 1-19 Primary Ambulatory Care Center EHR and Meaningful Use</p> <p>CLO/Rubric Criteria or Question Concepts: The student must include Health Information Technology for Economic and Clinical Health (HITECH) Act, enacted in 2009 through the ARRA and introduced the meaningful use (MU) concepts. In addition, include specific clinical and interoperability outcomes of the electronic health record. Students must understand and explain the 3 stages of Meaningful Use (MU).</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>Online only</td> <td>1</td> <td>1</td> <td>16</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>16</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	Online only	1	1	16	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	16	<p>Semester/year data collected: Spring 2020 Target: 100% of students achieved a score of 72% or above Results: Overall Average/Mean Score by modality.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 30%;">Results Fall 2019</th> <th style="width: 30%;">Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td>92%</td> <td>100%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 55%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Results Spring 2020</th> <th style="width: 25%;">Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>1. What major elements do you need to consider in the project to propose a selected EHR system and become a meaningful user?</td> <td>92%</td> <td>100%</td> </tr> <tr> <td>2. Students must create a plan using what they know, laws, and policies and best practices: "Analyze policies and procedures to ensure organizational compliance" and develop action plan.</td> <td>92%</td> <td>100%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: Results of assessment scores were lower than the previous year because 1 student did not attempt the assignment; otherwise, 11 students scored 100% of points. Areas where students met the target: The students met the targets outcomes.</p> <ul style="list-style-type: none"> • Activity ensures application of knowledge in a real-world scenario. • Students accessed website providing professional skills development and knowledge. • Students had the ability to create a plan using laws, and policies and best practices. 		Results by Modality	Results Fall 2019	Results Fall 2018	All students assessed	92%	100%	Results by SLO Criteria/ Question Concepts	Results Spring 2020	Results Fall 2018	1. What major elements do you need to consider in the project to propose a selected EHR system and become a meaningful user?	92%	100%	2. Students must create a plan using what they know, laws, and policies and best practices: "Analyze policies and procedures to ensure organizational compliance" and develop action plan.	92%	100%	<p>1. Changes put in place since previous assessment to improve student learning: This SLO is tied to the HIM Professional competencies. The current SLO has been reinforced with several additional activities utilizing the new Electric Health Record System (EHRGo) to enhance student learning and to meet all competencies in the course. There have been no changes put in place since previous SLO assessment (Spring 2019) to improve student learning in the online course.</p> <p>2. Impact of changes on current results: No new changes have been made since last SLO assessment.</p> <p>3. According to current results, areas needing improvement: The target for this SLO was met. The HIM program will continue to evaluate the course for any areas that need improvement based on the program competencies.</p> <p>4. Based on current results, new actions to improve student learning: The results of this SLO will be discussed amongst all faculty after final approval. The HIM program will work to create lesson plans that include mixed learning methodologies and strategies designed around the new 2018 CAHIIM competencies by updating and improving assignments related to this SLO. Implementation Fall 2021.</p> <p>5. Next assessment of this CLO: Fall 2021</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Horticulture Technology, A.A.S.

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Program/Discipline Purpose Statement: The curriculum is designed to prepare students for full-time employment within the field of commercial horticulture as well as for those presently working who seek further knowledge and advancement. Graduates of the program are prepared for managerial/supervisory level positions in areas which include landscape design and installation, grounds maintenance, floristry, greenhouse and nursery management, garden center operation, and sales and marketing in related industries. Students in this program have an opportunity to gain career-related work experience through Cooperative Education or an internship in their area of emphasis.																																													
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Use library, internet and professional resources to prepare proper horticultural information to prepare and write an informational, research or opinion paper.																																													
Assessment Methods	Assessment Results		Use of Results																																										
Course Name/Number: Introduction to Horticulture - HRT 100 Direct Measure Used: Horticulture Business Report and Presentation CLO/Rubric Criteria or Question Concepts: Students were assigned a three part report on a horticulture business. They had to: 1) visit a local business in the field; 2) write a short report about the business and its operations with a personal interpretation of the business; and 3) present their report to the class as a whole. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">42</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">42</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	3	3	42	Online	N/A	N/A	N/A	Off-Site	N/A	N/A	N/A	Dual Enrollment				Total	3	3	42	Semester/year data collected: Fall 2019 (2 sections) and Spring 2020 (1 section) Target: A target success rate was 80% or more of students in the class achieving full credit on this Horticulture Business Assignment. Subscores: Almost all students (37 out of 38 - out of a total of 42 students) who completed the assignment received 100% on the assignment and demonstrated professional readiness and the ability to write a report about the Horticulture industry and present it to the class. The one student who completed the assignment but did not receive 100% still passed the assignment and demonstrated professional readiness. The students who failed to complete the report seemed to have two outcomes: either they ultimately dropped the course, or they completed the course but received a failing grade in the course overall. There were 4 students (2 students for each criteria), of 42 total, that fell into one of these two sub categories. Results: Overall Average/Mean Score by modality. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 60%;">Fall 2019 and Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td style="text-align: right;">90%</td> </tr> </tbody> </table> Results: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Fall 2019 and Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. 100% on Assignment</td> <td style="text-align: right;">88.1%</td> </tr> <tr> <td>2. 90%-99% on Assignment</td> <td style="text-align: right;">0%</td> </tr> <tr> <td>3. 80-89% on Assignment</td> <td style="text-align: right;">2.4%</td> </tr> <tr> <td>4. 70-79% on Assignment</td> <td style="text-align: right;">0%</td> </tr> <tr> <td>5. 60-69% on Assignment</td> <td style="text-align: right;">0%</td> </tr> <tr> <td>6. 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It is also possible that since the assignment is so straight forward and easy to accomplish that it in fact serves currently as a reliable indicator of who will ultimately fail or drop the course. In that case it may be appropriate to have a deliberate advising session with students who do not complete the assignment (which is due early in the semester), about what they need to help them succeed in the course and the program as a whole, by using this assignment as a point of discussion. 4. Based on current results, new actions to improve student learning: Increase advising and meeting with students who are failing to complete this assignment to further help them with issues they may be having in this introductory course or the program in general. An alternative strategy might be to make a somewhat more complex assignment with a more detailed grading rubric to better create a normal distribution of scores which might further expose students' needs or professional readiness within the industry and program as a whole.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																										
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Horticulture Technology, A.A.S.

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7.	0% on Assignment	4.75%							
8.	Dropped course	4.75%							
<p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas where students met the target: All but one of the students who attempted and completed the assignment met the target of scoring full credit on the assignment. The target was 80% of students receiving full credit, while 88.1% did achieve full credit. The one student who did not achieve full credit still passed the assignment and demonstrated professional readiness.</p> <p>Areas where students did NOT meet the target: There were two students who did not complete the assignment at all, and received a 0% on the assignment, who ultimately dropped the class. There were also two other students who received a 0% on the assignment and did stay in the class and completed the semester but also failed the class. This assignment (completed early in the semester) seems to be a good indicator of whether students will ultimately either drop or fail the course.</p>									

Core Competency Assessment Report: Professional Readiness, 2019-2020

Hospitality Management, A.A.S.

NOVA Mission Statement: 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.																														
Program/Discipline Purpose Statement: The curriculum is designed to enable the student to enter management and management training positions in the hospitality industry and for those presently employed who desire updating in the field																														
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will demonstrate skills important for successful transition into the workplace and pursuit of further education.																														
Assessment Methods	Assessment Results	Use of Results																												
<p>Course Name/Number: Principles and Applications of Catering - HRI 256</p> <p>Direct Measure Used: Conduct a Graduation Exit Survey to assess the learning of the students who have just finished one of their final classes at NOVA, their Capstone class, prior to graduating from NOVA.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were split into teams for each catering event. Each team was responsible for each area of the catering, and each group has a lead (General Manager, Banquet Captain, Chef, Steward and Food and Beverage Comptroller). After the event, each of the group leaders were rated by the faculty. Each question has a rating of 0, 1 and 2:</p> <ul style="list-style-type: none"> • 0 = the team leader was not effective and is not ready for transitioning into the workforce • 1 = somewhat effect and ready • 2 = effective and ready <p>General Manager (GM)</p> <ul style="list-style-type: none"> • Q1: Did the GM effectively delegate duties, responsibilities, and tasks to the appropriate team member? • Q2: Did the GM effectively communicate with the instructors as to the progress of the project and seek help or guidance with problems and challenges as they arose? <p>Banquet Captain (BC)</p> <ul style="list-style-type: none"> • Q1: Did the Banquet Captain develop and utilize effective and easily understood Front of the House Timelines? • Q2: Did the BC help develop a menu that was Consistent with the theme and style of the proposed event? 	<p>Semester/year data collected: Spring 2020</p> <p>Target: 70% of the student should be ready to transition into the workplace and pursuit of further education. This would be demonstrated by earning a B or higher grade in the course.</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <thead> <tr> <th style="padding: 2px;">Results by Modality</th> <th style="padding: 2px;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">All students assessed (weighted average)</td> <td style="text-align: right; padding: 2px;">18</td> </tr> <tr> <td style="padding: 2px;">On-campus average</td> <td style="text-align: right; padding: 2px;">1.16</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <thead> <tr> <th style="padding: 2px;">Question Concepts</th> <th style="padding: 2px;">Spring 2020: # of students who received a 2 on the question</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">GM Q#1</td><td style="text-align: right; padding: 2px;">1 out of 3 is ready</td></tr> <tr><td style="padding: 2px;">GM Q#2</td><td style="text-align: right; padding: 2px;">1 out of 3 is ready</td></tr> <tr><td style="padding: 2px;">BC Q#1</td><td style="text-align: right; padding: 2px;">3 out of 4 is ready</td></tr> <tr><td style="padding: 2px;">BC Q#2</td><td style="text-align: right; padding: 2px;">2 out of 4 is ready</td></tr> <tr><td style="padding: 2px;">Chef Q#1</td><td style="text-align: right; padding: 2px;">2 out of 4 is ready</td></tr> <tr><td style="padding: 2px;">Chef Q#2</td><td style="text-align: right; padding: 2px;">1 out of 4 is ready</td></tr> <tr><td style="padding: 2px;">StewardQ#1</td><td style="text-align: right; padding: 2px;">3 out of 3 is ready</td></tr> <tr><td style="padding: 2px;">StewardQ#2</td><td style="text-align: right; padding: 2px;">1 out of 3 is ready</td></tr> <tr><td style="padding: 2px;">F&B C Q#1</td><td style="text-align: right; padding: 2px;">2 out of 4 is ready</td></tr> <tr><td style="padding: 2px;">F&B C Q#2</td><td style="text-align: right; padding: 2px;">1 out of 4 is ready</td></tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A - This is the first semester CLO was assessed for HRI program.</p>	Results by Modality	Results Spring 2020	All students assessed (weighted average)	18	On-campus average	1.16	Question Concepts	Spring 2020: # of students who received a 2 on the question	GM Q#1	1 out of 3 is ready	GM Q#2	1 out of 3 is ready	BC Q#1	3 out of 4 is ready	BC Q#2	2 out of 4 is ready	Chef Q#1	2 out of 4 is ready	Chef Q#2	1 out of 4 is ready	StewardQ#1	3 out of 3 is ready	StewardQ#2	1 out of 3 is ready	F&B C Q#1	2 out of 4 is ready	F&B C Q#2	1 out of 4 is ready	<p>1. Changes put in place since previous assessment to improve student learning: This is the first semester CLO was assessed for HRI program.</p> <p>2. Impact of changes on current results: Since this is the first time CLO is being assessed, there is no comparison available.</p> <p>3. According to current results, areas needing improvement: Results show that only 5 students received a score of 2 on both questions when they were the team leader. The best category was the Banquet Captain where two of the four team leaders were viewed as ready for the workforce. The Food and Beverage Comptroller will need some attention as none of the team leaders received a score of 2 on both questions. Of the two areas, the question, "Did the Comptroller effectively communicate with the instructors as to the progress of their task and seek guidance with challenges as they arose?" received an especially low score.</p> <p>One item of note is the campus closure due to the COVID-19 pandemic. Much of the course was done online through Zoom. As result, most of the evaluation is based on planning rather than practice. For example, as the lead on the general manager team, the student is responsible for delegating duties. The expectation is for the students to communicate via text, Zoom, email, or any other format to conduct their planning. The general manager is expected to effectively assign event tasks to each of the team members. During class time, the instructor would ask students questions, evaluate how effective the general manager was, and discuss and areas of improvement.</p> <p>4. Based on current results, new actions to improve student learning: When this class is offered in Spring</p>
Results by Modality	Results Spring 2020																													
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Hospitality Management, A.A.S.

- Chef**
- Question 1: Was the Menu consistent with the Theme and within budget?
 - Question 2: Did the Chef develop easily understood Back of House Standardized Recipes and Prep Lists?

- Steward**
- Question 1: Was an attractive and well described menu developed consistent with the theme of the event?
 - Question 2: Did the Steward develop easily understood Back of House Timelines?

- Food and Beverage Comptroller (F&B C)**
- Question 1: Were all the required accounting spreadsheets completed correctly and free of errors?
 - Question 2: Did the Comptroller effectively communicate with the instructors as to the progress of their task and seek guidance with challenges as they arose?

Sample:

Campus/ Modality	# Sections Offered	# Sections Assessed	# Students Assessed
AN	1	1	18
Online	N/A	N/A	N/A
Dual Enrollment	N/A	N/A	N/A
Total	1	1	18

Areas where students met the target: The Banquet Captain showed the best results, where two of the four captains were rated as being ready for the workforce.

Areas where students did NOT meet the target: The Food and Beverage Comptroller did not meet the target. None of the team leaders received a score of 2 on both questions. Of the two areas, the question, "Did the Comptroller effectively communicate with the instructors as to the progress of their task and seek guidance with challenges as they arose?" received an especially low score.

2021, more emphasis will be placed on the role of Food and Beverage Comptroller. The instructor will have a more in-depth review on constructing Excel spreadsheets and calculating the expected food costs. More emphasis will be on the step-by-step process. Some students had trouble with the proper calculation method but did not communicate with the instructor until it was too late. The plan is also having the same instructor teach the same course. The instructor will use the current data to make the necessary adjustments and determine any change that will have a meaningful impact on the outcome.

5. Next assessment of this CLO: This CLO will be assessed again in Spring 2021.

Core Competency Assessment Report: Professional Readiness, 2019-2020

Information Systems Technology, A.A.S.

NOVA Mission Statement: 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.																								
Program/Discipline Purpose Statement: This curriculum is designed for those who seek employment in the field of information technology, for those who are presently in that field and who wish to increase their knowledge and update their skills, and for those who must augment their abilities in other fields with knowledge and skills in information technology.																								
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Be able to define the OSI reference model and layers																								
Course Name/Number: Network Security Basics - ITN 260 Direct Measure Used: Instructors were provided with questions that they could administer to students as part of a proctored quiz or exam. The directions for administering the exam are listed below. <ul style="list-style-type: none"> • Give the questions to your students in a proctored environment, either in the classroom or a NOVA Testing Center. • Cannot be given as a “take-home” quiz or homework assignment. • Answers should be graded and count as a graded assignment. • Questions were decided by a Steering committee made up of various IET instructors. SLO/Rubric Criteria or Question Concepts: Students will be able to: identify and describe risk assessments and mitigation strategies and, given a specific scenario, perform: a basic quantitative risk assessment using anti-virus (AV), exposure factor (EF), single loss expectancy (SLE), annualized rate of occurrence (ARO) formulas to find the annualized loss expectancy (ALE), and identify an appropriate risk handling technique.	Semester/year data collected: Spring 2020 Target: 70% of students will answer the question correctly. Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">All students assessed (weighted average)</td> <td style="padding: 5px;">79.5%</td> </tr> <tr> <td style="padding: 5px;">On-campus average</td> <td style="padding: 5px;">87%</td> </tr> <tr> <td style="padding: 5px;">Online average</td> <td style="padding: 5px;">72%</td> </tr> </tbody> </table> Results by SLO Criteria: Percent of Students > target per criteria <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by SLO Criteria/ Question Concepts</th> <th style="padding: 5px;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. 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Quantitative and Qualitative risk</td> <td style="padding: 5px;">52%</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Narrative comparison of current results to previous results: These results provide indirect evidence of the students’ engagement and persistence in these higher-level courses. The target for this course was 70% and the students were able to meet and sometimes exceed this objective in all but one area.	Results by Modality	Results Spring 2020	All students assessed (weighted average)	79.5%	On-campus average	87%	Online average	72%	Results by SLO Criteria/ Question Concepts	Results Spring 2020	1. Exposure Factor	70%	2. Single Loss Expectancy	70%	3. Annualized Rate of Occurrence	70%	4. Annualized Loss Expectancy	87%	5. Handling risk	93%	6. Quantitative and Qualitative risk	52%	1. Changes put in place since previous assessment to improve student learning: IT-specific tutors are available to ensure that students understand concepts in the networking classes. These tutors were added to the classes in the Fall 2019 semester for the purpose of assisting students who need one-on-one assistance understanding the course material. The campus tutoring centers do not normally provide tutors for students in upper-level IT classes. The ITN 260 class is a core course for students majoring in Cybersecurity. The cyber field requires students to have a strong understanding of the basic knowledge before they register for classes where ITN 260 is a prerequisite. The ITN 260 class was last assessed during the 2017-18 academic year. Due to rapid changes in this industry, we have found the need to assess this program more frequently than areas where the crucial components change less frequently. 2. Impact of changes on current results: The ITN 260 class was last assessed during the 2017-18 academic year. The average number of students who answered the assessment questions correctly in 2017-18 was 64.6%. There was an increase to 87% of students taking the ITN 260 class on-campus and an increase to 72% of students taking classes online who answered the questions correctly. The addition of IT-focused tutors resulted in a 7.4% increase of students taking the online classes answering the assessment questions correctly and a 22.4% increase of students taking the on-campus classes answering the assessment questions correctly. 3. According to current results, areas needing improvement: Assisting students with the vocabulary that is used in the ITN 260 course to include quantitative and qualitative risk which is common vernacular used in this field. Ensuring that students understand the terms will assist them in their success.
Results by Modality	Results Spring 2020																							
All students assessed (weighted average)	79.5%																							
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Information Systems Technology, A.A.S.

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL	4	2	36
AN	3	1	20
MA	2	2	36
ME	N/A	N/A	N/A
LO	4	2	40
WO	3	2	40
Online	2	0	0
Off-Site Dual Enrollment	3	0	0
Total	21	9	172

Areas where students met the target: Students were able to meet the objectives for exposure factor, single loss expectancy, annualized rate of occurrence, loss expectancy and handling risk. We contribute this to the students' re-enforced knowledge of these key concepts in prerequisite courses.

Areas where students did NOT meet the target: Areas where students were not able to meet the target were in the quantitative and qualitative process. This too supports our previous findings of the need to ensure that students are able to combine their knowledge of math with their application of those skills required in higher level technology courses.

4. Based on current results, new actions to improve student learning: Starting in the Fall 2020 semester, faculty will modify the ITN 260 course to use consistent course materials across the five campuses and through NOVA Online where the ITN 260 course is offered. The textbook material used in the course will assist the students with learning the terminology and key concepts to improve the success rate in future assessments. The data from this assessment will be shared during the start of the term and the end of the term. Information will be made a part of a slide show. Also, the division will work closer with the POC at the high school to ensure the SLO/CLO questions are provided early in the term, to prevent any delay in ensuring that the results for the SLO are obtained.

5. Next assessment of this CLO: Spring 2021

Core Competency Assessment Report: Professional Readiness, 2019-2020

Information Technology, A.S.

NOVA Mission Statement: 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.																																																											
Program/Discipline Purpose Statement: This curriculum is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in information technology.																																																											
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy																																																											
Operationalize your CLO here: Be able to identify correct syntax and logic in a programming language																																																											
Assessment Methods	Assessment Results	Use of Results																																																									
<p>Course Name/Number: Java Programming I - ITP 120</p> <p>Direct Measure Used: Students were assessed based on five (5) short answer questions that required them to explain control structures used in a programming language. The questions were given to students at the end of the course with the final exam given across the Annandale, Alexandria, Loudoun, Manassas, Woodbridge campuses and NOVA Online.</p> <p>SLO/Rubric Criteria or Question Concepts: Students will be able design problems using procedural and object-oriented design and implement, sequence, selection and loop structures within the design solution. Topics covered were: Decision statements (2 questions); Loops; Nested Loops; Methods</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th># Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>7</td><td>5</td><td>85</td></tr> <tr><td>AN</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>3</td><td>1</td><td>25</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>4</td><td>2</td><td>40</td></tr> <tr><td>WO</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>Online</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>Dual Enrollment</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>Total</td><td>32</td><td>8</td><td>150</td></tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL	7	5	85	AN	5	0	0	MA	3	1	25	ME	N/A	N/A	N/A	LO	4	2	40	WO	4	0	0	Online	5	0	0	Dual Enrollment	4	0	0	Total	32	8	150	<p>Semester/year data collected: Fall 2019 Target: 70% of the students will answer the question correctly Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Results Fall 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>85%</td> </tr> </tbody> </table> <p>Results by SLO Criteria: Percent of Students who answered the question correctly.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Results Fall 2019</th> </tr> </thead> <tbody> <tr><td>1. 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Loop	44%	4. Nested Loop	53%	5. Method	22%	<ol style="list-style-type: none"> Changes put in place since previous assessment to improve student learning: Changes were put in place during the Fall 2019 and Spring 2020 semesters to have IT specific tutors available to assist students who are struggling to understand information covered in the class. During the prior year, students were only able to select ITP 120-Java programming as their programming course because Java programming was the only programming course that the transfer institutions would accept. Starting with the 2019-20 academic year, most 4-year institutions where the graduates of the AS in IT degree transfer allow students to select between Java programming and Python programming as their programming elective course. This is a change from only accepting one programming class. Students who transfer with the AS in IT degree and major in Cybersecurity at the 4-year institution need the skills that they learn in the Python programming course more than the skills that they learn in the Java programming course. Impact of changes on current results: The changes to the class by providing the students with IT-specific tutors and allowing the students to select a programming course that was more relevant to their selected career field resulted in an increase in success rate of the number of students who answered the questions correctly. The previous year, when the same assessment was used, 46% of the students in the ITP 120 class earned 70% or above. This year 85% of students taking the class earned 70% or above. According to current results, areas needing improvement: Based on the data, it appears that students assessed may need a better understanding of basic programming concepts covered in the class. Our assessment reveals the need for closer correlation between the concepts covered in the class with a clear understanding of programming. There may be a need to introduce tutors in the class that allow the students to ask basic questions in the class to assist with being successful. The instructors teaching the course will introduce simulation software to assist with practicing the concepts outside of the class. The assessment also revealed the need for IT to develop a plan for improving participation and representation across all modalities (online, in-person, and dual enrollment). One strategy is to make the assessment available to faculty early in the semester. This will give the faculty time to add the assessment to their course. 	
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Information Technology, A.S.

		<p>4. Based on current results, new actions to improve student learning: The department will work on changes to the course structure to align the topics covered in the course to the topics covered in an introductory level programming certification exam. The course topics will better align with similar university level courses, by enforcing areas required by first-year programming students. In addition, simulation software will be implemented in the Fall 2020 semester.</p> <p>5. Next assessment of this SLO: Spring 2021</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Interior Design, A.A.S.

NOVA Mission Statement: 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.																																	
Program/Discipline Purpose Statement: This program prepares students to become assistant designers or interior design technicians. The curriculum provides a basic 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. Career opportunities exist not only in the retail marketing of furniture, fabrics, and accessories, but also in commercial design firms as space planners, drafters, and technical support staff. The curriculum can be completed in two years; however, students may enroll on a part-time basis. There are no entry requirements, but many IDS courses have prerequisites to ensure that students are properly prepared for advanced coursework.																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students were evaluated based on the development of a cover letter and resume for the Business Procedures class.																																	
Assessment Methods	Assessment Results	Use of Results																															
<p>Course Name/Number: Business Procedures - IDS 225</p> <p>Direct Measure Used: Rubric Scores from Cover Letter and Resume assignment. For this assignment, students were to prepare a cover letter and graphic resume for review by the instructor. The purpose was to acquaint the students with cover letters and standard resume formats and to consider their immediate and long-term goals. These elements were to be expressed in their cover letter and resume.</p> <p>CLO/Rubric Criteria or Question Concepts: Scores for the overall portfolio were assessed (50 points) as well as the individual sections:</p> <ul style="list-style-type: none"> • Cover letter (10 points) • Resume (40 points) <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td>1</td> <td>1</td> <td>21</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="font-weight: bold;"> <td>Total</td> <td>1</td> <td>1</td> <td>21</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	21	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	1	1	21	<p>Semester/year data collected: Spring 2020</p> <p>Target: Students will achieve 90% or better on the assignment and 90% or better on the individual criteria.</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>90.2%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Cover Letter</td> <td>82.38%</td> </tr> <tr> <td>2. Resume</td> <td>93.09%</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: N/A</p> <p>Areas where students met the target: Students met the target in the development of the resume</p> <p>Areas where students did NOT meet the target: Students did not meet the target in the preparation of the cover letter.</p>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	90.2%	Results by SLO Criteria/Question Concepts	Results Spring 2020	1. Cover Letter	82.38%	2. Resume	93.09%	<p>1. Changes put in place since previous assessment to improve student learning: This is the first assessment of this CLO. There is no previous data.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: This course, IDS 225-Business Procedures, is a course that teaches not only how to conduct business in the interior design world, but introduces students to industry professionals through attendance at industry events, teaches them interviewing skills, teaches them about ethical behavior in the industry and other elements critical for them as they approach the move into the workforce. All of those things are hard to quantify especially in the age of COVID, so the Cover Letter/Resume assignment, a key piece for students to acquire a job, was used to assess this CLO.</p> <p>Overall, the students did very well on the development of the Cover Letter and Resume with an average of 90.2% on the assignment. On the individual criteria, students did not fare as well on the Cover Letter as they did on the Resume itself, with average scores of 82.38% and 93.09% respectively. However, the scores indicate a successful first assessment.</p> <p>4. Based on current results, new actions to improve student learning: This assignment would benefit by additional submissions of the drafts of the cover letter and resume. In addition, peer to peer review would encourage students to better represent themselves in the preparation of these documents. Adjustments to this assignment will be put in place in Spring 2021.</p> <p>5. Next assessment of this CLO: Spring 2021</p>	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Liberal Arts: Theater, C.S.C.

NOVA Mission Statement: 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.																																																							
Program/Discipline Purpose Statement: This program is designed to meet the needs of individuals seeking to further develop skills in acting, directing, arts management, technical theatre, and theatre scholarship. It extends theatre opportunities outside of the classroom and into community, educational, and professional theatres.																																																							
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will be able to present material to an audience (SLO #3)																																																							
Assessment Methods	Assessment Results	Use of Results																																																					
<p>Course Name/Number: Introduction to the Theatre - CST 130</p> <p>Direct Measure Used: Instructors required students to give a presentation to the audience. The presentation can be made individually or as part of a group assignment. The presentation should present information about a specific aspect of theatre knowledge, period or style.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ul style="list-style-type: none"> • On a scale from 0 to 3, score the student's presentation and whether it shows an understanding of the material. • On a scale from 0 to 3, score the delivery and use of nonverbal features. • On a scale from 0 to 3, score the presentation's structure and organization. <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>2</td><td>2</td><td>54</td></tr> <tr><td>AN</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>3</td><td>3</td><td>53</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>3</td><td>1</td><td>18</td></tr> <tr><td>WO</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>Online</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>10</td><td>6</td><td>125</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	2	54	AN	1	0	0	MA	3	3	53	ME	N/A	N/A	N/A	LO	3	1	18	WO	1	0	0	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	10	6	125	<p>Semester/year data collected: Spring 2020</p> <p>Target: Student average on the overall assessment will be above 70% or above (with a total possible score of 9 available, 70% would equate to an average score of 6.3 or above)</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>6.55 (73%)</td> </tr> </tbody> </table> <p>Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 40%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>3. Understanding of material</td><td>2.26 (75%)</td></tr> <tr><td>4. Delivery features</td><td>2.17 (72%)</td></tr> <tr><td>5. Structure of presentation</td><td>2.12 (72%)</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: First assessment of this CLO.</p> <p>Areas where students met the target: 1, 2 and 3</p>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	6.55 (73%)	Results by SLO Criteria/Question Concepts	Results Spring 2020	3. Understanding of material	2.26 (75%)	4. Delivery features	2.17 (72%)	5. Structure of presentation	2.12 (72%)	<p>1. Changes put in place since previous assessment to improve student learning: N/A – This is the first assessment of this CLO.</p> <p>2. Impact of changes on current results: Previous actions taken do not impact this CLO or its measurement and/or student performance.</p> <p>3. According to current results, areas needing improvement: Students in CST 130 could benefit from more performance-based work to increase delivery aspects.</p> <p>4. Based on current results, new actions to improve student learning: Theatre faculty will work in Spring 2020 to meet with other theatre faculty at large community colleges similar to NOVA to discuss best practices for teaching this SLO to students. Results will be reported and shared with adjunct faculty by Fall 2021. Specifically, the theatre full-time faculty will meet in Spring 2021 and designate who will deliver the email message to full-time and adjunct theatre faculty with the needed suggestions. Additionally, to improve participation the Theatre assessments, faculty will designate someone to reach out to Associate Deans on all campuses and request they contact adjuncts teaching theatre to remind them of the importance of completing SLO or CLO data collection actions.</p> <p>5. Next assessment of this CLO: Fall 2022</p>	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Marketing, A.A.S.

NOVA Mission Statement: 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.																													
Program/Discipline Purpose Statement: The curriculum is designed for persons who seek fulltime employment in areas involving the marketing and distribution of goods and for those presently in these fields who are seeking promotion. Job opportunities include store manager, assistant manager, sales supervisor, department manager, sales and customer service representative, buyer and assistant buyer, promotion specialist, public relations coordinator, advertising account manager, media buyer, marketing research technician, international wholesaler, social media marketing specialist, and human resource manager.																													
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will make a sales presentation incorporating the marketing mix elements to achieve customer satisfaction.																													
Assessment Methods		Assessment Results			Use of Results																								
Course Name/Number: Sales and Marketing Management - MKT 215 Direct Measure Used: Students will prepare and deliver a 15-20 minute complete sales presentation. Students may choose any company's product or service. Students will follow the appropriate steps in the selling process such as getting the customer's attention, presenting product benefits, handling objections, and closing the sale. They incorporated the marketing mix elements as they make the sales presentation to satisfy customer needs.		Semester/year data collected: Spring 2020 Target: 75% of students will meet skill requirements indicating mastery of SLO. Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:			1. Changes put in place since previous assessment to improve student learning: In 2019-2020, more professor assistance and student practice in each area of the presentation (approach, securing desire, handling objections and closing) was provided. Students were given more practice on each individual part of the presentation process and on incorporating the marketing mix elements. 2. Impact of changes on current results: Overall and all individual criteria improved. Please note that the marketing mix elements were not measured in 2019-2020. This was added to operationalize the CLO. 2a. Impact of COVID on assessment: One student had to return to his home country, so he was pulled from the data sample. 3. According to current results, areas needing improvement: All areas met target in 2019-2020. COVID 19 caused one student to return to his home country or results would have been 100%. 4. Based on current results, new actions to improve student learning: The professor will continue to provide assistance and practice in Spring 2021 as students learn to operationalize the use of the marketing mix into their selling skills. Future assessments will be improved by breaking out scores on individual components of the sales presentation: Approach, Securing Desire, Handling Objections, Closing Sale, Incorporation of Marketing Mix. 5. Next assessment of this CLO: The Marketing A.A.S. program has been discontinued as of the fall semester of 2020.																								
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		Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: Improvement overall and in each criteria element year over year. Incorporation of the marketing mix was not measured in the previous semester. Areas where students met the target: All																											

Core Competency Assessment Report: Professional Readiness, 2019-2020

Medical Laboratory Technology, A.A.S.

NOVA Mission Statement: 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.																																							
Program/Discipline Purpose Statement: The curriculum is designed to prepare students to perform essential laboratory testing on blood and body fluids that is critical to the detection, diagnosis, and treatment of disease. In a medical laboratory, the medical laboratory technician (MLT) is part of a team of highly skilled pathologists, technologists, and phlebotomists working together to determine the presence, extent or absence of disease, and helping to evaluate the effectiveness of treatment. This program emphasizes “hands-on” practice of laboratory methods in a state-of-the-art laboratory at the Medical Education Campus in Springfield, followed by clinical experience at various affiliating healthcare organizations. Upon completion of the program, graduates will be eligible to take the American Society for Clinical Pathology (ASCP) Board of Certification examination and other national certification examinations offered at the technician level.																																							
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Practice and discuss principles of professional conduct and the significance of continuing professional development.																																							
Assessment Methods	Assessment Results	Use of Results																																					
<p>Course Name/Number: Clinical Correlations - MDL 281</p> <p>Direct Measure Used: Rubric of Professional Readiness</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1. Communication skills 2. Teamwork skills 3. Cultural awareness 4. Health Profession Attributes 5. Leadership Attributes <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Campus/Modality</th> <th># Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only</td> <td>1</td> <td>1</td> <td>7</td> </tr> <tr style="background-color: #ffff00;"> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #ffff00;"> <td>Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Total</td> <td>1</td> <td>1</td> <td>7</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	7	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	1	1	7	<p>Semester/year data collected: Spring 2020</p> <p>Target: 100% of second year students will score 90% or better in the rubric of professionalism.</p> <p>Results: Overall Average/Mean Score by modality</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by Modality</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>96%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by SLO Criteria/ Question Concepts</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. 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Communication Skills	95%	2. Teamwork skills	100%	3. Cultural Awareness	100%	4. Health Profession Attributes	100%	5. Leadership Attributes	95%	<p>Changes put in place since previous assessment to improve student learning: MDL 281 Clinical Correlations is a capstone course for second year students. The course is dedicated to practice activities related to the expected entry level professional behavior of Medical Laboratory Technicians. Professional readiness is assessed by a rubric that evaluates the demonstration of key attributes through their second-year academic courses and co-curricular activities of the MELT club. Students at this level should demonstrate commitment to maintain a safe environment during laboratory practices by using all required personal protective equipment and abiding to chemical, biological and mechanical safety policies. Other areas of professional readiness include teamwork skills observed during laboratory practices of second year (Fall 2019) courses and leadership skills demonstrated in the MELT club or Medical campus activities. The impact and importance of cultural awareness in a Medical laboratory professional is a topic discussed before performing a self-assessment of skills students have in this area. Activities of mentoring first year students and helping in their laboratory practices were introduced in 2017-18. The goal of the course is to show how a new professional can uphold the code of ethics of the profession maintaining high standards of practice.</p> <p>2. Impact of changes on current results: The activities introduced by faculty in the course in the past two years related to the preparation of cover letters for resume and preparation of summaries of techniques used for training purposes have positively improved the written communication skills of our students. Communication is a key element in the assessment of professional readiness. The medical laboratory profession has active interaction with other members of the healthcare team and our students need to be prepared to participate in interdisciplinary</p>	
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Medical Laboratory Technology, A.A.S.

		<p>teams working to develop better therapeutic options. This also requires good teamwork skills, leadership skills and cultural awareness. Currently the active participation of students in MLT Program (MELT) Club, student leadership committees and community activities are important contributing factors in developing some of the attributes of professional readiness like cultural awareness, leadership and teamwork.</p> <p>3. According to current results, areas needing improvement: Even though we consider that the results obtained met the target and are showing appropriate professional readiness, the faculty will keep introducing more activities to practice oral and written communication skills. These activities will be introduced during Spring 2021.</p> <p>4. Based on current results, new actions to improve student learning: The faculty discussed in their regular meetings the findings to develop an improvement plan which includes suggestions to create activities that help polish the level of skills and attributes associated with professional readiness in MDL 281.</p> <p>5. Next assessment of this CLO: Spring 2023</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Medical Laboratory Technology: Phlebotomy, C.S.C.

NOVA Mission Statement: 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.																																												
Program/Discipline Purpose Statement: The program is designed to prepare personnel who collect and process blood and other samples for medical laboratory analysis. Phlebotomists work in hospitals, medical clinics, commercial laboratories, and in other settings where blood is collected from patients. The curriculum includes learning experiences in both on-campus laboratories and affiliated clinical laboratories. Graduates are eligible to sit for the national examination to become certified as a phlebotomy technician.																																												
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Approval of a national certification affirms the professional readiness to assume the complete range of tasks and responsibilities of a Phlebotomist.																																												
Assessment Methods	Assessment Results		Use of Results																																									
Course Name/Number: N/A - Summative External Certification Direct Measure Used: Program Performance Reports of American Society for Clinical Pathology (ASCP) Board of Certification (BOC) in Phlebotomy CLO/Rubric Criteria or Question Concepts: <ol style="list-style-type: none"> 1. Anatomy and Physiology of Circulatory System 2. Specimen Collection 3. Specimen Processing and Handling 4. Non Blood Specimens 5. Point of Care Testing 6. Laboratory Operations 	Semester/year data collected: Examinees sitting for BOC PBT during 2020 includes students from the PBT groups admitted on Fall 2019 and Spring 2020. Target: 80% of Phlebotomists that have successfully completed the MDL 105 and MDL106 will approve the categorical PBT test demonstrating professional readiness in all areas of the body of knowledge of Phlebotomy. Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">NVCC PBT Mean Score Year 2020</th> <th style="width: 40%;">National Mean Score Year 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td style="text-align: center;">572</td> <td style="text-align: center;">556</td> </tr> </tbody> </table>		Results by Modality	NVCC PBT Mean Score Year 2020	National Mean Score Year 2020	All students assessed	572	556	1. Changes put in place since previous assessment to improve student learning: This is the first time this CLO is being formally assessed but the utilization of PBT certification test simulator software to prepare PBT students for the American Society for Clinical Pathology (ASCP) Phlebotomy Technician Board of Certification (BOC) test was initiated in 2017. The subscription to this software has been supported by a campus institutional initiative since we began to use it in 2017. 2. Impact of changes on current results: The ASCP BOC is a computer adaptive test. Some students feel stressed thinking that they may not perform well in that type of test. The opportunity to practice helps to decrease test taking anxiety which is an important negative test factor in certification test performance. Simulation tests show areas that need improvement, and the student can focus review efforts to reach expected entry-level professional readiness. 3. According to current results, areas needing improvement: Students demonstrated great performance in all areas. Scores are all about 100 points above the minimum passing score of 400. All test takers were first timers that showed a final 100% pass rate for this past year. 4. Based on current results, new actions to improve student learning: Results obtained indicate that the program's curriculum is balanced and provides adequate learning activities that prepare students to assume all responsibilities of new phlebotomy professionals. Actions that the program faculty (full time and adjuncts) have planned in meetings held after the review of the student																																			
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Medical Laboratory Technology: Phlebotomy, C.S.C.

	<p>Narrative comparison of current results to previous results: All PBT students that successfully finished the MDL 105 and MDL 106 and approved the ASCP BOC demonstrate professional readiness to assume all tasks and responsibilities of a Phlebotomist.</p> <p>Areas where students met the target: All</p>	<p>outcomes data include the following actions approved to be implemented for Spring 2021: Maintain the success of PBT students by keeping the review sessions with guided activities and the asynchronous practice sessions available in the PBT certification simulator test. These sessions provide a structured review with analysis of performance and immediate appropriate feedback. The faculty members teaching the course will create a report for classifying questions by difficulty level and subject area as a study guide for the certification test. Preparing students who demonstrate the rigorous characteristics of healthcare professionals in just one semester is a big challenge, and the NVCC PBT program at the Medical Education campus has been able to do it.</p> <p>5. Next assessment of this CLO: 2022-2023</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Music A.A., A.A.A.

NOVA Mission Statement: 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.

A.A. Program Purpose Statement: This curriculum offers an emphasis in fine arts. The program may be used by students who wish to transfer to a four-year college or university to complete the Bachelor of Arts in Music.

A.A.A. Program Purpose Statement: This curriculum is designed for students who seek employment in the performing arts field. The degree offers a major in music and a specialization in jazz/popular music. Each program has a common first year.

Core Learning Outcome: **Professional Readiness** **Scientific Literacy**

Operationalize your CLO here: The music department used our SLO #6 to assess the CLO. Our SLO #6 is:

Assessment Methods	Assessment Results	Use of Results																																														
<p>Course Name/Number:</p> <ul style="list-style-type: none"> • Music Theory II - MUS 112 • Music Appreciation I - MUS 121 <p>Direct Measure Used: A rubric was used to grade students' papers.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Criteria</th> <th style="width: 15%;">Out-standing</th> <th style="width: 15%;">Competent</th> <th style="width: 15%;">Minimal</th> <th style="width: 15%;">Un-satisfactory</th> </tr> </thead> <tbody> <tr> <td>Summary (20 pts.)</td> <td>Gives a clear and complete summary of the topic.</td> <td>Summary of the study may be mostly complete but lack some clarity.</td> <td>Summary of the study may be somewhat incomplete or unclear.</td> <td>Summary of the study is brief, incomplete and unclear.</td> </tr> <tr> <td>Integration of Course Work (20 pts.)</td> <td>Shows thorough use of course readings and guiding questions to support observations.</td> <td>Shows some use of course readings and guiding question to support observations.</td> <td>Show limited use of course readings and guiding questions to support observations.</td> <td>Shows no use of course readings and guiding questions to support observations.</td> </tr> <tr> <td>Writing Style (10 pts.)</td> <td>Uses concise, coherent, well-organized writing with few errors. 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A = 50-45	B = 44-40	C = 39-35	D = 34-30 (F = 29 & below)	<p>Semester/year data collected: Spring 2020</p> <p>Target: Overall and individual criteria scores will be at or above 75%.</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Results Spring 2020</th> <th style="width: 35%;">Results Spring 2019 (from MUS 112 & MUS 221)</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td style="text-align: center;">84.16%</td> <td style="text-align: center;">82.62%</td> </tr> </tbody> </table> <p>Results by CLO Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 30%;">Results Spring 2020</th> <th style="width: 30%;">Results Spring 2019 (from MUS 112 & MUS 221)</th> </tr> </thead> <tbody> <tr> <td>1. 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Based on current results, new actions to improve student learning: To keep these scores high, faculty will continue to help students with their writing skills and encourage students to submit a draft for feedback before they submit a final draft. Faculty will let students know about the campus writing centers that offer free tutoring for students to improve their writing skills.</p> <p>The results don't necessarily reflect this, but the rubric could be improved. The overall points possible for each criterion are listed in the rubric, but the range of points should be included for each individual level for grading (Outstanding, Competent, Minimal, and Unsatisfactory). The discipline group will work together in editing and adding the range of points to this rubric at our beginning-of-the-semester meeting in January 2021.</p> <p>5. Next assessment of this CLO: The next time the Professional Readiness CLO will be assessed is in</p>
Criteria	Out-standing	Competent	Minimal	Un-satisfactory																																												
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Music A.A., A.A.A.

Sample:				students' scores improved overall and in every individual category.	Spring 2023. In the meantime, the Critical Thinking CLO will be assessed in Spring 2021.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed		
AL MUS 112	1	1	9	Areas where students met the target: Students met the target goal overall and in every individual category.	
AN MUS 121	6	1	23		
LO MUS 112	1	1	5		
Online	N/A	N/A	N/A		
Off-Site Dual Enrollment	N/A	N/A	N/A		
Total	8	3	37		

Core Competency Assessment Report: Professional Readiness, 2019-2020

Music Recording Technology, Certificate

NOVA Mission Statement: 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.

Program Purpose Statement The Music Recording Technology curriculum is designed for persons who desire to set up their own studio or seek employment as music recording technicians. Occupational objectives include development for positions as assistants and aides in recording studios, broadcast studios, myriad other recording enterprises, and countless private studios in the recording industry. Training in digital audio is emphasized using industry standard software.

Core Learning Outcome: [X] Professional Readiness

Operationalize your CLO here: Students will complete a mock recording session with a client.

Assessment Methods	Assessment Results	Use of Results																																																									
<p>Course Name/Number: Advanced Mixdown Techniques - MUS 227</p> <p>Direct Measure Used: Students will complete a mock recording session with a client. Requests from the client using common verbiage will be translated to 3 areas: what is being asked, which tools will work, and results. This assignment included: translating client requests written in common verbiage into technical language; translating instructions to audio/sound technical language; a clear translation of the client's expectations; shaping imprecise directions to precise results; understanding the artist's needs and sound; considering production needs-mix notes; preparing for delivery platforms; fixing problems in recordings; polishing recordings based on client input; and using the right tools for the job.</p> <p>Provide Rubric Criteria or Question Concepts: Students were assessed on the following criteria:</p> <ol style="list-style-type: none"> 1. Translate instructions to audio/sound 2. Understand what the client means 3. Shape imprecise directions to precise results 4. Understand the artist 5. Consider production needs-mix notes 6. Prepare for delivery platforms 7. Fix problems in recordings 8. Polish recordings based on client input 9. Use the right tools for the job <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th># Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td>1</td> <td>1</td> <td>17</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>17</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	17	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	1	1	17	<p>Semester/year data collected: Spring 2020</p> <p>Target: 75% of students will score 60% or better.</p> <p>Overall Average/Mean Score:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus average)</td> <td>89.4*</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by CLO Criteria</th> <th># of Students who Answered Correctly</th> <th>% of Students ≥ target</th> </tr> </thead> <tbody> <tr><td>1. What are mix notes</td><td>17</td><td>100</td></tr> <tr><td>2. Add more saturation</td><td>15</td><td>88.2</td></tr> <tr><td>3. Brightening something</td><td>17</td><td>100</td></tr> <tr><td>4. Add more presence</td><td>16</td><td>94.1</td></tr> <tr><td>5. Make it warmer</td><td>17</td><td>100</td></tr> <tr><td>6. The vocal is too harsh</td><td>15</td><td>88.2</td></tr> <tr><td>7. Balancing conflicting requests</td><td>14</td><td>82.4</td></tr> <tr><td>8. Make it more roomy or make it less roomy</td><td>17</td><td>100</td></tr> <tr><td>9. Special processing - Transient design</td><td>12</td><td>70.6</td></tr> <tr><td>10. Make the vocal crunchier</td><td>12</td><td>70.6</td></tr> </tbody> </table> <p>Target Met: [X] Yes [] No [] Partially</p> <p>Areas where students met the target:</p> <ul style="list-style-type: none"> • Good results with overall sound • Communication • Listening to client needs <p>Areas where students did NOT meet the target:</p> <ul style="list-style-type: none"> • Fluency with hardware and software • Unable to separate themselves from the art • Choosing less than optimal tool 	Results by Modality	Results Spring 2020	All students assessed (on-campus average)	89.4*	Results by CLO Criteria	# of Students who Answered Correctly	% of Students ≥ target	1. What are mix notes	17	100	2. Add more saturation	15	88.2	3. Brightening something	17	100	4. Add more presence	16	94.1	5. Make it warmer	17	100	6. The vocal is too harsh	15	88.2	7. Balancing conflicting requests	14	82.4	8. Make it more roomy or make it less roomy	17	100	9. Special processing - Transient design	12	70.6	10. Make the vocal crunchier	12	70.6	<p>1. Changes put in place since previous assessment to improve student learning: This CLO was used in 2017-18 but different topics were assessed. The program will spend some time each class on this necessary development starting Fall 2020 with mock client engineer sessions.</p> <p>2. Impact of changes on current results: Listening skills improved. Overall mixes satisfied the needs of the "client."</p> <p>3. According to current results, areas needing improvement:</p> <ol style="list-style-type: none"> 1. Better communication skills 2. Knowing which tool to use 3. Knowing how to use the tool 4. Fluency: produce results quickly 5. Working with temperamental talent 6. Mastery of tools used <p>4. Based on current results, new actions to improve student learning:</p> <ol style="list-style-type: none"> 1. More mock sessions 2. Command of hardware and software 3. Improve software skills with emulations 4. Improve EQ and reverberation usage skills 5. Choosing the right tools <p>This exercise develops the students' ability to take comments from clients that express changes in non-audio terms and translate these changes in audio to the client's satisfaction. The Program Head and faculty will ensure the actions above are implemented starting in Spring 2021.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed																																																								
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Nursing, A.A.S.

NOVA Mission Statement: 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.																																															
Program/Discipline Purpose Statement: The two-year Associate of Applied Science Degree in Nursing at NOVA prepares students for a successful career in nursing. The curriculum is designed to prepare selected students for eligibility to take the National Council Licensure Examination (NCLEX) and a future career as a registered nurse (RN) providing and coordinating care for patients in a variety of healthcare settings.																																															
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Professional Behaviors: Practice professional behaviors that encompass the legal/ethical framework while incorporating self-reflection, leadership and a commitment to recognize the value of life-long learning																																															
Assessment Methods	Assessment Results		Use of Results																																												
Course Name/Number: Professional Nursing Concepts - NSG130 Direct Measure Used: ATI Standardized Exam: RN Concept Based Level I. Twenty (20) items on the ATI RN Concept Based Level I exam assessed student proficiency in the major content area of Professional behaviors. SLO/Rubric Criteria or Question Concepts: COMMUNICATION (5 items) <ul style="list-style-type: none"> ○ Documentation ○ Handoff/Reporting ○ Situation Background Assessment Recommendation (SBAR) <ul style="list-style-type: none"> ● HEALTH CARE LAW (8 items) <ul style="list-style-type: none"> ○ Health Insurance Portability and Accountability Act (HIPAA) ○ Legal Scope of Practice ○ Patient Rights/Informed Consent ○ Patient Self-Determination Act/Advance Directives (PSDA/AD) ○ Seclusion and Restraints ● INFORMATICS (5 Items) <ul style="list-style-type: none"> ○ Electronic Medical Records/Electronic Health Record (EMR/EHR) ● PATIENT CENTERED CARE (2 Items) <ul style="list-style-type: none"> ○ Patient Advocacy ○ Patient Preference, Needs, & Values Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only (Hybrid)</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">110</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">110</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	ME only (Hybrid)	6	6	110	Online	N/A	N/A	N/A	Off-Site	N/A	N/A	N/A	Dual Enrollment				Total	6	6	110	Semester/year data collected: Fall 2019 Target: The Target for the Major Content Area Group score is at a Level 2 proficiency (68-75%). Justification: The proficiency level benchmarks are those recommended from the ATI RN Concept-Based Assessments National Standard-Setting Studies. At this time, the ATI concept-based assessments do not provide a National Mean for Group Performance in Major Content Areas. The Nursing Program has identified the Target of a Level 2 proficiency for the Group Score based on the description of the proficiency level definition: "Scores meeting the criterion for Proficiency Level 2 indicates that the student demonstrates proficiency in the knowledge and skills related to the assessed concepts." Results: This is the second time the ATI RN Concept Based Level I assessment has been administered in the nursing program. The students completing the exam exceeded the proficiency level targets established. Reference Table 1 below. The Group Score for the Professional behaviors was 73.1%. (Reference-ATI Group Performance Profile: RN Concept Based Assessment Level 1) Table 1: Level 1 Group Performance Summary Table <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Criteria</th> <th style="width: 10%;">Below Level 1</th> <th style="width: 10%;">Meets Level 1</th> <th style="width: 10%;">Meets Level 2</th> <th style="width: 10%;">Meets Level 3</th> </tr> </thead> <tbody> <tr> <td>Individual Score required for Proficiency Level</td> <td style="text-align: center;">0-54%</td> <td style="text-align: center;">55-67%</td> <td style="text-align: center;">68-75%</td> <td style="text-align: center;">76-100%</td> </tr> <tr> <td>ATI recommended benchmarks for Level 1</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>NSG 130 Proficiency for Level 1</td> <td style="text-align: center;">7.3%</td> <td style="text-align: center;">47.3%</td> <td style="text-align: center;">34.5%</td> <td style="text-align: center;">10.9%</td> </tr> </tbody> </table>		Criteria	Below Level 1	Meets Level 1	Meets Level 2	Meets Level 3	Individual Score required for Proficiency Level	0-54%	55-67%	68-75%	76-100%	ATI recommended benchmarks for Level 1	14%	50%	29%	7%	NSG 130 Proficiency for Level 1	7.3%	47.3%	34.5%	10.9%	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: In Fall 2018, the Nursing Program implemented the VCCS Nursing Common Curriculum. This is the first time this SLO has been assessed in this course. The course was first taught in Fall 2018. This is the second time the course has been offered. The course was redesigned and converted from a traditional in-seat course in Fall 2018 to a NOVA Online course in Fall 2019 based on student feedback. 2. Impact of changes on current results: N/A - VCCS Nursing Common Curriculum was implemented Fall 2018. 3. According to current results, areas needing improvement: Based on Results, all targets were met. A review of the ATI sub-scale data for Professional Behaviors identified: (1) Using SBAR for Change-of-Shift Report, (2) Information Technology: Promoting HIPAA Regulations, and (3) Legislation supporting the use of electronic health records as potential areas for improvement. 4. Based on the results, new actions to improve student learning: The NSG 130 Faculty team reviewed the lesson plans and activities for the SBAR and HIPAA exemplars in Spring 2020. Changes to be
Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed																																												
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Strengths of Results: The students' performance on the RN Concept Based Level I exam exceeded the proficiency level targets established by The RN Concept-Based Assessments National Standard-Setting Studies. The percent of student at proficiency level 2 or greater was																																															

Nursing, A.A.S.

45.4% compared to the benchmark of 36.0%. The Group Score for the Professional Behaviors Content Area (73.1%) meets the target of Level 2 proficiency (68-75%).

A further analysis of the ATI RN Concept Based Level 1 assessment Sub-Scale data for Professional behaviors (Table 2 below) identified four (4) subscales (Communication, Health Care Law, Informatics, and Patient-Centered Care) with 20 exam items relevant to the concept of professional behaviors student learning outcome.

Level 2 proficiency. Of the 20 items, six (6) were below the target of proficiency level 2 (**bolded in Table 2**). Out of the six items, three (3) are related to Professional Behaviors student learning outcomes for NSG 130 and marked with an asterisk (*). The other items below the benchmark are aligned with student learning outcomes in other nursing courses within the curriculum. The topics for the 3 items falling below a level 2 proficiency included:

1. Using SBAR for Change-of-Shift Report
2. Information Technology: Promoting HIPAA Regulations
3. Legislation supporting the use of electronic health record

Table 2: ATI RN Concept Based Level 1 assessment Sub-Scale data for Safety (20 items)*

SUB SCALE & Content Ares	Topics	% students answering correctly
COMMUNICATION (5)		
Document-ation	Identifying Acceptable Abbreviations	20.9%
	Documenting Medications in the EHR	99.1%
Handoff /Reporting	Reporting Relevant Change-of-Shift Information	68.2%
SBAR	Using SBAR for Change-of-Shift Report	30.9%*
	Using the I-SBAR Tool to Provide Report on a Client	99.1%
HEALTH CARE LAW (8)		
HIPAA	Information Technology: Promoting HIPAA Regulations	66.4%*
Legal Scope of Practice	Sources for Legal Scope of Practice Information	68.2%
	Verifying Client Understanding of Informed Consent	80.0%
	Scope of Practice for a Nurse	88.2%
Patient Rights/Informed Consent	Acting as a Client Advocate	70.9%
	Witnessing a Client Sign an Informed Consent Form	80.9%
PSDA/AD	Understanding Advance Directives	85.5%
Seclusion and Restraints	Applying a Belt Restraint	28.2%

implemented by the program in Fall 2020 include:

- Change format for NSG 130 courses from 100% online to Hybrid with 50% asynchronous and 50% in-seat class time based on student feedback.
- Faculty will review assignments and quizzes for alignment and increase content on HIPAA and SBAR including an assignment where students presents an SBAR report in class.

5. Next assessment of this CLO: Spring 2021

Nursing, A.A.S.

INFORMATICS (5)		
	Legislation supporting the use of electronic health records	61.8%*
EMR/EHR	Maintaining Confidentiality When Faxing a Document	93.6%
	Protecting Confidential Information	96.4%
	Online Resources for self-assessment	40.9%*
Electronic Resources/Databases	Information sources for developing a teaching plan	95.5%
PATIENT CENTERED CARE (2)		
Patient Advocacy	Acting in the Role of Client Advocate	90.0%
Patient Preference, Needs, & Values	Understanding Client Preferences for Care	81.8%

*The items in bold are the subscales where students did not meet the target.

Target Met: [X] Yes [] No [] Partially

Current Results improved vs. Previous Results?

[] Yes [] No [] Partially [X] N/A – This is the first time that this SLO was assessed using the ATI RN Concept Based Level I assessment.

Areas where students met the target: The Group Score for the Professional Behaviors Content Area (72.3%) met the target of Level 2 proficiency. Areas of strength (scores above 90%) related to Professional Behaviors student learning outcomes for NSG 130 included:

- Documenting Medications in the EHR
- Using the I-SBAR Tool to Provide Report on a Client
- Maintaining Confidentiality When Faxing a Document Protecting Confidential Information
- Information sources for developing a teaching plan
- Acting in the Role of Client Advocate

Areas where students did NOT meet the target: Areas for improvement based upon the sub-scale data (< 68%) include:

- Using SBAR for Change-of-Shift Report
- Information Technology: Promoting HIPAA Regulations
- Legislation supporting the use of electronic health records

Core Competency Assessment Report: Professional Readiness, 2019-2020

Paralegal Studies, A.A.S.

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Program/Discipline Purpose Statement: Paralegal Studies is designed to provide an individual with a sufficient level of knowledge, understanding, and proficiency to perform the tasks associated with meeting a client's needs. These tasks can be performed by a trained, non-lawyer assistant working under the direction and supervision of a lawyer. A paralegal or legal assistant will have a basic understanding of the general processes of American law, along with the knowledge and proficiency required to perform specific tasks under the supervision of a lawyer in the fields of civil and criminal law. Occupational objectives include employment in corporate law firms, government agencies, and any of the varied law related fields. Legal Specialty courses are only offered at the Alexandria Camps and through NOVA Online. This program is approved by the American Bar Association (ABA).																															
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Demonstrate skills important for successful transition into the workplace and pursuit of further education.																															
Assessment Methods	Assessment Results	Use of Results																													
Course Name/Number: Torts – LGL 215 Direct Measure Used: Data was collected from a mock trial assignment in Torts (LGL 215) to determine whether students were able to demonstrate skills important for successful transition into the workplace and pursuit of further education. CLO/Rubric Criteria or Question Concepts: The rubric criteria include a mock trial assignment grading rubric which assessed pre-trial preparation and during-trial effectiveness. <ol style="list-style-type: none"> 1. Students are graded on their pre-trial preparation, arguments during the mock trial, and timeliness of their actions. 2. Plaintiff's attorneys: provide elements of relevant torts. 3. Defense attorneys: defend your client using consent, privilege, duress, statute of limitations, immunities, etc. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">21</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	1	1	21	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	21	Semester/year data collected: Spring 2020 Target: Students will receive 80% or higher overall score. Results: Data collected from LGL 215 during the Spring semester shows 100% of the students earned a letter grade of A on the mock trial assignment exceeding the 80% threshold for overall score. Percent of students who scored above the target: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> Breakdown of scores by letter grade: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Letter Grade</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">21</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A - This assessment was not measured last year; therefore, no previous year results are available. Areas where students met the target: Students met the target in the following areas: strategized with their teammates (plaintiff or defendant) to determine whether a legitimate cause of action existed and to identify proper defenses.	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	100%	Letter Grade	Results Spring 2020	A	21	1. Changes put in place since previous assessment to improve student learning: No changes were put in place because this was the first time this method of assessment was used. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Even though the target was met, in Spring 2021 faculty will make necessary changes so that this assignment will work better in a remote teaching environment. 4. Based on current results, new actions to improve student learning: To improve student learning, faculty will use breakout rooms during Zoom sessions, which will provide additional support to students while they meet with their teams (plaintiff and defendant). The instructor will distribute assessment results to full time and adjunct faculty during meetings. 5. Next assessment of this CLO: The program will assess Critical Thinking in Spring 2021.	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Personal Training, C.S.C.

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Program/Discipline Purpose Statement: This program is based on the standards of the American Council on Exercise (ACE) and prepares students to become knowledgeable fitness professionals in health clubs, recreation departments, and fitness facilities in private, commercial, corporate, or government settings. Emphasis is placed on preparing students to sit for a nationally recognized certification exam in Personal Training.																																			
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will be able to demonstrate correct procedures for cardiopulmonary resuscitation and use of an automated external defibrillator (AED).																																			
Assessment Methods	Assessment Results	Use of Results																																	
<p>Course Name/Number: Cardiopulmonary Resuscitation - HLT 105</p> <p>Direct Measure Used: Skill Assessment. For Spring 2020, the PED/HLT discipline group chose to evaluate this CLO by requesting students demonstrate CPR and use of an AED for both an adult and infant in cardiac arrest.</p> <p>CLO/Rubric Criteria or Question Concepts: Personal Training Student Learning Outcome #9 was used as the CLO. Students will be able to demonstrate correct procedures for cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>5</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	5	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	5	<p>Semester/year data collected: Spring 2020</p> <p>Target: 75% of the students will complete the Skill Assessment.</p> <p>Results: 100% of the students completed the Skill Assessment.</p> <p>Overall Completion Rate by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>5/5= 100%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: First assessment of this CLO using this course. Students demonstrated skills essential for a successful transition into the workplace and the pursuit of further education.</p> <p>Areas where students met/did not meet the target:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Results by Modality</th> <th colspan="2" style="width: 75%;">Results Spring 2020</th> </tr> <tr> <th style="width: 50%;">Met the target</th> <th style="width: 25%;">Did not meet the target</th> </tr> </thead> <tbody> <tr> <td>LO-campus only</td> <td>5/5= 100%</td> <td>0/5 = 0%</td> </tr> </tbody> </table>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	5/5= 100%	Results by Modality	Results Spring 2020		Met the target	Did not meet the target	LO-campus only	5/5= 100%	0/5 = 0%	<p>1. Changes put in place since previous assessment to improve student learning: This is the first time this CLO was assessed.</p> <p>4. Based on the results, current actions to improve CLO: As part of the action plans:</p> <ul style="list-style-type: none"> Comparison data is needed. For comparison, the CLO as an SLO will be reassessed in Spring 2021. Faculty are concerned that they do not timely receive information on which SLO we are assessing in any given year. Therefore, the SLO/ CLO questions should be distributed and collected earlier by the discipline chair. Effective Fall 2020, SLOs/ CLO will be identified earlier (by the end of September) by the discipline. For Fall 2020, our new goals are to have the SLOs/CLO distributed sooner (by the end of October) and improve data collection adherence (January 2021 and May 2021, respectively). The discipline chair will share the timeline and clarify expectations with the campus lead and faculty (Annual Meetings August 2020 and January 2021). Under the discipline chair administration, the discipline plans to adhere to the timeline more closely, seek clarification, and submit all appropriate documents requested by the Office of Institutional Effectiveness and Student Success. Review the timeline and submit all documents by the appropriate due dates. If possible, a large sample size. In Fall 2020, increase marketing and request that the associated dean schedule more than one section of the course for Spring 2021. To help faculty use the results related to the skill assessed: during our Semester Start Meetings (January and August), the discipline will meet to discuss our results, areas of improvement and action steps. Faculty leads will connect with those on their campuses who were unable to attend. Meeting minutes are sent out for approval and feedback. <p>5. Next assessment of this CLO: The CLO will be reassessed in Spring 2021 as an SLO and the target will increase to 78%.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																
LO only	1	1	5																																
Online	N/A	N/A	N/A																																
Off-Site Dual Enrollment	N/A	N/A	N/A																																
Total	1	1	5																																
Results by Modality	Results Spring 2020																																		
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Photography and Media, A.A.S.

<p>NOVA Mission Statement: 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.</p>																																																		
<p>Program/Discipline Purpose Statement: The curriculum is designed to prepare students for diverse career options within the field of photography and digital imaging. Coursework will stress both technical and aesthetic elements, enabling students to solve a wide range of visual problems with imagination and originality.</p>																																																		
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will create a model release form and utilize it for a photoshoot.</p>																																																		
Assessment Methods		Assessment Results			Use of Results																																													
<p>Course Name/Number: Studio Lighting I – PHT 221</p> <p>Direct Measure Used: Creating and using a Model Release form.</p> <p>CLO/Rubric Criteria or Question Concepts: Developing a model release form based on the provided template and the use of the model release.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Campus/Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th colspan="2" style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td rowspan="5" style="text-align: center;">WO only</td> <td rowspan="5" style="text-align: center;">1</td> <td rowspan="5" style="text-align: center;">1</td> <td style="text-align: center;">AAS</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">AAA</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">AFA</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Non-major</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td colspan="2" style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;">Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td colspan="2" style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td colspan="2" style="text-align: center;">AAS = 6</td> </tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed		WO only	1	1	AAS	6	AAA	0	AFA	0	Non-major	5	Total	11	Online	N/A	N/A	N/A		Off-Site Dual Enrollment	N/A	N/A	N/A		Total	1	1	AAS = 6		<p>Semester/year data collected: Spring 2020</p> <p>Target: 100% of students will create and use a model release for a portrait photoshoot</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All students assessed (on-campus only)</td> <td style="text-align: center;">83%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by CLO Criteria/Question Concepts</th> <th style="text-align: center;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Model release form</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">Use of the model release form</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">83%</td> </tr> </tbody> </table>			Results by Modality	Results Spring 2020	All students assessed (on-campus only)	83%	Results by CLO Criteria/Question Concepts	Results Spring 2020	Model release form	83%	Use of the model release form	83%	Total	83%	<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Discussion of importance on Model Release form in class and online.</p> <p>4. Based on current results, new actions to improve student learning: Faculty will provide clear directions to create a model release in class starting in Fall 2020. The shooting project will incorporate model release as a part of the requirement starting in Fall 2020.</p> <p>5. Next assessment of this CLO: Fall 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																															
WO only	1	1	AAS	6																																														
			AAA	0																																														
			AFA	0																																														
			Non-major	5																																														
			Total	11																																														
Online	N/A	N/A	N/A																																															
Off-Site Dual Enrollment	N/A	N/A	N/A																																															
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<p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas where students met the target: N/A</p> <p>Areas where students did NOT meet the target: The two categories are interrelated. Students who created a model release used the model release. A student who did not create a model release could not use it.</p>																																																		

Core Competency Assessment Report: Professional Readiness, 2019-2020

Professional Writing, Certificate

NOVA Mission Statement: 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.																																					
Program/Discipline Purpose Statement: The Professional Writing Certificate program prepares candidates to compose documents and manage professional communications for a variety of contemporary professions, including business, military, medicine, government, science, and industry. Writers will gain expertise in composing, designing, and editing electronic texts, as well as a comprehensive foundation in grammar and punctuation. Students may tailor their preparation for particular writing environments by selecting from a variety of elective courses in journalism, technical report writing, graphic design, writing for publication, writing for the Web, social media, and communications. Students may also incorporate a professional internship into the Certificate program. Students are strongly encouraged to meet with a professional writing advisor before enrolling in Certificate classes or as early as possible in their first semester of enrollment.																																					
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Professional readiness in a portfolio course encompasses a wide variety of attributes ranging from respectful and timely communication to producing high quality work.																																					
Assessment Methods	Assessment Results	Use of Results																																			
<p>Course Name/Number: Seminar and Project - ENG 298</p> <p>Direct Measure Used: Because professional readiness encompasses a wide variety of categories, no single assignment was used. Instead, a survey of course behavior was employed looking at various discussion board threads, peer review participation, and timeliness of submissions.</p> <p>CLO/Rubric Criteria or Question Concepts: This outcome was assessed by surveying the following attributes in the course:</p> <ul style="list-style-type: none"> • Attribute 1: Independent work • Attribute 2: Respect • Attribute 3: Organization • Attribute 4: Participation <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN only</td> <td>1</td> <td>1</td> <td>10</td> </tr> <tr> <td>Online</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN only	1	1	10	Online	NA	NA	NA	Off-Site Dual Enrollment	NA	NA	NA	Total	1	1	10	<p>Semester/year data collected: Spring 2020</p> <p>Target: 2.5</p> <p>Results: Overall Average/Mean Score by Modality:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td>2.8</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Attribute 1: Independent work</td> <td>2.8</td> </tr> <tr> <td>2. Attribute 2: Respect</td> <td>3.0</td> </tr> <tr> <td>3. Attribute 3: Organization</td> <td>3.0</td> </tr> <tr> <td>4. Attribute 4: Participation</td> <td>2.5</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A - This CLO has not previously been measured</p> <p>Areas where students met the target:</p> <ul style="list-style-type: none"> • Attribute 1: Independent work • Attribute 2: Respect • Attribute 3: Organization • Attribute 4: Participation 	Results by Modality	Results Spring 2020	All students assessed	2.8	Results by SLO Criteria/ Question Concepts	Results Spring 2020	1. Attribute 1: Independent work	2.8	2. Attribute 2: Respect	3.0	3. Attribute 3: Organization	3.0	4. Attribute 4: Participation	2.5	<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: None. The assessment shows that students are meeting and exceeding all criterion. Faculty teaching in the program will be notified of these results in December 2020.</p> <p>4. Based on current results, new actions to improve student learning: While students are meeting the PR standards, this assessment is not. Therefore, the Program Head will work with faculty to identify assignments across the program that will more clearly communicate the Professional Readiness of the students in the PWC.</p> <p>5. Next assessment of this CLO: Spring 2025</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																		
AN only	1	1	10																																		
Online	NA	NA	NA																																		
Off-Site Dual Enrollment	NA	NA	NA																																		
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Public History and Historic Preservation, C.S.C.

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Program/Discipline Purpose Statement: This curriculum is designed for persons seeking to develop research, analytical, and field skills in historic preservation, archaeology, and museum studies sufficient for the student to continue or to participate in local community-based projects.																															
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will synthesize knowledge of historical preservation / public history with practical experience in the field.																															
Assessment Methods	Assessment Results	Use of Results																													
<p>Course Name/Number: Coordinated Internship - HIS 190</p> <p>Direct Measure Used: Reflection Paper</p> <p>CLO/Rubric Criteria or Question Concepts: A one- page maximum, informal reflection paper in which students comment on their experience completing the internship, submitted through Canvas during the last week of the semester. The reflection paper should highlight how the various courses in the certificate program helped students (or did not help) with their internship.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Campus/Modality</th> <th style="padding: 5px;"># Sections Offered</th> <th style="padding: 5px;"># Sections Assessed</th> <th style="padding: 5px;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">LO only</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;">Online</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> </tr> <tr> <td style="padding: 5px;">Off-Site Dual Enrollment</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> </tr> <tr> <td style="padding: 5px;">Total</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	2	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	2	<p>Semester/year data collected: Spring 2020 Target: 80% of students should demonstrate competence. Results: Overall Average/Mean Score by modality.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">All students assessed (on-campus only)</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by SLO Criteria</th> <th style="padding: 5px;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Completed Reflection Paper</td> <td style="padding: 5px;">100%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: This was the first time that we had assessed this CLO. Previously, we assessed the SLO in Spring 2019 as a standalone evaluation. With only one intern enrolled in the class during that semester, it was difficult to ascertain whether this reflection paper is the best evaluation tool. Once a larger data set has been produced, more analysis can occur.</p> <p>Areas where students met the target: Students met the target if they successfully completed the reflection paper and, in turn, successfully completed their internship. Areas where students did NOT meet the target: Both students successfully met the target. By this point in the program, nearly all students should be able to reach the target threshold for this SLO or CLO.</p>	Results by Modality	Results Spring 2020	All students assessed (on-campus only)	100%	Results by SLO Criteria	Results Spring 2020	1. Completed Reflection Paper	100%	<p>1. Changes put in place since previous assessment to improve student learning: As a way to maintain institutional memory and records, we have kept information recorded here longer than a one-year assessment window. Before the Fall 2015 semester, the program was revised and renamed, helping to streamline the learning process, scale back the required courses, and produce more graduates. During the past four years, we have hired a full-time faculty member with a Ph.D. in public history to teach these classes (hired in August 2015), revised our SLOs twice (Spring 2017 and Fall 2018), improved the curriculum map (Fall 2018), updated course content summaries (July 2016 and August 2018), and stabilized the program. We have used the SLOs as a way to measure the program's and courses' strengths and weaknesses, always looking for ways to improve, especially in regard to content delivery (on campus, hybrid, and online) and maintaining professional awareness. We are currently working through recognizing an appropriate sample size for this SLO assessment, using multiple years as a way to indicate whether the data collected is solid or not. This is the second time we have assessed this SLO and have only collected data related to three students. The program has never assessed this CLO before this reporting period.</p> <p>2. Impact of changes on current results: This was the first time that this particular CLO was assessed and only the second time for this particular SLO.</p> <p>3. According to current results, areas needing improvement: Again, with only two interns this past Spring 2020 semester, we need more data to understand whether this SLO is being measured correctly. With the feedback provided in their reflection papers, it would seem that this SLO is working. The primary purpose of the reflection paper and this SLO is to measure whether the certificate program, as a whole (since the internship is basically a capstone-like project), is fulfilling the mission of providing students with tangible learning experiences in the classroom that translate to real world experiences. Since this is the first opportunity to assess this CLO, more data will be required.</p> <p>4. Based on current results, new actions to improve student learning: At this point, we plan on continuing forward without any changes to this particular CLO, SLO, or reflection paper assignment. Currently, the results of this report are being shared with the appropriate faculty and are updated as needed.</p> <p>5. Next assessment of this CLO: This SLO will next be assessed during the 2022-23 academic year, when we will examine the results from our data collected for analysis.</p>	
Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed																												
LO only	1	1	2																												
Online	N/A	N/A	N/A																												
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Results by Modality	Results Spring 2020																														
All students assessed (on-campus only)	100%																														
Results by SLO Criteria	Results Spring 2020																														
1. Completed Reflection Paper	100%																														

Core Competency Assessment Report: Professional Readiness, 2019-2020

Respiratory Therapy, A.A.S.

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Program/Discipline Purpose Statement: The curriculum is designed to prepare students to be effective members of the healthcare team in assisting with diagnosis, treatment, management, and preventive care of patients with cardiopulmonary problems. Upon successful completion of the program, students are eligible to take the entry-level and advanced practitioner examinations leading to certification as a Certified Respiratory Therapist (CRT) and registration as a Registered Respiratory Therapist (RRT).																																																		
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Clinical adjunct faculty assess students on their professionalism when students report to the hospitals for their clinical rotations.																																																		
Assessment Methods	Assessment Results	Use of Results																																																
<p>Course Name/Number: RTH 290 Coordinated Internship</p> <p>Direct Measure Used: Clinical Affective Evaluation (Student professionalism in the clinical environment)</p> <p>CLO/Rubric Criteria or Question Concepts: A Likert scale of 1-5 was used to rate students by the clinical adjunct faculty as follows:</p> <ul style="list-style-type: none"> • 5= Exceptional • 4= Above average • 3= Acceptable • 2= Below average • 1= Unacceptable • NO= Not observed <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only</td> <td>1</td> <td>1</td> <td>16</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>16</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	16	Online	N/A	N/A	N/A	Dual Enrollment	N/A	N/A	N/A	Total	1	1	16	<p>Semester/year data collected: Fall 2019 and Spring 2020</p> <p>Target: On a Likert scale of 1-5, 100% of student evaluations to be 3 or greater in each category</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Results Fall 2019 & Spring 2020</th> <th style="width: 35%;">Results Spring 2016</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>4.32</td> <td>4.16</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria</th> <th style="width: 20%;">Results Fall 2019 & Spr 2020</th> <th style="width: 20%;">Results Spr 2016</th> </tr> </thead> <tbody> <tr> <td>1.Functions as member of team (#5)</td> <td>4.3</td> <td>4.1</td> </tr> <tr> <td>2.Contributes to positive environment (#6)</td> <td>4.3</td> <td>4.2</td> </tr> <tr> <td>3.Accepts supervision (#7)</td> <td>4.4</td> <td>4.2</td> </tr> <tr> <td>4.Appropriately interacts with patients (#8)</td> <td>4.3</td> <td>4.2</td> </tr> <tr> <td>5.Conducts themselves ethically and professionally (#9)</td> <td>4.3</td> <td>n/a</td> </tr> <tr> <td>6.Communicates effectively (#10)</td> <td>4.3</td> <td>4.1</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: There was a slight improvement in all of the criteria ratings.</p>	Results by Modality	Results Fall 2019 & Spring 2020	Results Spring 2016	All students assessed (on-campus only)	4.32	4.16	Results by SLO Criteria	Results Fall 2019 & Spr 2020	Results Spr 2016	1.Functions as member of team (#5)	4.3	4.1	2.Contributes to positive environment (#6)	4.3	4.2	3.Accepts supervision (#7)	4.4	4.2	4.Appropriately interacts with patients (#8)	4.3	4.2	5.Conducts themselves ethically and professionally (#9)	4.3	n/a	6.Communicates effectively (#10)	4.3	4.1	<p>1. Changes put in place since previous assessment to improve student learning: In Fall 2018, a communication workshop was created for the students. The workshop was created by Faculty and Student Services. It was held on the Medical Education Campus at the beginning of students' first clinical rotation. The workshop goal is to review and practice interpersonal communication skills within a healthcare setting. This helps prepare first year students for interactions in upcoming clinical rotations. The first half of the day is an interactive workshop with roleplaying. The second half consisted of various activities in the simulation lab including a simulation with a very unhappy family member of a patient (simulator) who was deteriorating. It was very productive and the feedback was positive.</p> <p>2. Impact of changes on current results: Students showed improvement in all of the criteria.</p> <p>3. According to current results, areas needing improvement: The results were very good. The program will be transitioning to a new assessment tool and database in the Spring 2021. It's called Trajecsys. It is cloud based and will allow us to gather more detailed, real time data on our students.</p> <p>4. Based on current results, new actions to improve student learning: We will continue to do the workshop at the beginning of the clinical rotations, if COVID restrictions allow it. We may have to create a virtual version for Spring 2021. Clinical adjunct faculty and preceptors will be surveyed to for input.</p> <p>5. Next assessment of this CLO: This criterion is set by COARC our accrediting body and must be reported annually.</p>	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Social Sciences: Geospatial Specialization, A.S.

NOVA Mission Statement: 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.																																					
Program/Discipline Purpose Statement: This program is designed to prepare students to transfer into baccalaureate programs in the geospatial or social sciences at a four-year institution. Students will learn theory about geospatial systems and how they are used.																																					
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will demonstrate skills important for successful transition into the workplace and pursuant of further education																																					
Assessment Methods	Assessment Results		Use of Results																																		
<p>Course Name/Number: Geographical Information Systems II - GIS 201</p> <p>Direct Measure Used: Direct evaluation of class final project</p> <p>CLO/Rubric Criteria The Rubric Criteria for evaluation of the final project included 4 specific criteria:</p> <ol style="list-style-type: none"> 1. Application of Geospatial theory in project design 2. Presentation of Project materials in a formal setting 3. Verbal defense of class project materials to a decision maker 4. Submission of a written report written to specific standards for quality content and length <p>Within each criteria students were evaluated on a 1-4 scale: 1 = student below expected level, showing little signs of progression 2 = Student below expected level, but progressing toward satisfactory achievement 3 = Student at expected achievement level 4 = Student understanding beyond required level</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>5</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	LO	1	1	5	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	5	<p>Semester/year data collected: Spring 2020</p> <p>Target: 80% of students achieve at level of 3 or above</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by Modality</th> <th style="width: 40%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td>70%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria</th> <th style="width: 30%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. 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With n=5, these results should be interpreted with great caution.</p> <p>Areas where students met the target: In criteria 2, Presentation of Project materials in a formal setting, all the remaining students did very well. All students exceeded the expectations. This was likely in part due to a mix of older, more professional students and charismatic younger students.</p> <p>Areas where students did NOT meet the target: Overall, criteria 1, Application of Geospatial theory in project design, was below expected levels. Three-fifths of the class were below expected levels. Again, considering the small sample size and COVID, these results should be treated with caution.</p>		Results by Modality	Results Spring 2020	All students assessed (on-campus only)	70%	Results by SLO Criteria	Results Spring 2020	1. Application of Geospatial theory in project design	2.8	2. Presentation of Project materials in a formal setting	4.0	3. Verbal defense of class project materials to a decision maker	3.0	4. Submission of a written report written to specific standards for quality content and length	3.0	<p>1. Changes put in place since previous assessment to improve student learning: As this is the first assessment of this CLO, we co-opted our strategy of direct assessment of the final class project as it relates to the goals of this specific CLO.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Everything but the presentation of the final projects necessitates improvement. The biggest concerns were: student decisions to do substandard projects; some inability to explain “why” when questioned; and a general failure to follow the specific guidelines for the project and specifically the written report.</p> <p>4. Based on current results, new actions to improve student learning: As stated earlier we believe this poor performing course was due to a combination of the abrupt COVID transition and some personal situations within the student population, coupled with a small sample size. We will, however, continue to monitor performance and if we do not see a marked improvement, we will issue some formative changes in the course or in the course assessment, with due consideration of any recommendations of the testing and teaching experts at NOVA. At this time there are no plans to make any substantive changes.</p> <p>5. Next assessment of this CLO: Academic year 2022-2023</p>
Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed																																		
LO	1	1	5																																		
Online	N/A	N/A	N/A																																		
Off-Site Dual Enrollment	N/A	N/A	N/A																																		
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Social Sciences: Teacher Education Specialization, A.S.

NOVA Mission Statement: 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.

Program/Discipline Purpose Statement: This curriculum prepares students to transfer to a four-year college or university teacher preparation program. It is specifically designed for students who plan to seek endorsement and licensure as teachers in P K-3, PK-6, middle school, or special education. This degree program is designed to help students earn 47 of the required 57 endorsement course hours for a teaching license in elementary education for the state of Virginia. In addition, this degree program includes many of the required endorsement courses for licensure in middle school (any subject) and high school history and social sciences. Some of these universities will guarantee admission to graduates of this program who have a cumulative GPA of at least 2.5, earn at least a "C" in all English courses. Students are strongly encouraged to take the VCLA exam shortly after completing their 200-level English course. Students may want to take the Praxis CORE math exam after completing 9-12 hours of mathematics. The student, working directly with a NOVA Teacher Education Specialization advisor/counselor, should complete a transfer letter of agreement.

Core Learning Outcome: Professional Readiness Scientific Literacy

Operationalize your CLO here: Students will describe the requirements to earn a professional teaching license in the state of Virginia including endorsement courses, professional courses and required assessments. SLO 1

Assessment Methods	Assessment Results	Use of Results																																																										
<p>Course Name/Number: Introduction to Teaching as a Profession - EDU 200</p> <p>Direct Measure Used: Field Placement Evaluation</p> <p>CLO/Rubric Criteria or Question Concepts: Students must complete a 40-hour field placement. Students are being assessed on their professional readiness by having their supervising teacher complete a "Field Placement Evaluation." Sections Include:</p> <ul style="list-style-type: none"> • Successful Completion of Hours • Summary of Participation • Recommendation to Continue Study of Education <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Campus/Modality</th> <th># Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>22</td></tr> <tr><td>AN</td><td>1</td><td>1</td><td>13</td></tr> <tr><td>MA</td><td>1</td><td>1</td><td>23</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>1</td><td>1</td><td>11</td></tr> <tr><td>WO</td><td>1</td><td>1</td><td>14</td></tr> <tr><td>Online</td><td>1</td><td>1</td><td>22</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>3</td><td>3</td><td>31</td></tr> <tr><td>Total</td><td>9</td><td>9</td><td>136</td></tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	22	AN	1	1	13	MA	1	1	23	ME	N/A	N/A	N/A	LO	1	1	11	WO	1	1	14	Online	1	1	22	Off-Site Dual Enrollment	3	3	31	Total	9	9	136	<p>Semester/year data collected: Spring 2020</p> <p>Target: At least 90% of students will earn a met on all aspects of the field placement evaluation.</p> <p>Results: Overall Average/Mean Score by modality.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Results by Modality</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>92%</td></tr> <tr><td>On-campus average</td><td>95%</td></tr> <tr><td>Online average</td><td>90%</td></tr> <tr><td>Dual Enrollment average</td><td>90%</td></tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. Successful completion of hours</td><td>90%</td></tr> <tr><td>2. Summary of Participation</td><td>100%</td></tr> <tr><td>3. Recommendation to Continue Study</td><td>99%</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas where students met the target: Students met the target in all 3 areas: completion of hours, summary of participation, and recommendation to continue study by the supervising teachers.</p>	Results by Modality	Results Spring 2020	All students assessed (weighted average)	92%	On-campus average	95%	Online average	90%	Dual Enrollment average	90%	Results by SLO Criteria/Question Concepts	Results Spring 2020	1. Successful completion of hours	90%	2. Summary of Participation	100%	3. Recommendation to Continue Study	99%	<p>1. Changes put in place since previous assessment to improve student learning: This is the first semester that we are assessing professional readiness.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: We need to help students complete their hours in a meaningful way. In Spring 2020, some students were unable to complete their field placement hours due to COVID shutdowns. Hours were replaced by videos of classroom instruction. Students still need live interactions with teachers and students in order to be professionally ready for teaching.</p> <p>4. Based on current results, new actions to improve student learning: Beginning in Fall 2020, we are partnering with George Mason to provide an option for virtual tutoring for our students as a field placement option. NOVA students will commit to 3 hours a week of virtual tutoring to K-12 students. NOVA students will be provided with training and coaching related to their tutoring. Finally, the Teacher Education team will meet in Spring 2021 to discuss our assessment results and next steps. We will include professional development activities to help instructors improve future student performance on assessments.</p> <p>5. Next assessment of this CLO: This CLO will be assessed again in the 2021-2022 school year.</p>
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AL	1	1	22																																																									
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Substance Abuse Rehabilitation Counselor, Certificate

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Program/Discipline Purpose Statement: This curriculum is designed to fulfill the Virginia state educational requirements for the certification of substance abuse counselors. To meet substance abuse counselor certification requirements, the applicant is expected to meet specific education requirements including didactic and experiential learning with a supervised internship required. Individuals seeking skills and knowledge in this career field, but not seeking state certification may also enroll.																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Prepare information for use with a client that includes facts about the disease, potential for relapse, and codependency																																	
Assessment Methods	Assessment Results		Use of Results																														
Course Name/Number: Substance Abuse II - HMS 252 Direct Measure Used: Group presentation on the disease model of addiction, the potential for relapse, and codependency. For each presentation, the students had to explain what it meant, identify research to back the reasoning for it, who needs to understand this concept, and what is the relevance as it relates to substance abuse counselors. SLO/Rubric Criteria or Question Concepts: Presentations: Describing the components of addiction as a disease, potential for relapse, and what is codependency.	Semester/year data collected: Spring 2020 Target: 85% overall Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:		1. Changes put in place since previous assessment to improve student learning: The last assessment of this course was Spring 2017, and the assignment was different. The students had to conduct a site visit. This is the first time this CLO is being assessed in this course, using this assignment. 2. Impact of changes on current results: Not available as the SLO assessment was different last time. 3. According to current results, areas needing improvement: The current assignment appears to have a positive impact on the students learning. Also, the group activity appears to have had a synergistic effect. 4. Based on current results, new actions to improve student learning: No changes necessary at this point. The program would like to compare this assessment again to results in the next cycle. 5. Next assessment of this CLO: Spring 2022																														
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Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first assessment of this CLO. Areas where students met the target: Students met the target for the overall score.																																	

Core Competency Assessment Report: Professional Readiness, 2019-2020

Veterinary Technology, A.A.S.

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Program/Discipline Purpose Statement: Our program is accredited by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (CVTEA). We award an Associate of Applied Science (A.A.S.) degree and prepare you for the Veterinary Technician National Examination (VTNE), an entry level national licensing exam.																																																																		
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Communicate effectively in an ethical, legal, and professional manner with veterinary clients and the veterinary health care team.																																																																		
Assessment Methods	Assessment Results			Use of Results																																																														
Course Name/Number: Animal Hospital Management and Client Relations - VET 235 Direct Measure Used: Communication Videos: Students were randomly assigned a topic involving a coworker and a topic involving a client. These assignments involve potentially high-tension situations. Students enact these scenarios with classmates or volunteers from work and must show that the situation has been resolved and how they resolved it. CLO/Rubric Criteria or Question Concepts: Students are assessed on their ability to respond appropriately to conflict with clients and staff. Students must gauge their body language and verbal language. Please see attached CLO criteria in the Assessment Results column. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">19</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">19</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	19	Online	1	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	1	19	Semester/year data collected: Spring 2020 Target: >70% pass rate for each concept. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 20%;">Results Spring 2020</th> <th style="width: 40%;">Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td>All students assessed (on-campus only)</td> <td style="text-align: center;">97.61%</td> <td style="text-align: center;">99.35%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;">Results by Criteria for Client Scenario: Average Score per criteria</th> <th style="width: 10%;">Results Spring 2020</th> <th style="width: 10%;">Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td>1. 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Client issue is either resolved, client is in a noticeably more positive frame of mind or client is removed from establishment appropriately (if deemed a threat)</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;">Results by CLO Criteria for Coworker Scenario: Average/Mean Score per criteria</th> <th style="width: 10%;">Results Spr 2020</th> <th style="width: 10%;">Results Spr 2017</th> </tr> </thead> <tbody> <tr> <td>1. Addresses staff members with a professional, non-threatening tone of voice and verbal communication.</td> <td style="text-align: center;">96.1%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>2. Addresses staff members with professional, non-threatening and open body posture</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">93%</td> </tr> <tr> <td>3. Maintains legal obligations to the staff members and the facility.</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>4. Ethical integrity of the veterinary profession is kept intact</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>5. 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From 2017 to 2020, students did not perform as well in the area of "Responds to client with a professional, non-threatening tone of voice and verbal communication" and "Client issue is resolved or client is noticeably more positive" with grades going from 100% to 92% and 100% to 88%, respectively. Areas where students met the target: Students met the target in all areas.			Results by Modality	Results Spring 2020	Results Spring 2017	All students assessed (on-campus only)	97.61%	99.35%	Results by Criteria for Client Scenario: Average Score per criteria	Results Spring 2020	Results Spring 2017	1. Responds to client with a professional, non-threatening tone of voice and verbal communication	92%	100%	2. Responds to client with professional, non-threatening and open body posture	100%	100%	3. Maintains legal obligations to client and facility	100%	100%	4. Ethical integrity of the veterinary profession is kept intact	100%	100%	5. 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Impact of changes on current results: Increased scores in areas of tone of voice and body posturing. 3. According to current results, areas needing improvement: Client communication and resolving client communication issues need more improvement. 4. Based on current results, new actions to improve student learning: Role play in class with students in regard to open body language. Role play as well as videos, etc., that help students to recognize when a conflict is truly resolved. 5. Next assessment of this CLO: 2022
Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed																																																															
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Visual Art, A.F.A.

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Program/Discipline Purpose Statement: This studio-arts intensive curriculum is designed for students who seek transfer into a Bachelor of Fine Arts (BFA) program or similar baccalaureate program in fine arts at a college or university.																																																												
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Evaluate a work of art using critical thinking and an accurate vocabulary.																																																												
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<p>Course Name/Number: Fundamentals of Design I - ART 131</p> <p>Direct Measure Used: Students completed a written evaluation of a work of art that has been created in class. This work may have been created by the student or one of their peers. Students had to use appropriate vocabulary to describe the elements and principles of design, and how the work of art may or may not effectively communicate a concept or idea.</p> <p>CLO/Rubric Criteria or Question Concepts: Instructor evaluation of this assignment should consider the merits of the student's written remarks based on description, analysis, interpretation, and judgment of the work. Descriptions should accurately reflect students' knowledge of the elements and principles of design and how they are used to communicate a concept or idea. Instructors were provided with a rubric for evaluation of the student assignment.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>2</td> <td>1</td> <td>16</td> </tr> <tr> <td>AN</td> <td>5</td> <td>4</td> <td>62</td> </tr> <tr> <td>MA</td> <td>2</td> <td>1</td> <td>18</td> </tr> <tr> <td>LO</td> <td>3</td> <td>3</td> <td>45</td> </tr> <tr> <td>WO</td> <td>3</td> <td>2</td> <td>30</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>15</td> <td>11</td> <td>171</td> </tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL	2	1	16	AN	5	4	62	MA	2	1	18	LO	3	3	45	WO	3	2	30	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	15	11	171	<p>Semester/year data collected: Spring 2020</p> <p>Target: At least 80% of students will earn a score of 70 or better.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Results Spring 2020</th> <th style="width: 35%;">Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>All students assessed</td> <td>84.5</td> <td>86.1</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by SLO Criteria</th> <th style="width: 35%;">Results Spring 2020</th> <th style="width: 35%;">Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>1. 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Overall average scores across on-campus sections fell by 1.6%</p> <p>Areas where students met the target: Students as a whole met the target score in all four assessment areas.</p>		Results by Modality	Results Spring 2020	Results Fall 2018	All students assessed	84.5	86.1	Results by SLO Criteria	Results Spring 2020	Results Fall 2018	1. Description	21.1	21.71	2. Analysis	20.9	21.46	3. Interpretation	21.5	21.48	4. Judgement	20.9	21.31	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: Fall 2018 marked the first year of assessment of this SLO/CLO. There was no previous data set to compare to and, as a result, no changes were initiated. 2. Impact of changes on current results: None. Fall 2018 marked the first year of assessment of this SLO/CLO. There was no previous data set to compare to and, as a result, no changes were initiated. 3. According to current results, areas needing improvement: In comparison with the previous assessment, scores fell in three of four criteria: Description, Analysis, and Judgement. The greatest decline, of 0.6 percentage points, was in Analysis. 4. Based on current results, new actions to improve student learning: Scores in "Analysis" met the target; however, the score suggests that students should demonstrate a greater awareness of basic design elements and improve descriptions and art terminology usage. These skills are especially important to develop students' professional readiness. Beginning in Fall 2020, new actions to improve learning include: <ol style="list-style-type: none"> 1) Instructors shall define the basic design elements and provide more in-depth instruction in this area. 2) Specific art terms for student usage will be identified. 3) Instruction shall focus on the development of student usage of these terms through dialogue and critique. 4) Determine by Spring 2021 if there is consistent textbook usage that identifies basic design elements and specific art terminology. If not, consistent usage of text will be encouraged. 5) Instructors shall emphasize the importance of correct terminology and identification of design elements as it relates to professional readiness. 6) The Fine Art Discipline Group will consider adding a 6th criteria in "Project Rubric for Overall Skill Assessment" that directly address other skills associated with Professional Readiness. 7) The current target combines both the average score per criteria and percent of students that met the criteria. This target will be examined by all faculty within the Fine Art Discipline Group in October 2020 to
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Visual Art, A.F.A.

		<p>determine if an adjustment is necessary to provide a clear evaluation of student performance.</p> <p>This APER draft will be distributed to all faculty within the Fine Art Discipline Group in early October. In mid-October, the group will meet by Zoom to discuss actions and implement any necessary changes by Spring 2021.</p> <p>5. Next assessment of this CLO: Fall 2021</p>
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Disciplines

Core Competency Assessment Report: Professional Readiness, 2019-2020

Art History

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Program/Discipline Purpose Statement: *This program is designed for students who plan to transfer to a college or university for a Bachelor of Arts in Art History.*

Core Learning Outcome: **Professional Readiness** **Scientific Literacy**

Operationalize your CLO here: Apply information literacy skills to research art history SLO6

Assessment Methods	Assessment Results	Use of Results																																																										
<p>Course Name/Number: History of Modern Art / Art 106</p> <p>Direct Measure Used: Instructors assigned students a project which required some research (possibilities were research paper, research power point, research for a class presentation, etc.). Students needed to demonstrate: proper Attribution of research sources, Evaluation of Sources demonstrate expertise and independent thought, and Communication of Evidence – evidence is integrated and synthesized expertly to support claims. Students were evaluated on a rubric with 1-4 points for each criterion.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>17</td></tr> <tr><td>AN</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>1</td><td>1</td><td>14</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>1</td><td>1</td><td>22</td></tr> <tr><td>WO</td><td>1</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>3</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>0</td><td>0</td><td>0</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>9</td><td>3</td><td>53</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	17	AN	2	0	0	MA	1	1	14	ME	0	0	0	LO	1	1	22	WO	1	0	0	Online	3	0	0	Off-Site Dual Enrollment	0	0	0	Total	9	3	53	<p>Semester/year data collected: Spring 2020</p> <p>Target: 70% of student should accomplish better than average marks (based on the rubric at least 3 or 4 out of 4 points) in all areas</p> <p>Results: Overall Average/Mean Score by Modality.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Results Spr 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed</td><td>76%</td></tr> <tr><td>On-campus average</td><td>76%</td></tr> <tr><td>Online average</td><td>NA</td></tr> <tr><td>Dual Enrollment average</td><td>NA</td></tr> </tbody> </table> <p>Results by CLO Criteria: [x] Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by CLO Criteria:</th> <th>Results Spr 2020</th> </tr> </thead> <tbody> <tr><td>1. Attribution of Sources</td><td>60%</td></tr> <tr><td>2. Evaluation of Sources</td><td>74%</td></tr> <tr><td>3. Communicate Evidence</td><td>66%</td></tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: This is the first time this SLO was assessed for Art History</p> <p>Areas where students met the target: Students performed best in the ability to evaluate sources</p> <p>Areas where students did NOT meet the target: students were slightly off the target in consistent attribution of sources in a research paper/project.</p>	Results by Modality	Results Spr 2020	All students assessed	76%	On-campus average	76%	Online average	NA	Dual Enrollment average	NA	Results by CLO Criteria:	Results Spr 2020	1. Attribution of Sources	60%	2. Evaluation of Sources	74%	3. Communicate Evidence	66%	<p>1. Changes put in place since previous assessment to improve student learning: This is the first time art history has done this assessment</p> <p>2. Impact of changes on current results:</p> <p>3. According to current results, areas needing improvement: Students need to know not only how to cite sources properly but to be consistent in using proper citation throughout a research paper/project</p> <p>4. Based on current results, new actions to improve student learning: Provide students with online resources to learn to properly cite sources and arrange visit to library and have a reference librarian teach research skills. Encourage students to visiting writing center for help. This will be discussed during our Spring 2021 discipline meeting. The chair will ensure all art history steering committee members will be responsible for sharing changes with all adjunct faculty on their respective campuses (including NOL).</p> <p>5. Next assessment of this CLO: Spring 2022</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Communication Studies

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Program/Discipline Purpose Statement: This program is designed for students who wish to study speech communication at the college level or who wish to transfer to a four-year institution for a baccalaureate degree.																																																																							
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will be able to orally communicate ideas to a listener with verbal and nonverbal fluency																																																																							
Assessment Methods	Assessment Results	Use of Results																																																																					
Course Name/Number: Principles of Public Speaking CST 100 Direct Measure Used: Oral Communication Competencies Rubric CLO/Rubric Criteria or Question Concepts: Students select topic, conduct research, draft an outline and orally deliver a 3-5 minute speech. Assessment focuses on: 1. Chooses/narrows topic 2. Communicates thesis 3. Appropriate supporting material 4. Effective organizational plan 5. Appropriate language 6. Vocal variety 7. Pronunciation/grammar 8. Non-verbal behaviors Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>9</td><td>1</td><td>19</td></tr> <tr><td>AN</td><td>16</td><td>3</td><td>63</td></tr> <tr><td>MA</td><td>10</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>8</td><td>2</td><td>37</td></tr> <tr><td>WO</td><td>12</td><td>4</td><td>72</td></tr> <tr><td>Online</td><td>14</td><td>N/A</td><td>N/A</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>69</td><td>8</td><td>191</td></tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL	9	1	19	AN	16	3	63	MA	10	0	0	ME	N/A	N/A	N/A	LO	8	2	37	WO	12	4	72	Online	14	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	69	8	191	Semester/year data collected: Spring 2020 Target: 75% Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Results by Modality</th> <th style="width: 40%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">83%</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">83%</td></tr> <tr><td>Online average</td><td style="text-align: center;">N/A</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Results by CLO Criteria</th> <th style="width: 40%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. 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Impact of changes on current results: Due to Covid-19 the participation from students/faculty was half of the expected sample size for AY 2019-2020. Assessment committee will look for ways to increase participation in the assessment across campuses and course delivery formats. 3. According to current results, areas needing improvement: Each area assessed scored above 75%. The lowest scoring areas were Chooses/Narrows Topic and Supporting Materials. 4. Based on current results, new actions to improve student learning: Additional instruction in the areas of Chooses/Narrows Topic and Supporting Materials needs to be developed. Activities tailored to giving students a chance to practice these two skills will be included in CST 100 instruction Canvas Depository. 5. Next assessment of this CLO: We will assess this CLO again in AY 2022-2023. Because we have only used this assessment twice, we will administer it again in 2022-2023 keeping the goal at 75%. If at that time we exceed 75% for the third time, we will increase the goal. CST Steering Committee will review the textbooks used across the campuses in an effort to standardize learning.	
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Economics

NOVA Mission Statement: 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.

Program/Discipline Purpose Statement: Economics provides an objective interpretation of human behavior. Rational and predictable economic behavior allows for the quantification and logical analysis of many social problems. Also, an understanding of how the national and international economy functions is critical to success in today's business environment. At the macro-level, how national governments influences the economy and how that affects industry are pertinent to students entering the business world. At the micro-level, explorations of consumer theory, theory of the firm, market structures, and resource markets contribute to students' understanding of the underpinnings of capitalism.

Core Learning Outcome PR : SLO 3b (Students will be able to analyze graphs, tables, and statistical economic data)

Assessment Methods	Assessment Results	Use of Results																																																																													
<p>Course Name/Number: Principles of Microeconomics (Econ 202)</p> <p>Direct Measure Used: Multiple Choice Questions (See attached)</p> <p>SLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1. Market Structures – Perfect Competition 2. Market Structures – Monopoly 3. Demand & Supply 4. Market Equilibrium 5. Elasticity <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th># Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>8</td><td>8</td><td>116</td></tr> <tr><td>AN</td><td>9</td><td>4</td><td>71</td></tr> <tr><td>MA</td><td>8</td><td>8</td><td>141</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>9</td><td>3</td><td>75</td></tr> <tr><td>WO</td><td>7</td><td>5</td><td>112</td></tr> <tr><td>Online</td><td>10</td><td>6</td><td>106</td></tr> <tr><td>Off-Site</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Dual Enrollment</td><td></td><td></td><td></td></tr> <tr><td>Total</td><td>51</td><td>34</td><td>621</td></tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL	8	8	116	AN	9	4	71	MA	8	8	141	ME	N/A	N/A	N/A	LO	9	3	75	WO	7	5	112	Online	10	6	106	Off-Site	0	0	0	Dual Enrollment				Total	51	34	621	<p>Semester/year data collected: Spring 2020</p> <p>Target: 75% (75% of student will score more than or equal to 75% on the test)</p> <p>Results: Overall Average/Mean Score by Modality.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Results Spring 2020</th> <th>Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>On-campus average</td> <td>84%</td> <td>78%</td> </tr> <tr> <td>Online average</td> <td>83%</td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment average</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>Results by SLO Criteria:</p> <p>[] Average/Mean Score per criteria or [X] Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Question Concepts</th> <th>Results Spring 2020</th> <th>Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. 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Changes put in place since previous assessment to improve student learning:</p> <p>After the previous assessment (AY2018-2019) the Discipline decided to expand SLO & CLO assessment to include courses offered during the First Eight Weeks and those offered by NOVA Online (NOL). Previously, ECON did not have the assessment measure in place to use in the 8 week NOVA Online. In order to ensure the assessment measures are in place for the 8 week online course's use, The ECON Steering Committee is rotating that responsibility among all physical campuses. For example, Alexandria was in charge of supplying the necessary measures for the online courses in 2019-2020. They successfully did so.</p> <p>To better assess student performance on SLOs, the Steering Committee increased the number of concepts tested (and number of questions) on each exam; this was implemented Fall 2019.</p> <p>2. Impact of changes on current results:</p> <ul style="list-style-type: none"> • Select Steering Committee members aided their colleagues teaching online courses in reporting the assessment data. • Eight week courses in the first half of the semester conducted the tests and reported their results. • The increase in the number of questions enabled the Discipline to increase the concepts tested. <p>3. According to current results, areas needing improvement:</p> <p>First and most importantly, the Discipline must make a concerted effort to investigate the reasons for the general decline in performance even with a lower Target score for the assessments.</p> <p>Second, in order to get faculty colleagues to provide data on performance by concepts, The SLO Lead designed an excel table to compile and organize data from the assessment measures.</p> <p>Third, another area that needs improvement is to refrain from doing assessments of SLO.</p>
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Economics

	<p>Narrative comparison of current results to previous results: In terms of the percent of students who scored above the target score, the current year results are better than the previous year results. It is noteworthy that the Discipline Group lowered the target score used last year from 85% to 75%, for the current year's assessment hoping that a greater number of students will achieve the new performance threshold. This change may have contributed to the improvement of the results for Principles of Macroeconomics in the Spring of 2020.</p> <p>Areas where students met the target: The data collected does not provide a basis for determining the areas where students met the target.</p> <p>Areas where students did NOT meet the target: The data collected does not provide a basis for determining the areas where students did not meet the target.</p>	<p>Fourth, the number of students tested in the Discipline's assessments needs to improve, or the Discipline needs to resort to using a well-designed sample for its assessments.</p> <p>Manassas campus has consistently recorded the highest percentage of assessment of sections offered and the current cycle is no exception. In AY2019-2020 Manassas campus conducted assessment exercises in over 99% of the course sections offered at the campus. In the same reporting period, the Woodbridge and Alexandria campuses also recorded over 99% performance rates in the number of sections assessed. The campus that has consistently performed the worst in the number of sections assessed out of the total number of course sections offered is the Annandale campus. In the current cycle, (AY19-20), for example, the campus assessed less than 30% of the vast majority of the sections offered in the Macro and Micro courses offered on the campus.</p> <p>Another problem that continues to persist for the discipline is the number of students assessed as a percentage of the total number of students enrolled. In both Microeconomics and Macroeconomics, the Discipline barely tested 50% of the students enrolled.</p> <p>At the campus level, all the campuses scored significantly high percentages of students enrolled in both courses in the four exercises (2 Principles of Economics courses offered respectively in Fall 2019 and Spring 2020) conducted in AR2019-2020, except for Annandale and Loudoun, where the percentage of students tested was much lower. Annandale, for example, on average, tested less than 15% of students enrolled in both courses</p> <p>The Discipline's two main courses offered by NOVA Online – Principles of Microeconomics and Principles of Macroeconomics - had not been reviewed for quite some time. Discipline Group members expressed the desire to update the content as well as the design structure of the course. This would bring it in line with those offered face-to-face. The Steering Committee brought this issue to the attention of the discipline Dean, Dr. Hitchcock, who was able to secure some funding from the college for the discipline to compensate a group of volunteers to conduct a long overdue review and revision of the Econ courses offered by NOL..</p> <p>4. Based on current results, new actions to improve student learning: Target Goals: In AY20-21 the Steering Committee will evaluate the general decline in performance from the previous year to the current year. Improving the sample: Beginning Fall 2020 Steering Committee members on each campus will work with their campus instructors to ensure their participation.</p> <ul style="list-style-type: none"> • To improve the quality of the test results, I have requested the Office of Academic Assessment to help the Discipline develop a sample of course sections to be tested for Microeconomics and Macroeconomics on each campus in AR2020-2021.
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Economics

	<ul style="list-style-type: none"> • We need to improve faculty participation. The Steering Committee will discuss cc-ing the campus dean appropriate associate deans when sending requests for participation. • The current results suggest an urgent need for the Discipline to adopt measures to improve student learning. <p>Improvement of Student Performance: During the 2020-2021 academic year, a sub-Committee composed of the Discipline's senior faculty will be formed to review the current level of student performance and to adopt measures necessary to improve performance. The Committee will also explore the feasibility of standardizing the econ textbooks used across the college This initiative will standardize the body of knowledge presented to students and will make it easier to identify concepts that are challenging to students and to adopt strategies for enhancing the presentation of those concepts to students.</p> <p>Update NOVA Online Economics Courses: The Discipline's two main v courses had not been reviewed for quite some time. Discipline Group members expressed the desire to update the content as well as the design structure of the course. This would bring it in line with on campus courses</p> <p>The Steering Committee secured funding for this project from Dr. Hitchcock. These funds were used to compensate faculty conducting the review and revision of the Econ courses offered by NOL. The Committee started its work on Monday, September 23, 2019 and submitted its final report on Sunday March 8, 2020 (see attached for the Committee's New Course Outlines for Principles of Microeconomics and Principles of Macroeconomics. The Discipline is convinced that this review will help improve the quality of the revised economics courses offered online.</p> <p>Collaborating with VCCS to Improve Course Content: The Virginia Community College System (VCCS) and the State Council of Higher Education for Virginia (SCHEV) have launched an initiative to standardize the course contents for Economics courses taught within the VCCS and to streamline – and in fact facilitate - the transferability of the courses across the 4 year colleges within the State of Virginia. Many colleagues from the NOVA Econ Discipline Group are participating in this initiative. As a result of this initiative, NOVA has new course content summaries for micro and macroeconomics. These will be published to the college website and all faculty are required to use the new summaries..</p> <p>5. Next assessment of this SLO: Fall 2020-2021</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Geology

NOVA Mission Statement: 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.

Program/Discipline Purpose Statement: The purpose of the geology discipline is to teach students how Earth works as a system and how humans interact with Earth. Geology looks at some of the most important issues in society today including energy sources and sustainability, climate change, the impacts of developments on the environment, water management, mineral resources and natural hazards.

Core Learning Outcome: **Professional Readiness** **Scientific Literacy**

Student Learning Outcome 1: *Students will use graphical methods to organize and interpret data*

Assessment Methods	Assessment Results	Use of Results																																																																																					
<p>Course Name/Number: Physical Geology GOL 105 Direct Measure Used Assessment of SLO #3 (for assessing QL) utilized a laboratory assignment designed to demonstrate the process of finding earthquake epicenters. This task required students to create a graph using seismic wave data and then use the graph to determine distances of various recording stations from earthquake epicenters. From this information, students were then asked to triangulate an earthquake epicenter and indicate its location on a map. Success on this SLO was based on a point scale for the entire exercise.</p> <p>SLO/Rubric Criteria or Question Concepts: Students will use graphical methods to organize and interpret data. Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th># Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL on campus</td><td></td><td></td><td></td></tr> <tr><td>AL synchronous</td><td>3</td><td>2</td><td>47</td></tr> <tr><td>AN on campus</td><td></td><td></td><td></td></tr> <tr><td>AN synchronous</td><td>3</td><td>2</td><td>45</td></tr> <tr><td>MA on campus</td><td></td><td></td><td></td></tr> <tr><td>MA synchronous</td><td>3</td><td>1</td><td>24</td></tr> <tr><td>ME on campus</td><td></td><td></td><td></td></tr> <tr><td>ME synchronous</td><td></td><td></td><td></td></tr> <tr><td>LO on campus</td><td></td><td></td><td></td></tr> <tr><td>LO synchronous</td><td>6</td><td>3</td><td>71</td></tr> <tr><td>WO on campus</td><td></td><td></td><td></td></tr> <tr><td>WOSynchronous</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>Online (asynchronous)</td><td>6</td><td>0</td><td>0</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Total</td><td>24</td><td>8</td><td>187</td></tr> </tbody> </table> <p>Data was not broken out by sections.</p>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL on campus				AL synchronous	3	2	47	AN on campus				AN synchronous	3	2	45	MA on campus				MA synchronous	3	1	24	ME on campus				ME synchronous				LO on campus				LO synchronous	6	3	71	WO on campus				WOSynchronous	3	0	0	Online (asynchronous)	6	0	0	Off-Site Dual Enrollment	0	0	0	Total	24	8	187	<p>Semester/year data collected: Spring 2020</p> <p>Target: 70% of students pass with >70% score</p> <p>Results: An accumulation of 70% of possible points was considered successful for non-science majors and 90% for science majors. Non-science majors scored well above their 70% successful completion target with a 91% success rate. Science majors fell just short of the 90% target with an 89% success rate.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Spring 2020</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td></td><td></td></tr> <tr><td>PP AVG</td><td></td><td></td></tr> <tr><td>CV AVG</td><td></td><td></td></tr> <tr><td>HY AVG</td><td>91%</td><td>90%</td></tr> <tr><td>NOVA Online AVG</td><td></td><td></td></tr> <tr><td>Dual Enrollment AVG</td><td></td><td></td></tr> </tbody> </table> <p>Results by SLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria <input type="checkbox"/> Percent of Students > target per criteria</p> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: Students scored slightly better than the previous year for non-majors. Science majors scored slightly below the last year.</p>	Results by Modality	Spring 2020	Spring 2019	All students assessed (weighted average)			PP AVG			CV AVG			HY AVG	91%	90%	NOVA Online AVG			Dual Enrollment AVG			<p>1. Changes put in place since previous assessment to improve student learning: The geology discipline has discussed the previous results and has tried to implement more preparation for the students in understanding the methods used for this exercise.</p> <p>2. Impact of changes on current results: There has been a small increase in non- major proficiency and a larger increase in Science majors falling just short of the 90% target.</p> <p>2b. Impacts on assessment and/or student learning based on COVID. Data collection was disrupted by changes in instruction due to COVID.</p> <p>3. According to current results, areas needing improvement: The biggest area needing improvement is increasing the attaining the target goal of 70% of sections participating</p> <p>4. Based on current results, new actions to improve student learning: To reach the goal of assessing 70% of sections taught will include communication of the importance of these assessments with all faculty, including adjuncts and online.</p> <p>5. Next assessment of this SLO:</p>
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Off-Site Dual Enrollment	0	0	0																																																																																				
Total	24	8	187																																																																																				
Results by Modality	Spring 2020	Spring 2019																																																																																					
All students assessed (weighted average)																																																																																							
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Core Competency Assessment Report: Professional Readiness, 2019-2020

History

NOVA Mission Statement: 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.																																																																	
Program/Discipline Purpose Statement: History is the study of the past, in an attempt to understand the human condition as it changes and remains the same over time. At its core, the Discipline aims at satisfying and stimulating intellectual curiosity by encouraging questioning and developing knowledge. Finally, the Discipline is actively engaged in translating the skills acquired in the classroom to a wide-range of professional settings that require effective communication, critical thinking and information literacy such as law, education, journalism, policy analysis, and archival work.																																																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students were instructed on the importance on-time, regular attendance in the classroom, with connections made between attendance and success in work, academic, and personal life. Students will regularly attend class. Has the CLO been operationalized using an SLO? (Yes/No):No																																																																	
Assessment Methods	Assessment Results	Use of Results																																																															
Course Name/Number: History of Western Civilization II – HIS 102 Direct Measure Used: Class Attendance CLO/Rubric Criteria or Question Concepts: Instructors were asked to assess whether students attended class on time or whether they were tardy. The determination of what is considered 'present', 'absent' or 'tardy' was left up to the instructor in order to align with their class policies. As some instructors failed to do this, History created to different assessment measures. See A and B below. (A) Present On-time, Present Tardy, Absent (B) Present, Absent Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">3</td><td style="text-align: center;">1</td><td style="text-align: center;">19</td></tr> <tr><td>AN</td><td style="text-align: center;">13</td><td style="text-align: center;">1</td><td style="text-align: center;">12</td></tr> <tr><td>MA</td><td style="text-align: center;">4</td><td style="text-align: center;">2</td><td style="text-align: center;">58</td></tr> <tr><td>ME</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>LO</td><td style="text-align: center;">5</td><td style="text-align: center;">4</td><td style="text-align: center;">73</td></tr> <tr><td>WO</td><td style="text-align: center;">5</td><td style="text-align: center;">1</td><td style="text-align: center;">20</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td style="text-align: center;">5</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td style="text-align: center;">35</td><td style="text-align: center;">9</td><td style="text-align: center;">182</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	1	19	AN	13	1	12	MA	4	2	58	ME	0	0	0	LO	5	4	73	WO	5	1	20	Online	5	0	0	Off-Site Dual Enrollment	0	0	0	Total	35	9	182	Semester/year data collected: Spring 2020 Target: Individual student attendance rate of at least 80% Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">85.3%</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">85.3%</td></tr> <tr><td>Online average</td><td style="text-align: center;">N/A</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> Results by CLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by CLO Criteria/ Question Concepts</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. 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(B) Present	88.0%	5. (B) Absent	12.0%	1. Changes put in place since previous assessment to improve student learning: This is the first time Professional Readiness was assessed. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Our results were compromised due to COVID. A few participating instructors stopped assessing attendance once NOVA switched to remote learning. As the assessed students did not sign up for an online course, many instructors felt it was unfair to hold them accountable for attendance when they may be lacking the necessary technology, reliable internet and private space to continue to attend class consistently. The data includes these courses as well as those that took attendance throughout the term. It is clear from the available data that COVID had a negative impact on student attendance. Rates were high for many classes, usually exceeding 90%, before the college switched to remote learning. Afterwards, many classes saw rates in the 70%-80% range. Instructors were asked to assess whether students attended class on time or whether they were tardy. Only about half of the participating instructors included this in their data. For this reason, the CLO results are divided into two parts – those that assessed timeliness and those	
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History

	<p>Narrative comparison of current results to previous results: This is the first time History has assessed Professional Readiness.</p> <p>Areas where students met the target: Individual student attendance averaged 85.3%.</p>	<p>that did not. In the future, we must make sure this assessment criteria is standardized.</p> <p>4. Based on current results, new actions to improve student learning: Ideally, we would like to replicate this assessment again, but without COVID or institutionalized remote learning. It is difficult to make valuable conclusions regarding attendance and professional preparedness with this current data set.</p> <p>5. Next assessment of this CLO: Spring 2023</p>
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Religion

NOVA Mission Statement: 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.																																																											
Program/Discipline Purpose Statement: This program is designed for individuals who plan to transfer to a four-year institution to complete a bachelor of arts (B.A.).																																																											
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Religion SLO - Visit a previously unfamiliar religious event/community and report on that experience.																																																											
Assessment Methods	Assessment Results	Use of Results																																																									
<p>Course Name/Number: Intro to the Study of Religion – REL 100, Religions of the World I – REL 231, Religions of the World II – REL 232</p> <p>Direct Measure Used: Students observed (either in-person or virtually) a religious event or site from a previously unfamiliar religion, and then submitted a report describing and interpreting that experience.</p> <p>Rubric Criteria or Question Concepts: Criteria 1: Description of the ritual/service (how many leaders, singing, etc); location (architectural themes, colors, etc.); and participants. Criteria 2: The student provided thoughtful reflection on their experience with a previously unfamiliar religion.</p> <ul style="list-style-type: none"> • Did the student participate in the event or observe? • What did you learn about this group from attending the service? What does the event tell you about the values/beliefs/opinions of this group with regard to gender roles, dress/modesty, music/dancing, social issues, proselytizing/seeking new members, the roles/responsibilities of young people, etc.? <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;"># Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>8</td><td>4</td><td>124</td></tr> <tr><td>MA</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>6</td><td>0</td><td>0</td></tr> <tr><td>WO</td><td>1</td><td>1</td><td>16</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>14</td><td>5</td><td>59</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>1</td><td>0</td><td>0</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>39</td><td>10</td><td>199</td></tr> </tbody> </table>	Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed	AL	5	0	0	AN	8	4	124	MA	4	0	0	ME	0	0	0	LO	6	0	0	WO	1	1	16	Online	14	5	59	Off-Site Dual Enrollment	1	0	0	Total	39	10	199	<p>Semester/year data collected: Spring 2020</p> <p>Target: 70% of all students will meet both criteria in the assessment.</p> <p>Results: Overall Average/Mean Score by Modality :</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>87%</td></tr> <tr><td>On-campus average</td><td>84%</td></tr> <tr><td>Online average.</td><td>92%</td></tr> <tr><td>Dual Enrollment average. N/A</td><td></td></tr> </tbody> </table> <p>Results by SLO Criteria: <input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria</th> <th style="width: 50%;">Spring 2020</th> </tr> </thead> <tbody> <tr><td>Criterion 1:</td><td>90%</td></tr> <tr><td>Criterion 2:</td><td>83%</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Areas where students met the target: All areas</p>	Results by Modality	Results Spring 2020	All students assessed (weighted average)	87%	On-campus average	84%	Online average.	92%	Dual Enrollment average. N/A		Results by SLO Criteria	Spring 2020	Criterion 1:	90%	Criterion 2:	83%	<p>1. Changes put in place since previous assessment to improve student learning: This is the first assessment of this SLO using this assessment.. Because we are new to the assessment process, we used an assignment that was already given in some form by most faculty teaching REL 100, 231, and 232 courses. That made it easier to coordinate and involve adjunct faculty in the process. However, the process did end up being complicated by COVID, as discussed below.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Students met all the target criteria. There was a notable difference in results for online vs. on-campus students, but because the data is from a relatively small sample, that may simply reflect differences in how individual faculty graded the assessment. Future assessments could be improved by trying to involve more campuses/faculty in the process. In addition, COVID created unforeseen complications that further muddled the assessment process and its results. We had initially planned to have a more consistent assessment across classes. However, due to COVID some faculty that had planned to have students view a service in person later in the semester had to quickly change to a virtual assignment or alter the assignment in some other way. This means the assessment (and by extension the grading rubric) were not consistent, which makes it hard to draw conclusions based on the assessment. In the future we plan to make sure that all assessments and correlating rubrics are consistent, so that the results will be more useful in improving our courses. We also only completed one assessment this year instead of two, so we will need to do two in the future.</p> <p>4. Based on current results, new actions to improve student learning: We plan to do a full debrief of these results, along with discussing future assessment plans, with all Religion faculty at our next discipline group meeting, which will take place in January 2021. We plan to do two assessments in Spring 202. At the meeting we will discuss the previous assessment, its results, what went right and wrong with it, what we can do to improve future assessments, and we will finalize the plan for the Spring 2021 assessments.</p> <p>5. Next assessment of this SLO: 2022-2023.</p>	
Campus/Modality	# Sections Offered	# Sections Assessed	# Students Assessed																																																								
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Core Competency Assessment Report: Professional Readiness, 2019-2020

Student Development

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<p>Program/Discipline Purpose Statement: As part of the Achieving the Dream initiative SDV 100+101 incorporates four categories of student learning outcomes: Campus/college community policies and procedures; Skills for academic success; Self-management; Decision-making (academic, personal and career).).</p>																																																																																																																																																																														
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Via multiple choice quiz, students will be able to identify which soft skills they learned on each of a variety of assignments they completed throughout the semester. The soft skills assessed: attention to detail; communication; creativity; interpersonal skills; problem solving, teamwork; time management; work ethic. Has the CLO been operationalized using an SLO? (Yes/No): no</p>																																																																																																																																																																														
Assessment Methods	Assessment Results					Use of Results																																																																																																																																																																								
<p>Course Name/Number: SDV 100/101</p> <p>Direct Measure Used: Professional Readiness Assessment survey was given at the end of the semester of each course. "What you learned in SDV will help you get a job". Students will link the soft skill with the assignment that potentially gave them the skill. Are students getting the professional readiness from our assignments? We used soft skills identified in this article: https://resumegenius.com/blog/resume-help/soft-skills#what-are-soft-skills</p> <p>Students were given the opportunity to pick more than one assignment that addressed the soft skill along with "none".</p> <p>CLO/Rubric Criteria or Question Concepts: See attached. Questions 1- 8. Question 9 was a question that aided in awarding points to the student for completion of the quiz. It was not use to come up with assessments of the results.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Campus / Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>SDV 100: 18 SDV 101: 5</td> <td>SDV 100: 18 SDV 101: 0</td> <td>292</td> </tr> </tbody> </table>	Campus / Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	SDV 100: 18 SDV 101: 5	SDV 100: 18 SDV 101: 0	292	<p>Semester/year data collected: Spring 2020</p> <p>Target: What assignment did students link with the soft skill.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2" style="text-align: center;">Dual Enrollment</th> <th colspan="2" style="text-align: 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Assignment	54	46%	301	61%	807	48.76	None of the Assignments	7	6%	22	4%	89	5.38	Stress Management Assignment	41	35%	180	37%	481	29.06	Time Management Assignment	55	47%	293	59%	825	49.85		Dual Enrollment		NOVA Online		In Person		Communication							Academic Planning Project	35	30%	166	34%	562	33.96	Career Research Assignment	38	32%	241	49%	656	39.64	Financial Wellness Assignment	20	17%	107	22%	326	19.70	Learning Styles Assignment	60	51%	328	67%	889	53.72	None of the Assignments	8	7%	52	11%	224	13.53	Stress Management Assignment	77	65%	247	50%	719	43.44	Time Management Assignment	35	30%	164	33%	475	28.70		Dual Enrollment		NOVA Online		In Person		Creativity							Academic Planning Project	48	41%	186	38%	578	34.92	Career Research Assignment	40	34%	263	53%	705	42.60	<p>1. Changes put in place since previous assessment to improve student learning: As we assess CLO's we are improving on the way we create assessment measures, this helps us improve overall the assignments in the course. It helps us really determine if the students are learning skills and can identify concepts and link their learning from the classroom to other classes and their future workplace.</p> <p>2. Impact of changes on current results:</p> <p>3. Impact of COVID on current results: Spring 2020 was when our curriculum moved to all online, be it remote virtual through zoom synchronous learning or all virtual asynchronous learning. Due to COVID the SDV curriculum committee did last minute course prep and scrambling especially during out 2nd semester piece; for example we added zoom usage, we suggested flexible deadline submissions, instructions on how access college resources like hotspots and laptop loaners to access assignments, and statements of care and understanding in syllabus acknowledging difficulties during the multiple pandemics. Not all instructors were prepared or technologically ready to still have a classroom community as we transitioned all online. I look forward to this being assessed in the next cycle to see if COVID had a larger impact on questions about collaboration and community.</p>
Campus / Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																																																																																																																											
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Student Development

AN	SDV 100: 35 SDV 101: 0	SDV 100: 33 SDV 101: 0	461
MA	SDV 100: 16 SDV 101: 4	SDV 100: 16 SDV 101: 0	189
ME	SDV 100: 0 SDV 101: 7	SDV 100: 0 SDV 101: 7	51
LO	SDV 100: 18 SDV 101: 5	SDV 100: 17 SDV 101: 3	344
WO	SDV 100: 18 SDV 101: 4	SDV 100: 17 SDV 101: 0	318
Online	SDV 100: 21 SDV 101: 14	SDV 100: 21 SDV 101: 10	493
Off-Site Dual Enrollment	SDV 100: 8 SDV 101: 4	SDV 100: 8 SDV 101: 0	118
Total	SDV 100: 134 SDV 101: 43	SDV 100: 130 SDV 101: 20	2266

Financial Wellness Assignment	10	8%	75	15%	259	15.65
Learning Styles Assignment	59	50%	312	63%	945	57.10
None of the Assignments	8	7%	20	4%	106	6.40
Stress Management Assignment	52	44%	203	41%	641	38.73
Time Management Assignment	33	28%	161	33%	564	34.08
	Dual Enrollment		NOVA Online		In Person	
Interpersonal	#	%	#	%	#	%
Academic Planning Project	18	15%	98	20%	295	17.82
Career Research Assignment	26	22%	142	29%	399	24.11
Financial Wellness Assignment	15	13%	69	14%	278	16.80
Learning Styles Assignment	33	28%	219	44%	541	32.69
None of the Assignments	16	14%	69	14%	255	15.41
Stress Management Assignment	42	36%	170	34%	531	32.08
Time Management Assignment	17	14%	98	20%	336	20.30
	Dual Enrollment		NOVA Online		In Person	
Problem Solving	#	%	#	%	#	%
Academic Planning Project	47	40%	233	47%	701	42.36
Career Research Assignment	44	37%	181	37%	490	29.61
Financial Wellness Assignment	54	46%	233	47%	729	44.05
Learning Styles Assignment	42	36%	222	45%	583	35.23
None of the Assignments	5	4%	11	2%	52	3.14
Stress Management Assignment	67	57%	342	69%	1061	64.11
Time Management Assignment	77	65%	352	71%	1050	63.44
	Dual Enrollment		NOVA Online		In Person	
Teamwork	#	%	#	%	#	%
Academic Planning Project	30	25%	136	28%	416	25.14
Career Research Assignment	16	14%	159	32%	376	22.72
Financial Wellness Assignment	9	8%	35	7%	204	12.33
Learning Styles Assignment	29	25%	221	45%	497	30.03
None of the Assignments	14	12%	110	22%	442	26.71
Stress Management Assignment	61	52%	132	27%	438	26.47
Time Management Assignment	26	22%	93	19%	259	15.65
	Dual Enrollment		NOVA Online		In Person	

3. According to current results, areas needing improvement: Giving clear goals and objectives to students on what they hope to learn in the assignments. Not only assess assignments but also assess discussions (in Canvas) and Quizzes (in Canvas).

4. Based on current results, new actions to improve student learning:
In Fall 2020, Assignments, Assessments, and Discussions will have robust objectives and purpose that students can review the reasoning and learning goals in each activity they complete in Canvas.

We will post the final report in the SDV Curriculum Resources in Canvas where instructors access their annual trainings, updates from Associate Deans, and discussion to resolve template issues.

In the annual SDV mandatory training for all instructors we will discuss the results and highlight the students low recognition of group work, team work and collaboration soft skills in class assignments and discuss possible ways to teach the materials that can address this deficiency.

5. Next assessment of this CLO: 2022-2023

Student Development

Time Management	#	%	#	%	#	%
Academic Planning Project	32	27%	223	45%	599	36.19
Career Research Assignment	20	17%	119	24%	335	20.24
Financial Wellness Assignment	25	21%	117	24%	303	18.31
Learning Styles Assignment	24	20%	135	27%	314	18.97
None of the Assignments	0	0%	6	1%	27	1.63
Stress Management Assignment	51	43%	246	50%	662	40.00
Time Management Assignment	116	98%	491	100%	1551	93.72
	Dual Enrollment		NOVA Online		In Person	
Work Ethic	#	%	#	%	#	%
Academic Planning Project	58	49%	276	56%	863	52.15
Career Research Assignment	65	55%	353	72%	1000	60.42
Financial Wellness Assignment	43	36%	199	40%	678	40.97
Learning Styles Assignment	44	37%	221	45%	655	39.58
None of the Assignments	6	5%	17	3%	72	4.35
Stress Management Assignment	52	44%	183	37%	562	33.96
Time Management Assignment	79	67%	338	69%	1020	61.63

Target Met: Yes No Partially
Current Results improved vs. Previous Results:
 Yes No Partially N/A

Narrative comparison of current results to previous results: This is the first time we assess professional readiness. We did learn how to use Canvas to use the quiz/assessment tools better by randomizing questions to prevent students defaulting to the first answer. This is proven to us by the fact that students answered questions similarly to how we thought they would.

Areas where students met the target: Students answered questions how we felt they would answer based on our assumptions of what soft skills are learned from assignments.

Core Competency Assessment Report: Professional Readiness, 2019-2020

World Languages

NOVA Mission Statement: 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.																																																																	
Program/Discipline Purpose Statement: The purpose of the World Languages (WL) Discipline is to provide students with linguistic and cultural proficiency through the intermediate level (201-202) in one or more of the languages offered. These include Arabic, Chinese, French, German, Japanese, Korean, Latin, Russian and Spanish.																																																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Professional Readiness <input type="checkbox"/> Scientific Literacy Operationalize your CLO here: Students will identify culturally and situationally appropriate expressions to use in dialogues featuring speakers in a professional setting.																																																																	
Assessment Methods--SPANISH	Assessment Results		Use of Results																																																														
Course Name/Number: Beginning Spanish II (SPA 102) Direct Measure Used: written exam questions. CLO/Rubric Criteria or Question Concepts: exceeds expectations = 5 out of 5 correct answers meets expectations = 4 out of 5 correct answers approaches expectations = 3 out of 5 correct answers does not meet expectations = 2 or fewer correct answers Other Method (if used): Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>19</td></tr> <tr><td>AN</td><td>3</td><td>1</td><td>20</td></tr> <tr><td>MA</td><td>2</td><td>2</td><td>19</td></tr> <tr><td>ME</td><td>0</td><td>n/a</td><td>n/a</td></tr> <tr><td>LO</td><td>2</td><td>2</td><td>20</td></tr> <tr><td>WO</td><td>2</td><td>0</td><td>24</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>4</td><td>3</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>0</td><td>n/a</td><td>n/a</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>14</td><td>9</td><td>102</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	19	AN	3	1	20	MA	2	2	19	ME	0	n/a	n/a	LO	2	2	20	WO	2	0	24	Online	4	3	0	Off-Site Dual Enrollment	0	n/a	n/a	Total	14	9	102	Semester/year data collected: Spring 2020 Target: 75% of students will answer 4 or more of the 5 questions correctly. Results: 52% of students answered 4 or 5 questions correctly <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">3.50</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">3.55</td></tr> <tr><td>Online average</td><td style="text-align: center;">3.33</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">n/a</td></tr> </tbody> </table> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by Question Concepts</th> <th style="width: 50%;">Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1.</td><td style="text-align: center;">.90</td></tr> <tr><td>2.</td><td style="text-align: center;">.96</td></tr> <tr><td>3.</td><td style="text-align: center;">.48</td></tr> <tr><td>4.</td><td style="text-align: center;">.44</td></tr> <tr><td>5.</td><td style="text-align: center;">.74</td></tr> </tbody> </table>		Results by Modality	Results Spring 2020	All students assessed (weighted average)	3.50	On-campus average	3.55	Online average	3.33	Dual Enrollment average	n/a	Results by Question Concepts	Results Spring 2020	1.	.90	2.	.96	3.	.48	4.	.44	5.	.74	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: Spring 2020 was the first time this CLO was assessed in World Languages courses. 2. Impact of changes on current results: n/a 3. According to current results, areas needing improvement: (1) Due to lack of exposure to the formal form in a classroom setting, students need to have a better understanding of the differences between formal and informal forms of address and when to use each. (2) In addition to formal and informal pronouns, the assessment also asked students to choose between the verbs “ser” and “estar” (“to be”). Some students may have correctly identified the pronoun, but did not identify the correct verb and received a 0 for their answer. 4. Based on current results, new actions to improve student learning: (1.) Faculty will provide written and aural examples of formal conversations throughout the semester so students will have greater exposure to the formal form. (ongoing; bimonthly) (2.) In future assessments, the focus should be narrowed so that only pronouns and not verb forms are assessed. 5. Next assessment of this CLO: The Critical Thinking CLO will be assessed in Fall 2020.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																														
AL	1	1	19																																																														
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Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Areas where students met the target: Nearly all students correctly identified that the informal “tú” form was appropriate to use in addressing a fellow student in a workplace setting (Questions 1 and 2). Areas where students did NOT meet the target: Students did not correctly identify that the formal “Ud.” form was appropriate to use in addressing a superior in a workplace setting (Questions 3, 4 and 5).																																																																	

PATHWAY TO THE AMERICAN DREAM

NOVA's Strategic Plan 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve, and Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds

- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves

- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers

- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

**Northern Virginia
Community College**

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