

Core Learning Outcomes Assessment Reports: Civic Engagement, 2021-2022

Research Report No. 04-23

Office of Strategic Insights
JUNE 2023

NORTHERN VIRGINIA COMMUNITY COLLEGE

Office of Strategic Insights

The Office of Strategic Insights (OSI) conducts analytical studies and provides information to support institutional planning, policy formulation, and decision-making. Additionally, OSI provides leadership and support in research-related activities to NOVA community members who are 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)
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**NORTHERN VIRGINIA COMMUNITY COLLEGE
CORE LEARNING OUTCOME ASSESSMENT REPORTS:
Civic Engagement, 2021-2022**

Office of Strategic Insights¹
Northern Virginia Community College

April 2023

¹ The Office of Strategic Insights supports institutional planning, policy formulation, and decision making by gathering data, analyzing and reporting institutional data. 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, please site the Northern Virginia Community College (NOVA) Office of Strategic Insights as the author.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Introduction

The State Council of Higher Education for Virginia (SCHEV) adopted the *Policy on Student Learning Assessment and Quality in Undergraduate Education in July 2017*.² It mandates every Virginia public institution of higher education assess six general education competencies at least twice in a six-year period.³ Four core competencies are to be assessed by all institutions: critical thinking, written communication, quantitative literacy, and civic engagement. Two additional 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. Northern Virginia Community College (NOVA) refers to core competencies as core learning outcomes (CLOs). This document contains 23 civic engagement assessment reports contributed by programs and disciplines for NOVA.

VCCS Policy: General Education (5.0.2) defines civic engagement as "the ability to contribute to the civic life and well-being of local, national, and global communities as both as social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society."⁴

NOVA employs embedded course assessment, which is a direct measure using students' actual work or student performance. In 2021-2022, NOVA assessed civic engagement and written communication.⁵ Over forty eight programs and twelve disciplines participated in the 2021-2022 assessment process, per best practice standards.

Tables One and Two indicate administrative and faculty responsible for the assessment process in 2021-2022. They include the assessment leads for each program and discipline, as well as the relevant academic deans, and provosts. 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.⁶

This report documents the assessment of civic engagement by degree-granting programs, select certificates, and disciplines without degrees. All participating programs and disciplines report on their assessment methods and targets, their assessment results and analysis, and the ways in which the results will be used to seek improvement. This report is one of two *Compiled Core Competency Assessment Reports* completed for the 2021-2022 cycle. The second *Compiled Core Learning Outcomes Assessment Report for 2021-2022* concerns written communication assessments. Each document 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.

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

³ Virginia Community College System. "General Education, Section 5.0.2." *Policy Manual*, 2019. Digital.

⁴ Virginia Community College System. "General Education, Section 5.0.2." *Policy Manual*, 2019. Digital.

⁵ 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.

⁶ 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.

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Table 1. Program/Certificate Pathway Provost, Deans, and Faculty Assessment Leads and Outcomes Assessed

Pathway Council	Program/Certificate	Assessment Lead Faculty	Core Competency	
			CE	WC
Advanced Manufacturing & Skilled Trades (Lead: Dean Abe Eftekhari)	Air Conditioning and Refrigeration, A.A.S.	John Meeker, WO	X	
	Architecture Technology, A.A.S.	Armen Simonian, AN	CT	
	Automotive Technology, A.A.S.	Myles Embrey,		X
	Construction Management Technology, A.A.S.	Mike Ghorbanian, AL		X
	Engineering Technology, A.A.S.	John Sound, MA		
	Welding: Basic Techniques, C.S.C.			
Arts, Communication, and Humanities (Lead: Interim Dean Ana Alonso)	American Sign Language to English Interpretation, A.A.S.	Paula Reece, AN		X
	Cinema, A.F.A.	Bryan Brown, WO		X
	Graphic Design, A.A.S.	Angela Terry, AL, and Greg Eckler, AL		X
	Interior Design, A.A.S.	Kristine Winner, LO	X	
	Liberal Arts, A.A.			X
	Music Recording Technology, Certificate	Sanjay Mishra, LO		
	Music, A.A., A.A.A.	Lisa Eckstein, AL		X
	Photography and Media, A.A.S.	Aya Takashima, AL		X
	Professional Writing, Certificate	Jennifer Nardacci, AN		X
	Theatre, C.S.C.	David Tyson, WO		X
Visual Art, A.F.A.	Fred Markham, AL		X	
Business and Public Services (Lead: Interim Dean Cathleen Cogdill)	Accounting, A.A.S.	Pamela Parker, AL		X
	Administration of Justice, A.A.S.	Stephen Wofsey, AN		X
	Business Administration, A.S.	Cameisha Chin, WO		X
	Business Management, A.A.S.	Cameisha Chin, WO		X
	Contract Management, A.A.S.	Cameisha Chin, WO		
	Criminology and Criminal Justice, A.S.	Stephen Wofsey, AN		X
	Paralegal Studies, A.A.S.	Joyce McMillan, AL		X
Substance Abuse Rehabilitation Counselor, Certificate	Chandell Miller, AL			
Computer Science and Information Technology	Computer Science, A.S.	Emilia Butu, AL		X
	Cybersecurity, A.A.S.	Kwabena Konadu, WO	X	

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(Lead: Dean Paula Ford)	Information Systems Technology, A.A.S.	Judi Bartlett, WO		
	Information Technology, A.S.	Judi Bartlett, WO	X	
Education and Social Sciences (Lead: Dean Jimmie McClellan)	Driver Education Instructor, C.S.C.	Nicole Mancini, MA	X	
	Early Childhood Development, A.A.S.	Susan Johnson, LO		
	Psychology, A.S.	Ramezan Dowlati, LO Karen Livesey	X	
	Public History and Historic Preservation, C.S.C.	Marc Dluger, LO	X	
	Social Sciences, A.S.	Jimmie McClellan	X	
	Social Sciences: Teacher Education Specialization, A.S.	Ashley Wilkins, MA	X	
General Studies and General Education (Casey Maliszewski Lukszo, AN)	General Studies, A.S.	Casey Maliszewski Lukszo, AN		X
Healthcare (Leads: Dean Megan Cook and Dean Gary Sargent)	Dental Assisting, Certificate	Sumera Rashid, ME		
	Dental Hygiene, A.A.S.	Marina McGraw, ME	PR	
	Diagnostic Medical Sonography, A.A.S.	Judi Green, ME		X
	Emergency Medical Services, A.A.S.	Gary Sargent, ME		
	General Studies, Health Sciences Specialization, A.S.	Megan Cook, ME		
	Health Information Management, A.A.S.	Dana Pratt, ME		
	Medical Laboratory Technology, A.A.S.	Maria Torres-Pillot, ME		X
	Nursing, A.A.S.	Charemon Brooks, ME	X	X
	Occupational Therapy Assistant, A.A.S.	Kathi Skibek, ME (cc Megan Cook)		
	Personal Training, C.S.C.	Rick Steele, AL		X
	Phlebotomy, C.S.C.	Maria Torres-Pillot, ME	X	
	Physical Therapist Assistant, A.A.S.	Jackie Maier (New program Director from Jan. 3rd), ME		X
	Radiography, A.A.S.	Jarice Risper, ME	X	
	Respiratory Therapy, A.A.S.	Sherleen Bose, ME		
Veterinary Technology, A.A.S.	Kiana Adkisson-Selby, LO	X		
Life and Physical Sciences (Lead: Maggie Interim Emblom-Callahan)	Biology, A.S.	Karla Henthorn, AN	X	
	Biotechnology, A.A.S.	Xin Zhou, MA	X	
	Horticulture Technology, A.A.S.	Anders Vidstrand, LO	X	

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	Science, A.S.	Piraba Swaminathan Mitra Jahangeri, LO Anita Mohan, LO		
	Social Sciences: Geospatial Specialization, A.S.			
Mathematics and Engineering (Lead: Dean Alison Thimblin)	Engineering, A.S.	Rudy Napisa, AN	X	
	Science: Mathematics Specialization, A.S.	John Scalea, LO		X

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Table 2. *Disciplines without Degrees, Pathway Provost, Deans, and Faculty Assessment Leads and Outcomes Assessed*

Pathway Provost & Dean	Discipline	Faculty Department Chair/ Assessment Lead	Core Competency	
			CE	WC
Arts, Communication, and Humanities	English as a Second Language (ESL)	Ruth Takushi (AL)		
	Humanities			
	Liberal Arts, Communication Studies	Ken Darensbourg, AN		X
	Liberal Arts, English Specialization	Amy Flessert, AN		X
	Philosophy	Steve Stakland		X
	Religion	Ann Stegner, AN		X
	World Languages	Dali Tan	X	
Education and Social Sciences	Economics	Ashlie Warnick		X
	Geography	Melinda Alexander, AL		X
	History	Jennifer Winters		X
	Liberal Arts, Art History Specialization	Lucy Weber, WO		
	Social Sciences, Political Science Specialization	Jack Lechelt, AL	X	
	Sociology	Erica Smith, AN	X	
Life and Physical Sciences	Chemistry	Piraba Swaminathan		X
	Environmental Science	Christine Bozarth, AL	X	
	Geology	Caitlin Chazen, MA		
	Physics	Barbara Medvar		

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BIOLOGY, A.S.	3
BIOTECHNOLOGY, A.A.S.	6
CYBERSECURITY, A.A.S.	7
DENTAL HYGIENE, A.A.S.	8
DRIVER EDUCATION INSTRUCTOR, C.S.C.	9
ENGINEERING, A.S.	11
HORTICULTURE TECHNOLOGY, A.A.S.	13
INFORMATION TECHNOLOGY, A.S.	15
INTERIOR DESIGN, A.A.S.	16
NURSING, A.A.S.	18
PHLEBOTOMY, C.S.C.	19
PSYCHOLOGY, A.S.	21
PUBLIC HISTORY AND HISTORIC PRESERVATION, C.S.C.	23
RADIOGRAPHY, A.A.S.	25
SCIENCE, A.S.	27
SOCIAL SCIENCES, A.S.	29
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Program and Select Certificates

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 HVACR. 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: **Civic Engagement** **Written Communication**

Operationalized Definition: Questions on the ESCO Carbon Monoxide Safety ESCO exam

Assessment Methods	Assessment Results	Use of Results
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Course Name/Number: Heating Systems I - AIR 154

Direct Measure Used: HVAC Excellence Employment Ready Exam on Carbon Monoxide Safety. These exams are offered by ESCO and are national ready-to-work certification exams for HVAC professionals.

CLO/Rubric Criteria or Question Concepts: Students were assessed on the following topics:

1. Alarm & Response
2. Building Pressure Measurements
3. Building Pressures Gen' Knowledge
4. Combustion Controls
5. Combustion Gas
6. Combustion Gen' Knowledge
7. Documentation
8. Gas Heat Components
9. Gen' Knowledge
10. Measurements
11. Medical
12. Tools

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
WO only (hybrid)	02	02	22
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total			

Semester/year data collected: Fall 2021 & Spring 2022

Target: Students will receive 70% (passing grade on the ESCO Exam)

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Fall 2021 & Spring 2022	Previous Results
Synchronous hybrid (remote) average	76%	N/A

*There is no available National average for this exam. For this exam, 6 of 22 AIR students passed the exam (27%).

Results by CLO Criteria: Percent of Students > target per criteria

Results by SLO Criteria/ Question Concepts	Current Results Fall 2021 & Spring 202
1. Alarm & Response	84
2. Building Pressure Measurements	65
3. Building Pressures Gen' Knowledge	65
4. Combustion Controls	59
5. Combustion Gas	87
6. Combustion Gen' Knowledge	73
7. Documentation	90
8. Gas Heat Components	62
9. Gen' Knowledge	76
10. Measurements	83
11. Medical	88
12. Tools	77

Target Met: Yes No Partially

1. Changes put in place since previous assessment to improve student learning: This year was the first full academic year to implement this ESCO Exams. These exams are national ready-to-work certification exams and are now a program requirement. The program plans to review program SLOs and assessments in the upcoming year (see #4 below).

2. Impact of changes on current results: N/A

3. According to current results, areas needing improvement: Ensure students are taking the same exam. ESCO has provided a link as of this semester.

4. Based on current results, new actions to improve student learning: Ensure students are taking the same exam to help standardize exam results. Emphasize Building Pressure Measurements, Building Pressures Gen' Knowledge, Gas Heat Components, and Combustion Controls in the test preparation for Spring of 2024.

5. Next assessment of this CLO: Spring 2025

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Air Conditioning and Refrigeration, A.A.S.

	<p>Narrative comparison of current results to previous results: This is the first time assessing this CLO with this exam.</p> <p>Areas where students met the target: All but 3.</p> <p>Areas where students did NOT meet the target: Student have 3 sub-categories where results are below 70%</p>	
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Biology, A.S.

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Program/Discipline Purpose Statement The curriculum is designed to prepare students to transfer to a four-year college or university to complete a baccalaureate degree program with a major in one of the following fields: agriculture, biology, botany, pre-dentistry, forestry, genetics, microbiology, molecular biology, neuroscience, pre-pharmacy, pre-physical therapy, pre-medicine, science education, pre-veterinary, or zoology.

Core Learning Outcome: **Civic Engagement** **Written Communication**

CLO:: Environmental Footprint - Students will assess their own environmental impact using an online tool and evaluate ways to reduce personal consumption and its impact on the environment.

Assessment Methods	Assessment Results	Use of Results																																				
<p>Course Name/Number: General Biology II/ BIO 102</p> <p>Direct Measure Used: The survey consisted of 10 multiple-choice questions that assessed student awareness of campus sustainability initiatives, consumer behavior and its environmental impact, and student willingness to make behavioral changes.</p> <p>Survey questions were scored for completion (1 point per completed question. The survey was available in Canvas as an embedded Google Form in all BIO 102 Canvas courses (5 campuses and Nova Online). DE students completed the Google Form using a direct link.</p> <p>CLO Question Concepts:</p> <ol style="list-style-type: none"> 1. Student sustainability awareness 2. Concern for environment 3. Changes in concern for environment 4. Campus awareness of sustainability efforts <p>Questions 5-9 were answered after the student completed a global and carbon footprint exercise at https://www.footprintcalculator.org/.</p> <ol style="list-style-type: none"> 5. Number of planet Earths needed to sustain all people at student's level of consumption 6. Percentage of student's global footprint that is due to carbon emissions 7. Likelihood of making more careful food and other purchases in the future 8. Likelihood of choosing public transportation one more time per month 	<p>Semester/year data collected: Spring 2022</p> <p>Target: For the whole quiz: Students completing 70% of the survey questions. For each item: 70% of students completing each survey question.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2022</th> <th style="width: 33%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">93.1%</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Dual Enrollment average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p>Results by CLO Criteria: [X] Average/Mean Score per criteria or [] Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Results by CLO Question Concepts</th> <th style="width: 33%;">Current Results Spring 2022</th> <th style="width: 33%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. sustainability awareness</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">97.5%</td> </tr> <tr> <td>2. Concern for environment</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">96.5%</td> </tr> <tr> <td>3. Changes in concern</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">94.7%</td> </tr> <tr> <td>4. Campus awareness</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">95.4%</td> </tr> <tr> <td>5. Number of planet Earths needed</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">91.9%</td> </tr> </tbody> </table>	Results by Modality	Current Results Spring 2022	Previous Results Spring 2019	All students assessed (weighted average)	100%	93.1%	On-campus average	100%	N/A	Synchronous hybrid (remote) average	100%	N/A	NOVA Online average	100%	N/A	Dual Enrollment average	100%	N/A	Results by CLO Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	1. sustainability awareness	100%	97.5%	2. Concern for environment	100%	96.5%	3. Changes in concern	100%	94.7%	4. Campus awareness	100%	95.4%	5. Number of planet Earths needed	100%	91.9%	<p>1. Changes put in place since previous assessment to improve student learning: This assessment was previously administered in Blackboard (each question was a separate quiz). Now, all questions are presented in a single quiz that is available as a Google Form embedded in Canvas. As a result, the percentage of students completing the quiz has increased from 93% to 100%. A question (#11) was added to the assessment (assessing student awareness of factors that reduce the ecological footprint).</p> <p>2. Impact of changes on current results: Due to the limitations of the previous software (Blackboard), it was not possible to analyze results for NovaOnline and DE students separately. Now, deploying the assessment as a Google Form embedded in Canvas allows analysis of all data subsets. As a result, there are data for different class modalities (on-campus, synchronous hybrid, NOL, and DE), in addition to the item analysis for each assessment question.</p> <p>3. According to current results, areas needing improvement: According to the BIO 102 enrollment report, 1223 students took BIO 102 in Spring 2022. 217 students took the BIO 102 CLO Assessment, a response rate of only 17.7%. This is a lower response rate compared to previous SLO assessment delivered as a Google Form embedded in Canvas.</p> <p>4. Based on current results, new actions to improve student learning and participation: Additional reminders from the discipline chair may increase faculty participation. When faculty members ask their students to complete an SLO/CLO assessment, students are more likely to participate.</p>
Results by Modality	Current Results Spring 2022	Previous Results Spring 2019																																				
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Biology, A.S.

- 9. Likelihood of walking or riding a bike one more time per month
- 10. Choose one sustainable practice to try in the next month
- 11. Practices that reduce someone's ecological footprint.

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL	8	8	8
AN	15	15	0
MA	5	5	47
MEC	N/A	N/A	N/A
LO	8	8	28
WO	6	6	24
NOVA Online	4	4	6
Off-Site Dual Enrollment	16	16	104
Total	16	16	217

6. footprint due to carbon emissions	100%	87.4%
7. making more careful purchases	100%	91.6%
8. choosing public transportation	100%	90.9%
9. walking or riding a bike	100%	91.2%
10. one sustainable practice to try	100%	93.7%

5. Next assessment of this CLO: Spring 2025

Target Met: Yes No Partially

Current Results Improved vs. Previous Results:

Yes No Partially N/A

Narrative comparison of current results to previous results:

Several questions were re-written since the 2018-19 assessment (without faculty discussion). Since this makes comparisons with previous assessments challenging, the assessment questions will be restored. In the future, if additional questions are deemed necessary by the faculty, they will be added and the original questions will be retained.

The data indicate that since the 2018-19 Ecological Footprint Assessment, students are more environmentally aware and concerned, but slightly less willing/able to make more sustainable choices about transportation and lifestyle.

- 1) 82% of students are aware of campus recycling (comparable to 86% in 2018-19) and 45% are aware of water conservation efforts, including bottle-filling stations (reduced compared to 2018-19).
- 2) 78.3% of students are concerned or very concerned about environmental issues, comparable to 78% of students in 2018-19.
- 3) 47% of students have grown more concerned about environmental issues due to NVCC

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Biology, A.S.

	<p>courses and activities, similar to 50% in 2018-19.</p> <p>4) 39% of students agree or strongly agree that the NVCC community is aware of NVCC's sustainability efforts, similar to 45% for 2018-19.</p> <p>After completing the Global Footprint Calculator activity:</p> <p>5) <1% of students maintain a lifestyle that is compatible with the resources available on our 1 planet Earth, lower than the 12% of students in 2018-19 (this difference may be due to changes in the way the online footprint calculator determines a student's footprint).</p> <p>6) More than 80% of students have a global footprint that is primarily due to carbon dioxide emissions (40-100% of the footprint), higher than the 59% from 2018-19.</p> <p>7) 53% of students are likely or very likely to choose eco-friendly food and other products, down from 64% in 2018-19.</p> <p>8) 22% of students are likely or very likely to take public transportation one additional time per month, down from 36% in 2018-19.</p> <p>9) 48% of students are likely or very likely to walk or ride a bike one additional time per month, comparable to 48% in 2018-19.</p> <p>10) 60% of students would be willing to try using no straw or a reusable straw instead of a plastic straw within the next month – a significant increase from 32% in 2018-19. 67% of students would be willing to use reusable grocery bags instead of disposable plastic grocery bags within the next month – also a significant increase from 32% in 2018-19.</p> <p>Areas where students met the target: All.</p> <p>Areas where students did NOT meet the target: None.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

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: **Civic Engagement** **Written Communication**
 Operationalized Definition: Describe the business and legal aspects of the biotechnology industry

Assessment Methods	Assessment Results	Use of Results																										
<p>Course Name/Number: Capstone Seminar in Biotechnology - Bio 254</p> <p>Direct Measure Used: Final exam – The final exam reviews all areas related to the business and legal aspects of the biotechnology industry, so this exam assesses the extent to which students mastered all of these concepts.</p> <p>CLO/Rubric Criteria or Question Concepts: The target was for students to score above 80% on the final exam. There were 9 questions on the exam, and students were assessed on the following topics:</p> <ol style="list-style-type: none"> 1. The biotech industry 2. Biotech companies 3. Business success 4. Funding 5. Costs 6. Business plans 7. Developing a new drug 8. Patents 9. Defining terms <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">8</td> </tr> <tr> <td>NOVA Online</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td></td> <td></td> <td></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;">8</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MA	1	1	8	NOVA Online				Off-Site Dual Enrollment				Total	1	1	8	<p>Semester/year data collected: Spring 2022</p> <p>Target: 80% of the students achieves 80% or higher</p> <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;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Semester Year</th> <th style="width: 40%;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>Score above 80% in the final</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">89%</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: Only one student failed to score above 80% because of some missing assignments, which is the same as last time this course was assessed.</p> <p>Areas where students met the target: Students mastered all concepts pretty well.</p> <p>Areas where students did NOT meet the target: None</p>	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	Score above 80% in the final	100%	89%	<p>1. Changes put in place since previous assessment to improve student learning: Emphasis was placed on the concepts during instruction. Home assignments were designed to deepen the understanding of these concepts.</p> <p>2. Impact of changes on current results: The success rate improved from 89% to 100%.</p> <p>3. According to current results, areas needing improvement: None</p> <p>4. Based on current results, new actions to improve student learning: Current methods of instruction will be followed.</p> <p>5. Next assessment of this CLO: 2024</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																									
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

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"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Teaching students Cybersecurity awareness to help prevent cybercrimes																																																																			
Assessment Methods	Assessment Results	Use of Results																																																																	
Course Name/Number: Network Communication, Security and Authentication- ITN 262 Direct Measure Used: Course Exam CLO/Rubric Criteria or Question Concepts: Students identified ways to help reduce the risk of data compromise or the disclosure of sensitive information by following the following cybersecurity awareness training: <ul style="list-style-type: none"> • Q1: Phishing attacks • Q2: Multi-Factor Authentication • Q3: Working Remotely • Q4: Social Engineering • Q5: Social Media Use Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <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>AN</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">7</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>ME</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>LO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">17</td></tr> <tr><td>WO</td><td style="text-align: center;">1</td><td style="text-align: center;">0</td><td style="text-align: center;">0</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;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td style="text-align: center;">10</td><td style="text-align: center;">3</td><td style="text-align: center;">49</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	0	0	AN	1	1	7	MA	1	1	25	ME	N/A	N/A	N/A	LO	1	1	17	WO	1	0	0	Online	5	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	10	3	49	Semester/year data collected: Spring 2022 Target: 70% 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; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Spring 2022</th> <th style="width: 40%;">Previous Results</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">79.2%</td><td style="text-align: center;">N/A</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">79.2%</td><td style="text-align: center;">N/A</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</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 style="background-color: #e0e0e0;"> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results Spring 2022</th> </tr> </thead> <tbody> <tr><td>1. 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Results by Modality	Current Results Spring 2022	Previous Results	All students assessed (weighted average)	79.2%	N/A	On-campus average	79.2%	N/A	Dual Enrollment average	N/A	N/A	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	1. Phishing attacks	76%	2. Multi-Factor Authentication	75%	3. Working Remotely	81%	4. Social Engineering	79%	5. Social Media Use	85%	<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 Cybersecurity awareness training is an NSA curriculum expectation that is satisfied within ITN 262 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 help students understand the potential risks and threats facing the nation's critical infrastructure networks. The review ensured that students are aware of the possible consequences of cyber-attacks against their communities, small businesses, and non-profit organizations. On campus, cybersecurity clubs meet every Saturday to conduct cybersecurity awareness training with students and community members to help identify and avoid cyber threats in the workplace. 5. Next assessment of this CLO: Not planned at this time. 	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Dental Hygiene, 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 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"/> Civic Engagement <input type="checkbox"/> Written Communication						
Operationalize your CLO here: Communicate the provision of oral health care services with diverse population groups.						
Assessment Methods		Assessment Results		Use of Results		
Course Name/Number: Public Health Dental Hygiene II - DNH 227 Direct Measure Used : Community Oral Health Program Presentation (Community): Students select a target population and develop, implement and evaluate a community oral health program. CLO/Rubric Criteria or Question Concepts: 1. The type of program was suitable and teaching methods appropriate for the population (for example, did the student use appropriate language and materials based on population demographics, age, educational level, etc.) 2. The student used appropriate visual aids to reinforce topics (Were additional resources available to the population to enhance learning, for example, charts, graphics, etc.) 3. Evaluation of teaching was done at the last visit with an appropriate evaluation tool (Was the method to evaluate the presentation appropriate to determine success or needed improvement to the program presentation)		Semester/year data collected: Spring 2022 Target: 80% of students will score 85% or higher Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:		1. Changes put in place since previous assessment to improve student learning: This CLO was evaluated in 2018-2019 report. The area noted needing improvement was evaluation. This was reviewed during lectures to emphasize the importance of program evaluation. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: N/A 4. Based on current results, new actions to improve student learning: N/A 5. Next assessment of this CLO: Academic year 2023-24		
		Results by Modality	Current Results Spring 2022		Previous Results Spring 2019	
		All students assessed (on-campus only)			100%	Range: 96%-100% Avg. 98.9%
		Results by CLO Criteria: Average/Mean Score per criteria				
		Results by SLO Criteria/ Question Concepts	Current Results Spring 2022		Results Spring 2019	
		1.The type of program was suitable and teaching methods appropriate for the population	100%		Avg. 100%	
		2. The student used appropriate visual aids to reinforce topics	100%		Avg. 100%	
		3. Evaluation of teaching was done at the last visit with an appropriate evaluation tool	100%		Avg. 88.25%	
		Sample:			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 - Areas where students met the target: N/A Areas where students did NOT meet the target: N/A	
		Campus/ Modality	Total # of Sections Offered		# Sections Assessed	# Students Assessed
ME only	1	1	27			
Online	N/A	N/A	N/A			
Off-Site Dual Enrollment	N/A	N/A	N/A			
Total	1	1	27			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Driver Education Instructor, 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 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.

Core Learning Outcome: Civic Engagement Written Communication
Operationalized Definition: Students will be able to create a competent **classroom** lesson plan for Driver Education students under the age of 19.

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>CLO/Rubric Criteria or Question Concepts:</p> <p>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 Canvas, 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. The lesson plan followed the Department of Education (DOE) curriculum and slides/content were from the DOE.</td> </tr> <tr> <td>E. He/she made sure to check for understanding during the lesson.</td> </tr> <tr> <td>F. ALL students were engaged in active learning (hands on and involved in lesson).</td> </tr> <tr> <td>G. Directions for the activities were specific and clear to the students</td> </tr> <tr> <td>H. The activities were appropriate for the high school (HS) age level.</td> </tr> <tr> <td>I. He/she understands content and could communicate clearly with the class.</td> </tr> </tbody> </table>	SLO Criteria	A. He/she brought all the materials, submitted the lesson plan and components on Canvas, and provided an extra hard copy for the instructor.	B. He/she adhered to the time limit. 30 mins. MAX. 1. Time: _____	C. The objective was stated and posted at the beginning, and students were clear on what they would be learning.	D. The lesson plan followed the Department of Education (DOE) curriculum and slides/content were from the DOE.	E. He/she made sure to check for understanding during the lesson.	F. ALL students were engaged in active learning (hands on and involved in lesson).	G. Directions for the activities were specific and clear to the students	H. The activities were appropriate for the high school (HS) age level.	I. He/she understands content and could communicate clearly with the class.	<p>Semester/year data collected: Spring 2022</p> <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 by Modality: Overall Average/Mean Scores</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;">Current Results Semester Year</th> <th style="text-align: center;">Previous Results-Fall 2020</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</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;"> <thead> <tr> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">Current Results Spring 2022</th> <th style="text-align: center;">Previous Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>A.</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;">91%</td><td style="text-align: center;">97%</td></tr> <tr><td>C.</td><td style="text-align: center;">91%</td><td style="text-align: center;">93%</td></tr> <tr><td>D.</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;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>F.</td><td style="text-align: center;">100%</td><td style="text-align: center;">93%</td></tr> <tr><td>G.</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;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>I.</td><td style="text-align: center;">91%</td><td style="text-align: center;">93%</td></tr> <tr><td>J.</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></tr> <tr><td>L.</td><td style="text-align: center;">100%</td><td style="text-align: center;">90%</td></tr> <tr><td>M.</td><td style="text-align: center;">91%</td><td style="text-align: center;">97%</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:</p>	Results by Modality	Current Results Semester Year	Previous Results-Fall 2020	On-campus average	100%	100%	Criterion	Current Results Spring 2022	Previous Results Spring 2020	A.	100%	100%	B.	91%	97%	C.	91%	93%	D.	100%	100%	E.	100%	100%	F.	100%	93%	G.	100%	100%	H.	100%	100%	I.	91%	93%	J.	100%	100%	K.	100%	100%	L.	100%	90%	M.	91%	97%	<p>1. Changes put in place since previous assessment to improve student learning: In previous years we started having students create mini lesson plans that would help them create the formal 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 SLO 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. These do not appear to be areas of weakness anymore as the instructor has really made sure to demonstrate proper lesson plan delivery through numerous examples in class. It is these added examples and the extra time in class to work on the lesson plans that has really helped students succeed on this outcome.</p> <p>2. Impact of changes on current results: Two years ago, we changed the 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 continue to accomplish this goal. We will continue to keep it at 90%, but if students continue to excel, we may move it to 95% of students will pass with an 85% or better for the next assessment phase.</p> <p>3. According to current results, areas needing improvement: Based on the current results, it is</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Driver Education Instructor, C.S.C.

- J. The visuals were professional and used proper English.
- K. He/she provided learning activities for students of all abilities (differentiated learning).
- L. He/she included a SEPARATE formative assessment.
- M. The closure reinforced the objectives of the lesson.

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
MA only	1	1	11
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	11

[X] Yes [] No [] Partially [] N/A

Narrative comparison of current results to previous results: The results show that we have improved greatly since the 2020 year. 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 97%. This shows that our instructors' adjustments last year of breaking the main lesson into smaller mini lessons seems to be working, but we need to do a better job improving certain areas of the lesson plan.

Areas where students met the target: Based on the chart above, it appears that students are excelling in all areas of this outcome. The breaking of the lesson into smaller mini lessons has proven to be beneficial.

Areas where students did NOT meet the target: Given that 100% of the students passed every element of this outcome with a 91%-100%, there are no areas that students did not meet the target.

apparent that students are still struggling with adhering to the time limit, stating the objective, understanding the content and the closure of the lesson.

4. Based on current results, new actions to improve student learning: Currently students are back to learning in person and delivering their lessons in the classroom instead of virtually. This change has allowed the instructor to be more hands in helping students prepare for the lessons ahead of time, however students are still struggling with adhering to the time limit. So, the instructor will go back to displaying a large clock at the back of the classroom letting the student know how long they have taken so far in the lesson. The instructor will also prompt the student if they are missing a certain part of the lesson, during the lesson, to see if they just missed it or if they know what it is that they should have completed. For example, when the student starts the lesson if they did not address the learning objective, the teacher will ask the student what is the objective of your lesson? This will hint to the student that they either forgot this or they maybe went too quickly to start and did not address that specific aspect of the lesson.

5. Next assessment of this CLO: This CLO will be assessed again in Fall 2023 and Spring 2024.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Engineering, 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 the student to transfer into a baccalaureate degree program in engineering fields such as mechanical engineering, civil engineering, chemical engineering, aeronautical engineering, and naval architecture/marine engineering.</p>																																																																						
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Student will demonstrate their knowledge of engineers' professional responsibility and ethics.</p>																																																																						
Assessment Methods	Assessment Results		Use of Results																																																																			
<p>Course Name/Number: Engineering Design - EGR 122</p> <p>Direct Measure Used: Ethics Questionnaire (5 Questions from NSPE (National Society of Professional Engineers) Ethics Review Questions. (3 Questions on Fundamental Canons and 2 Questions from Rules of Practice)</p> <p>CLO/Rubric Criteria or Question Concepts: (Rubric attached):</p> <p>Other Method (if used): N/A</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">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>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>AN</td><td>2</td><td>2</td><td>49</td></tr> <tr><td>MA</td><td>N/A</td><td>N/A</td><td>N/A</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>30</td></tr> <tr><td>WO</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA 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><td>Total</td><td>3</td><td>3</td><td>79</td></tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	N/A	N/A	N/A	AN	2	2	49	MA	N/A	N/A	N/A	ME	N/A	N/A	N/A	LO	1	1	30	WO	N/A	N/A	N/A	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	3	3	79	<p>Semester/year data collected: Spring 2022</p> <p>Target: 75%</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Results by Modality</th> <th style="text-align: center;">Current Results Semester Year Spring 2022</th> <th style="text-align: center;">Previous Results Spring 2021</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>87%</td><td>92%</td></tr> <tr><td>On-campus average</td><td>N/A</td><td>N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>87%</td><td>92%</td></tr> <tr><td>NOVA Online average</td><td>N/A</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 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="text-align: left;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Spring 2022</th> <th style="text-align: center;">Previous Results Spring 2021</th> </tr> </thead> <tbody> <tr><td>1. 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However, in both SLO Criteria/Question Concepts the result exceeded the target by 12%</p>		Results by Modality	Current Results Semester Year Spring 2022	Previous Results Spring 2021	All students assessed (weighted average)	87%	92%	On-campus average	N/A	N/A	Synchronous hybrid (remote) average	87%	92%	NOVA Online average	N/A	N/A	Dual Enrollment average	N/A	N/A	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2021	1. Fundamental Cannons	87%	95%	2. Rules of Practice	87%	89%	<p>1. Changes put in place since previous assessment to improve student learning: The following are changes that were implemented:</p> <ul style="list-style-type: none"> Lectures will incorporate engineering ethics discussions throughout the engineering design cycle. The latest incidents in which engineering ethics were breached were incorporated to emphasize to students that engineering ethics are required throughout the practice of engineering and are not just historical incidents studied in textbooks. Including current events pertaining to the lapse of engineering ethics provided an understanding of the civic engagement and moral values required in the degree program. <p>2. Impact of changes on current results: There was a slight decline in both SLO Criteria/Question Concepts. Even with these declines, the results were 12% above the target, and they showed that the students were able to demonstrate their knowledge of engineering ethics, both in the Fundamental Cannons and Rules of Practice.</p> <p>3. According to current results, areas needing improvement: In this assessment cycle the SLO was operationalized for the Core Learning Outcomes of Civic Engagement. Throughout the course, engineering ethics is discussed and applied. Aside from an entire lecture that is dedicated to ethics in design, students are required to complete a group project focused on improving our daily life. EGR 122 students are also made aware that their design will influence social, environmental, or economic aspects of our lives. They should examine the ethical</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																			
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Engineering, A.S.

	<p>Areas where students met the target: In both SLO Criteria/Question Concepts: Fundamental Cannons and Rules of Practice, the students met the target.</p> <p>Areas where students did NOT meet the target: N/A</p>	<p>implications of their design choices and their civic responsibilities.</p> <p>This approach of combining ethics lectures with the direct practice of ethics in engineering design will be continued. Further, additional current events that affect society will be discussed in the context of engineering design and analysis.</p> <p>4. Based on current results, new actions to improve student learning: Given the current results, the prior recommendations maintained a high success rate above the target in both SLO criteria. They will therefore be continued and assessed to identify any additional room for improvement. Further, since EGR 122 is delivered in two modalities, an attempt to determine the success rate of both modalities will be performed.</p> <p>The Engineering Pathway Chair and the course instructors will be responsible for implementing the recommendations in Spring 2023.</p> <p>5. Next assessment of this CLO: This SLO will be assessed in the next CLO assessment of Civic Engagement.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Horticulture Technology, 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: Purpose: 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.</p>																				
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication</p> <p>Operationalized Definition: This was operationalized with a Bioregional Quiz assessment assignment and a follow up activity. Students were assessed in their proficiency in civic knowledge on the following topics: weather patterns, water supply, waste and utilities, food systems, plants and animals of the bioregion, human and cultural history, transportation and community planning and more and then were required to research and present on their findings to the class as a whole.</p>																				
Assessment Methods	Assessment Results		Use of Results																	
<p>Course Name/Number: Site Analysis – HRT 230</p> <p>Direct Measure Used: Bioregional Quiz assignment. This assignment is a multi-week self-assessment (of bioregional and civic knowledge) with a follow up research and presentation component. This 'Quiz' is given in lab time without preparation and students answer as many questions as they knew without preparation, they then turn in these questions with the reported number of questions they could successfully answer. The 'Quiz' is then passed back out, and research is undertaken in two parts over a few weeks; first students are grouped with their closest regional neighbors and are allowed to share the knowledge they have and amend this 'Quiz' worksheet. Second, students then individually take these questions home, research answers to all the questions and then return to share their findings with their groups. Students in their groups then present these findings to the class as a whole.</p> <p>CLO/Rubric Criteria or Question Concepts: A wide range of civic, ecological, weather, and resource based questions are on this 'Quiz.' These include questions on weather patterns, water supply, waste and utilities, food systems, plants and animals of the bioregion, human and cultural history, transportation and community planning and more. See included example.</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>LO</td> <td>1</td> <td>1</td> <td>13</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO	1	1	13	<p>Semester/year data collected: Spring 2022</p> <p>Target: A target success rate was 75% of the class achieving a score of 80% or better ultimately on this 'Quiz' at the completion of the assignment.</p> <p>Results:</p> <ul style="list-style-type: none"> • 100% of the students achieved the target score (80% or better) on the ultimate assessment of the assignment. This was compared to 0% who achieved a score of 80% or better on the initial self- assessment. <p>Grades were as follows (number of students):</p> <ul style="list-style-type: none"> • 90-100%: 12 • 80-89%: 1 • 70-79%: 0 • 60-69%: 0 • <59%: 0 • Withdrawn/No Show: 0 <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Current Results Spring 2022</th> <th>Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>96%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>96%</td> <td>N/A</td> </tr> </tbody> </table> <p>Results by CLO Criteria: [x] Average/Mean Score per criteria or [] Percent of Students > target per criteria</p>		Results by Modality	Current Results Spring 2022	Previous Results	All students assessed (weighted average)	96%	N/A	On-campus average	96%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: Not applicable.</p> <p>2. Impact of changes on current results: Not applicable</p> <p>3. According to current results, areas needing improvement: Initially 0% of students achieved the target, although after completion of the assignment 100% of students did meet the target. Many of these questions engage with somewhat common aspects of daily and civic life in our region and students are surprised by how little they know on these initial assessments. This motivates them to discuss and research to achieve full proficiency by the assignment's completion. The area needing improvement might be that the other courses in our program could better address some of these civic and bioregional topics in earlier sequenced courses in the program.</p> <p>4. Based on current results, new actions to improve student learning: These results indicate that the initial civic and bioregional knowledge proficiency is quite low. This was a relatively small class and is a class that is only required for the Landscape Design AAS majors and not the Horticulture Technology AAS majors in the program. Both the initial self-assessment showing such low proficiency and the high percentage of the class (100%) of students ultimately reaching proficiency indicates the need to include a similar assignment/project in some of the more introductory classes in the program such as HRT 100 (Introduction to Horticulture). The program head will discuss these findings and the</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022 Horticulture Technology, A.A.S.

Total	1	1	13	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results	
				1. Initial Scores on Self-Assessment	42%	N/A	<p>assignment with other faculty in the Horticulture program with a proposal for the inclusion of similar material or assignments in other courses.</p> <p>5. Next assessment of this CLO: If assessed on a two-year cycle, this CLO will be assessed again in the 2023-2024 academic year, specifically in the HRT 230 Site Analysis course in Spring 2024.</p>
				2. Ultimate Scores on Assignment completion	96%	N/A	
				3. Improvement	+54%	N/A	
				<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: This CLO has not been assessed previously by the current program head.</p> <p>Areas where students met the target: Students met the target (100% of students, with a mean score of 96%) ultimately on the assignment after group discussions and research activities. Students had to engage and research numerous aspects of civic life in their town or neighborhood to achieve these results including; local history, water, power and other utility systems, waste management, transportation and regional planning, weather patterns, and local natural and ecological history.</p> <p>Areas where students did NOT meet the target: Initially, no students met the target (0% of students, with a mean score of 42%) on the first in class self-assessment attempt on this 'Quiz' assignment. However, students did meet the target after the completion of the assignment.</p>			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Information Technology, A.S.

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<p>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.</p>																																																											
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<p>Operationalized Definition: Students participated in their own company observation, and evaluation of Risk Assessment</p>																																																											
Assessment Methods	Assessment Results		Use of Results																																																								
<p>Course Name/Number: ITN 267</p> <p>Direct Measure Used: Students participated in their own company observation, and evaluation of Risk Assessment</p> <p>CLO/Rubric Criteria or Question Concepts: This work was completed in the public and assessment measures were completed based on students presentations</p> <p>Other Method (if used): N/A</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>WO</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>NOVA Online</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td></td> <td></td> <td></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;">23</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	WO	1	1	23	NOVA Online				Off-Site Dual Enrollment				Total	1	1	23	<p>Semester/year data collected: Spring 2022</p> <p>Target: 70%</p> <p>Results by Modality: Overall Average/Mean Scores</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;">Current Results Semester Year</th> <th style="text-align: center;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">23</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">23</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">0</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">0</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Dual Enrollment average</td> <td style="text-align: center;">0</td> <td style="text-align: center;">NA</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;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Semester Year</th> <th style="text-align: center;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. Ability to identify Risk</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>2. Ability to engage with public</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>3. Ability to identify threats</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>4. Ability to identify Assets</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>5. Ability to discuss findings</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">NA</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>		Results by Modality	Current Results Semester Year	Previous Results	All students assessed (weighted average)	23	NA	On-campus average	23	NA	Synchronous hybrid (remote) average	0	NA	NOVA Online average	0	NA	Dual Enrollment average	0	NA	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Ability to identify Risk	75%	NA	2. Ability to engage with public	69%	NA	3. Ability to identify threats	71%	NA	4. Ability to identify Assets	85%	NA	5. Ability to discuss findings	78%	NA	<p>1. Changes put in place since previous assessment to improve student learning: Discussions are being made to find ways to implement this process across all campuses.</p> <p>2. Impact of changes on current results: NA</p> <p>3. According to current results, areas needing improvement: NA</p> <p>4. Based on current results, new actions to improve student learning: The procedures will need to be written to capture the SWOT for this activity</p> <p>5. Next assessment of this CLO: Fall 2023</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Interior Design, A.A.S.

	<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: This is the first time this CLO has been assessed. The purpose of the assignment was to have students research three things new to them: the Navajo as a client, New Mexico, and shipping-containers as a work-live situation. Armed with that information they would then design the shipping containers as a place for the client to live and work. On this project, 12 of the 16 students (75%) achieved better than 75% on the project. For each of the categories assessed in the rubric: Research: 9 of 16 received 4 out of 5 or better (56%) Client: 10 out of 16 received 4 or better (62.5%) Concept: 14 out of 16 received 4 or better (87.5%)</p> <p>Areas where students met the target: Students met the target overall on the project score and on one out of three of the rubric items (Concept).</p> <p>Areas where students did NOT meet the target: Students did not meet the target on two of the rubric items (Research and Client).</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Phlebotomy, 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/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.</p>																																
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Phlebotomy students should exhibit civic engagement when they demonstrate in their Clinical practicum an ethical and professional behavior, that accepts the responsibilities of becoming a role model by ensuring a high standard of care for the patients and community they serve,</p>																																
Assessment Methods	Assessment Results	Use of Results																														
<p>Course Name/Number: Clinical Phlebotomy MDL 106</p> <p>Direct Measure Used: Evaluations of Professional Characteristics by Clinical Preceptors during Clinical Course</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1. Communicates effectively with patients by demonstrating a concerned and confident approach. 2. Communicates effectively with members of the laboratory and hospital staff. 3. Exhibits the initiative and self-confidence to volunteer to collect specimens. 4. Demonstrates the ability to work cooperatively with members of the hospital and staff. 5. Follows verbal instructions 6. Organizes work to achieve maximum efficiency 7. Recognizes mistakes or discrepancies and takes appropriate action including asking questions when appropriate. 8. Accepts constructive criticism and attempts to make appropriate adjustments. 9. Displays professional integrity including the confidentiality of all patient information. 10. Performs work in a manner that instills confidence and trust. 11. Responds to volume or stat pressures with organization and efficiency. <p>Other Method (if used): The PBT Student Manual has a signature page of the agreement to follow program policies and the Code of Ethics of the profession. This includes the expected behavior and responsibilities of</p>	<p>Semester/year data collected: Spring 2022</p> <p>Target: 100% students will be passing the Clinical evaluation of Professional Characteristics with minimum scores of 3 or 4 in each area evaluated.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results Fall 2021</th> <th style="text-align: center;">Previous Fall 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td></td> <td></td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td></td> <td></td> </tr> <tr> <td>NOVA Online average</td> <td></td> <td></td> </tr> <tr> <td>Dual Enrollment average</td> <td></td> <td></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;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Fall 2021</th> <th style="text-align: center;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. 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Communicates effectively with patients by demonstrating a concerned and confident approach	95% scored 4 5% scored 3	NA	2. Communicates effectively with members of the laboratory and hospital staff.	98% scored 4 2% scored 3	NA	3. Exhibits the initiative and self-confidence to volunteer to collect specimens.	98% scored 4 2% scored 3	NA	<p>Changes put in place since previous assessment to improve student learning: This core competency was evaluated in the 2018-2019 report. At that time civic engagement was demonstrated by graduate's' contribution to the well-being of their community by becoming certified to show their commitment to lifelong learning process of maintaining their competency by periodic recertification and abiding to their professional code of ethics. The certification process is independent of completing the Phlebotomy Career Studies Certificate and graduates that accept the responsibilities of the professional code of ethics sit for the certification test. The program goal is to prepare graduates to demonstrate ethical and professional characteristics and the program has a curriculum that includes discussion of their individual responsibilities to their community.</p> <p>2. Impact of changes on current results: The curricular structure has included activities that prepare Phlebotomy students to learn and practice the different ways in which they can put forth the expectations of the PBT code of ethics. Students have the opportunity to demonstrate these ethical and professional characteristics in the Clinical practicum course (MDL 106). All students in this cohort demonstrated scores of 3 and 4 which are the highest achievable scores in the Clinical evaluation rubric of Professional Characteristics.</p> <p>3. According to current results, areas needing improvement: A correlation of the scores was made to see if students obtaining scores of 3 showed difficulties to pass the PBT certification and the result of this comparison showed no difference among them. Representatives from both groups sat for certification test</p>
Results by Modality	Current Results Fall 2021	Previous Fall 2019																														
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022 Phlebotomy, C.S.C.

phlebotomists related to the duties to the patient, duties to colleagues and the profession and duties to society:

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
ME	1	1	11
NOVA Online			
Off-Site Dual Enrollment			
Total	1	1	11

4. Demonstrates the ability to work cooperatively with members of the hospital and staff.	98% scored 4 2% scored 3	NA
5. Follows verbal instructions.	95% scored 4 5% scored 3	NA
6. Organizes work to achieve maximum efficiency.	95% scored 4 5% scored 3	NA
7. Recognizes mistakes or discrepancies and takes appropriate action including asking questions when appropriate.	98% scored 4 2% scored 3	NA
8. Accepts constructive criticism and attempts to make appropriate adjustments.	98% scored 4 2% scored 3	NA
9. Displays professional integrity including the confidentiality of all patient information.	98% scored 4 2% scored 3	NA
10. Performs work in a manner that instills confidence and trust.	98% scored 4 2% scored 3	NA
11. Responds to volume or stat pressures with organization and efficiency.	98% scored 4 2% scored 3	NA

and all passed providing a 100% certification pass rate for PBT first timers during June to October 2022.

4. Based on current results, new actions to improve student learning: Maintain up to date the discussions in the cognitive, affective and psychomotor domains related to professionalism in the PBT curriculum and include more community service activities that begin to show the importance of their contribution to society and their profession.

5. Next assessment of this CLO: 2024 (If we continue to follow the assessment timeframe of every three years for this CLO)

Target Met: Yes No Partially

Current Results Improved vs. Previous Results:
 Yes No Partially N/A

Narrative comparison of current results to previous results: NA

Areas where students met the target: All areas evaluated.

Areas where students did NOT meet the target: None

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Psychology, 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 students who plan to transfer to a college or university for a B.S. or B.A. degree in psychology.

Core Learning Outcome: **Written Communication** **Civic Engagement**

Operationalized Definition: Students will identify &/or apply ethical standards to evaluate psychological science and practice.

Assessment Methods

Course Name/Number: Research Methods for the Behavioral Sciences, PSY 211

Direct Measure Used: Ethics Assessment

CLO/Rubric Criteria or Question Concepts: This 10 question multiple choice test assesses the following concepts: risk, consent, confidentiality, fraud, IRB, plagiarism, and deception.

Other Method (if used): N/A

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL	1	1	7
AN	2	2	38
MA	1	0	0
ME	0	0	0
LO	2	1	19
WO	1	1	19
NOVA Online	0	0	0
Off-Site Dual Enrollment	0	0	0
Total	7	5	83

Assessment Results

Semester/year data collected: Spring 2022

Target: Students will have an average of over 70%

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Spring 2022	Previous Results Spring 2020
All students assessed (weighted average)	81.6%	84%
On-campus average	79.3%	84%
Synchronous hybrid (remote) average	84.1%	N/A
NOVA Online average	N/A	N/A
Dual Enrollment average	N/A	N/A

Results by CLO Criteria:

Average/Mean Score per criteria or
 Percent of Students > target per criteria

Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2020
1. Risk	78%	82%
2. Consent	79%	87%
3. Confidentiality	84%	91%
4. Fraud	88%	86%
5. IRB	89%	86%
6. Plagiarism	94%	88%
7. Deception	67%	75%

Target Met: Yes No Partially

Current Results Improved vs. Previous Results:

Yes No Partially N/A

Narrative comparison of current results to previous results: Two of the concepts increased since the last assessment (Plagiarism and Fraud), while the remaining five concepts decreased.

Use of Results

1. Changes put in place since previous assessment to improve student learning: To increase reporting, SLO questions were posted on Canvas in order to make it easier to collect the data. To improve student learning regarding the concept of deception after the last assessment, faculty said they would spend more time covering debriefing as a tool to mitigate the effects of deception

2. Impact of changes on current results: The response rate improved from 50% to 71% after we made the assessment accessible via Canvas. The increased time spent on debriefing did not seem to help the students to understand the concept of deception.

3. According to current results, areas needing improvement: The use of deception in research is the only area that needs improvement as students performed well above target on most of the other concepts.

4. Based on current results, new actions to improve student learning: The faculty needs to spend more time clarifying the concept of deception in research. The use of deception in psychological research is more context dependent than the other concepts so faculty needs to provide more examples of when deception is a problem for research and what can be done to minimize the problem.

5. Next assessment of this CLO: Fall 2023 (as SLO)

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Psychology, A.S.

	<p>Areas where students met the target: The students met the criteria for six of the seven criteria (risk, consent, confidentiality, fraud, IRB, and plagiarism).</p>	
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Areas where students did NOT meet the target: The students did not meet the target for the concept of deception.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Public History and Historic Preservation, 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 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"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalized Definition: Students will explain the role and function of preservation in society.																																						
Assessment Methods	Assessment Results	Use of Results																																				
<p>Course Name/Number: HIS 181 – Intro to Historic Preservation</p> <p>Direct Measure Used: Hybrid Discussion Board Assignment – Commission Meeting Review and Evaluation</p> <p>CLO/Rubric Criteria or Question Concepts: This is the discussion assignment for the two Local Historic Preservation Committee or Architectural Review Board Meetings students had to attend during the course. The students' initial post answering the following questions were due Wednesday, April 7th, 6:59pm: what are the powers and jurisdiction of the commission, what role does the commission play in local preservation efforts, and what happened at the meetings? The post should be approximately 600 to 800 words in length, fully answering the questions mentioned above. Students had to reply to two of their fellow students by Sunday, April 11th, 11:59pm, providing additional insight into the commission process and comparison with their own meeting experience.</p> <p>The best initial responses analyzed the situation regarding the question, added an opinion, or identified related issues. There are two tactics for replies: add to the initial post or tactfully disagree with it and state the reasons why. Simply stating agreement or repeating the same thoughts as the initial post will not achieve a good score. Direct quotations should not be done for this assignment, students had to use their own words.</p> <ul style="list-style-type: none"> • An "A" grade specifically and fully answers all parts of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by appropriate analysis and a good range of specific facts; and, the assignment is well written. 	<p>Semester/year data collected: Spring 2022</p> <p>Target: 80% of students should demonstrate competence</p> <p>Results by Modality: Overall Average/Mean Scores</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%;">Current Results Spring 2022</th> <th style="width: 33%;">Previous Results N/A</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>86%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>86%</td> <td>N/A</td> </tr> <tr> <td>NOVA Online average</td> <td>N/A</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 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: 33%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 33%;">Current Results Spring 2022</th> <th style="width: 33%;">Previous Results N/A</th> </tr> </thead> <tbody> <tr> <td>1. 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F</td> <td>18%</td> <td></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:</p> <p>This was the second time that we had assessed this CLO.</p>	Results by Modality	Current Results Spring 2022	Previous Results N/A	All students assessed (weighted average)	86%	N/A	On-campus average	N/A	N/A	Synchronous hybrid (remote) average	86%	N/A	NOVA Online average	N/A	N/A	Dual Enrollment average	N/A	N/A	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results N/A	1. A	68%		2. B	9%		3. C	N/A		4. D	4.5%		5. F	18%		<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. This was the first time we had assessed this particular CLO.</p> <p>2. Impact of changes on current results: Again, this was the second time that this particular CLO was assessed. The SLO has been evaluated multiple times during the past few years with varying degrees of success.</p> <p>3. According to current results, areas needing improvement: This was the second time we had assessed this particular CLO with this specific SLO component and with HIS 181. Previously, we had assessed this specific SLO in our HIS 180 and 183 courses. Students who did not complete the assignment and attend or watch online the local commission / architectural review board meetings were the ones who typically did not meet the</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

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

- A “B” grade specifically and fully answers all parts of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by adequate understanding of the text and common sense; and, the assignment is well written without major grammar errors.
- A “C” grade only answered part of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by some understanding of the text; there may include factual errors, or not demonstrate adequate understanding of the historical period; and, it maybe poorly written.
- A “D” grade is defined as an assignment that provided only opinions, or evaluations given are not called for in the question or are not supported by an understanding or the period; and, assignment may be poorly written, and contain many spelling and grammatical errors.
- A “F” grade is defined as an essay that ignores the question or questions; contains many serious factual errors; poorly written, making it difficult to understand; and, sentences directly copied from other sources.

Other Method (if used): N/A

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
LO	1	1	22
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	22

Previously, we assessed the SLO in Fall 2019 as a standalone evaluation with 14 students, but with a different course and assignment. At that time, eight students reached the threshold, but six students did not. This was because those six students did not complete the assignment.

In Spring 2021, we assessed this SLO as part of another CLO assessment with 19 students and 15 of them reached the threshold. The four students who did not either did not attend or watch online the local commission / architectural review board meetings, or did not address all of the assignment components.

In Spring 2022, this CLO was assessed and we had 17 students successfully complete this SLO out of the 22 students enrolled. As with past reporting periods, the students who did not attend two of the local preservation or architectural review board meetings did not successfully reach the threshold.

Areas where students met the target:

For the most part, students succeeded with the assignment when they completed it, which mirrored the results from last year’s assessment. Seventeen out of the twenty-two students completed the CLO successfully, while five of them failed to complete either part or all of the assignment.

Areas where students did NOT meet the target:

The primary reason students did not meet the target threshold was that they did not complete the assignment. Even giving students additional time to complete the work and submit it late did not work. For an unknown reason, a number of students just did not want to complete it. Overall, those students should have dropped the class, because they continuously did not submit assignments.

threshold in successfully completing this SLO. Moving forward, we will try to identify why this happened.

4. Based on current results, new actions to improve student learning:

We need to determine why students did not complete the assignment, which was detrimental to the SLO for this reporting period. Reaching out to students proactively about the importance of the assignment, reminding them of the various due dates, and informally communicating with them might provide the insight we need.

5. Next assessment of this CLO:

This CLO will next be assessed during the 2023-24 academic year, when we will examine the results from our data collected for analysis.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Radiography, 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 produce diagnostic images of the human body through safe application of x-radiation. The radiographer is a central member of the health care team and assists the radiologist, a physician specialized in body image interpretation. Upon successful completion of degree requirements, the student will be eligible to take the American Registry of Radiologic Technology (ARRT) examination leading to certification as a Registered Technologist in Radiography: A.S., R.T. (R).

Core Learning Outcome: **Civic Engagement** **Written Communication**
Operationalized Definition: Students will develop and apply lifelong habits that reflect professional development.

Assessment Methods	Assessment Results	Use of Results																																																					
<p>Course Name/Number: Patient Care in radiography – RAD 125</p> <p>Direct Measure Used: Quiz 1: Chapter 6, Professional attitudes and communications – Tool found on Canvas</p> <p>CLO/Rubric Criteria or Question Concepts: Question concepts:</p> <ol style="list-style-type: none"> 1. Global Healthcare Issues 2. Outcome differences in healthcare related to race and ethnicity. 3. Cultural diversity and nonverbal communication. 4. Legal and clinical requirements when communicating with patients 5. Certified Interpreter requirements in healthcare 6. Legal requirements when communicating with non-English speakers/patients 7. Importance of patient education in outcome success 8. Understanding grief and advanced directives. <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">76</td> </tr> <tr> <td>NOVA 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;">76</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME	2	2	76	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	76	<p>Semester/year data collected: Fall 2022</p> <p>Target: Target 90% of students score 85% or higher on topics to include global healthcare, healthcare interpreters, legal requirements of communicating with patients, legal requirements for communicating with non-English/impaired patients and advanced directives.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Fall 2022</th> <th style="width: 35%;">Previous Results Fall 2021</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td></td> <td></td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">90.62</td> <td></td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td></td> <td style="text-align: center;">89.75</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;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 20%;">Current Results Fall 2022</th> <th style="width: 35%;">Previous Results Fall 2021</th> </tr> </thead> <tbody> <tr> <td>1. 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Legal requirements communicating with</td> <td style="text-align: center;">98</td> <td style="text-align: center;">86</td> </tr> </tbody> </table>	Results by Modality	Current Results Fall 2022	Previous Results Fall 2021	All students assessed (weighted average)			On-campus average	90.62		Synchronous hybrid (remote) average		89.75	Results by SLO Criteria/Question Concepts	Current Results Fall 2022	Previous Results Fall 2021	1. Global Healthcare	80	90	2. Outcome differences due to race/ethnicity	95	95	3. Cultural diversity and nonverbal communication	94	90	4. Legal requirements during communication	90	92	5. Certified Interpreter requirements	83	92	6. Legal requirements communicating with	98	86	<p>1. Changes put in place since previous assessment to improve student learning: This is the first time we have assessed this particular SLO since 2015 - 2016. In 2017, faculty implemented additional didactic and laboratory assessments in RAD 125 to include communicating with different population groups, cultural diversity, and grief communication.</p> <p>2. Impact of changes on current results: Current results indicate that the majority of students demonstrate the development and application of lifelong habits that reflect professional development. Significant increase in concepts of understanding grief and advanced directives, patient education outcome, legal requirements in communication with non-English/impaired patients and cultural diversity.</p> <p>3. According to current results, areas needing improvement: Current results indicate the following areas need improvement. Global healthcare, legal requirements during communication and certified interpreter requirements.</p> <p>4. Based on current results, new actions to improve student learning: Radiography students are encouraged to be active in both state and national professional societies. Students are encouraged to complete the ASRT Leadership development Program. ASRT Leadership Program topics include strategic planning, legal issues and affiliate compliance, governance overview and procedures for advocacy. Additional lectures/modules will be introduced in RAD 196 and RAD 125 to address global healthcare, legal requirements during communication and certified interpreter requirements.</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																				
ME	2	2	76																																																				
NOVA Online	N/A	N/A	N/A																																																				
Off-Site Dual Enrollment	N/A	N/A	N/A																																																				
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Results by Modality	Current Results Fall 2022	Previous Results Fall 2021																																																					
All students assessed (weighted average)																																																							
On-campus average	90.62																																																						
Synchronous hybrid (remote) average		89.75																																																					
Results by SLO Criteria/Question Concepts	Current Results Fall 2022	Previous Results Fall 2021																																																					
1. Global Healthcare	80	90																																																					
2. Outcome differences due to race/ethnicity	95	95																																																					
3. Cultural diversity and nonverbal communication	94	90																																																					
4. Legal requirements during communication	90	92																																																					
5. Certified Interpreter requirements	83	92																																																					
6. Legal requirements communicating with	98	86																																																					

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Radiography, A.A.S.

	<table border="1"> <tr> <td>non-English/impaired patients</td> <td></td> <td></td> </tr> <tr> <td>7. Patient education and outcome success</td> <td align="center">97</td> <td align="center">92</td> </tr> <tr> <td>8. Understanding grief and advanced directives</td> <td align="center">88</td> <td align="center">81</td> </tr> </table>	non-English/impaired patients			7. Patient education and outcome success	97	92	8. Understanding grief and advanced directives	88	81		<p>5. Next assessment of this CLO: 2023 -2024</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Science, 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 who are interested in a professional or scientific program and who plan to transfer to a four-year college or university to complete a baccalaureate degree with a major in one of the following fields: agriculture, biology, chemistry, pre-dentistry, forestry, geology, oceanography, pharmacy, physics, physical therapy, pre-medicine, science education, or mathematics.

Core Learning Outcome: **Civic Engagement** **Written Communication**

Operationalized Definition: Student will analyze their everyday behavior in the context of pressing environmental concerns at the local, national, and/or environmental level.

Assessment Methods	Assessment Results	Use of Results																																																																						
<p>Course Name/Number: General Environmental Science I and II (ENV 121 and 122)</p> <p>Direct Measure Used: Students calculated their ecological footprint using an online tool. Students answered questions to assess how well they understood their results.</p> <p>CLO/Rubric Criteria or Question Concepts: 1. Meaning of Earth Overshoot Day (EOD). 2. Relationship between EOD and natural resource use. 3. How to reduce carbon footprint. 4. How to reduce food footprint. 5. Biocapacity creditors v. debtors. 6. Trends in biocapacity and footprint for USA. 7. Ways to reduce personal footprint.</p> <p>Other Method (if used): N/A</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>6</td><td>3</td><td>53</td></tr> <tr><td>AN</td><td>8</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>6</td><td>1</td><td>10</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>7</td><td>1</td><td>20</td></tr> <tr><td>WO</td><td>1</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td>4</td><td>1</td><td>8</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>11</td><td>6</td><td>101</td></tr> <tr style="background-color: #ffff00;"><td>Total</td><td>43</td><td>12</td><td>192</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	6	3	53	AN	8	0	0	MA	6	1	10	ME	0	0	0	LO	7	1	20	WO	1	0	0	NOVA Online	4	1	8	Off-Site Dual Enrollment	11	6	101	Total	43	12	192	<p>Semester/year data collected: Spring 2022</p> <p>Target: Students will earn an average of 70% on the quiz.</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>Results by Modality</th> <th>Current Results Semester Year</th> <th>Results 2017-2018*</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>89.78</td><td>N/A</td></tr> <tr><td>On-campus average</td><td>88.75</td><td>N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>87.18</td><td>N/A</td></tr> <tr><td>NOVA Online average</td><td>81.25</td><td>N/A</td></tr> <tr><td>Dual Enrollment average</td><td>92.45</td><td>N/A</td></tr> </tbody> </table> <p><small>*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. If you assessed the same CLO as you did in 2017-2018.</small></p> <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>Results by CLO Criteria/ Question Concepts</th> <th>Current Results Semester Year</th> <th>Results 2017-2018</th> </tr> </thead> <tbody> <tr><td>1. Meaning of Earth Overshoot Day (EOD)</td><td>91.19</td><td>N/A</td></tr> <tr><td>2. Relationship between EOD and natural resource use</td><td>80.83</td><td>N/A</td></tr> <tr><td>3. How to reduce carbon footprint</td><td>80.83</td><td>N/A</td></tr> </tbody> </table>	Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	89.78	N/A	On-campus average	88.75	N/A	Synchronous hybrid (remote) average	87.18	N/A	NOVA Online average	81.25	N/A	Dual Enrollment average	92.45	N/A	Results by CLO Criteria/ Question Concepts	Current Results Semester Year	Results 2017-2018	1. Meaning of Earth Overshoot Day (EOD)	91.19	N/A	2. Relationship between EOD and natural resource use	80.83	N/A	3. How to reduce carbon footprint	80.83	N/A	<p>1. Changes put in place since previous assessment to improve student learning: This is Environmental Science's first time assessing this CLO. The Discipline Chair wrote this assessment after receiving input from several ENV faculty members who had done a personal ecological footprint analysis with their students in the past. The Discipline Chair shared the assessment and allowed editing by ENV faculty. Students learn about the ecological footprint in both ENV 121 and 122.</p> <p>2. Impact of changes on current results: This is Environmental Science's first time assessing this CLO.</p> <p>3. According to current results, areas needing improvement: There was low participation by NOVA faculty in assessing this CLO despite the Discipline Chair emailing faculty, discussing it at meetings, and providing the assessment in Canvas.</p> <p>4. Based on current results, new actions to improve student learning: Students met all targets. They earned the lowest score on concept #6 (Trends in biocapacity and footprint for USA). This concept requires students to interpret either a table or a graph. More emphasis on reading data should occur in classrooms in the future.</p> <p>5. Next assessment of this CLO: Fall 2023</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																					
AL	6	3	53																																																																					
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Science, A.S.

	4. How to reduce food footprint	94.82	N/A
	5. Biocapacity creditors v. debtors	94.82	N/A
	6. Trends in biocapacity and footprint for USA	79.79	N/A
	7. Ways to reduce personal footprint	98.19	N/A
<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: This is our first time assessing this CLO.</p> <p>Areas where students met the target: Students met the target in all areas.</p> <p>Areas where students did NOT meet the target: Students met the target in all areas.</p>			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Social Sciences, 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 Associate of Science degree in Social Sciences focuses on how human beings interact with each other in the past and present. It emphasizes, through quantitative and qualitative research methods, how social scientists develop an understanding of the ways in which humans relate to themselves and each other through beliefs, customs, organizations, and institutions. The Associate of Science degree in Social Sciences prepares students for transfer to a broad range of Bachelor of Science and Bachelor of Arts programs, in fields such as economics, geography, geographic information systems, history, political science, psychology, sociology, teacher education, and more.</p>																																																																																					
<p>Core Learning Outcome: <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Civic Engagement</p> <p>Operationalized Definition: Students will identify &/or apply ethical standards to evaluate psychological science and practice.</p>																																																																																					
Assessment Methods		Assessment Results																																																																																			
<p>Course Name/Number: Research Methods for the Behavioral Sciences, PSY 211</p> <p>Direct Measure Used: Ethics Assessment</p> <p>CLO/Rubric Criteria or Question Concepts: This 10 question multiple choice test assesses the following concepts: risk, consent, confidentiality, fraud, IRB, plagiarism, and deception.</p> <p>Other Method (if used): N/A</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 12.5%;">Total # of Sections Offered</th> <th style="width: 12.5%;"># Sections Assessed</th> <th style="width: 12.5%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>7</td></tr> <tr><td>AN</td><td>2</td><td>2</td><td>38</td></tr> <tr><td>MA</td><td>1</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>2</td><td>1</td><td>19</td></tr> <tr><td>WO</td><td>1</td><td>1</td><td>19</td></tr> <tr style="background-color: yellow;"><td>NOVA Online</td><td>0</td><td>0</td><td>0</td></tr> <tr style="background-color: yellow;"><td>Off-Site Dual Enrollment</td><td>0</td><td>0</td><td>0</td></tr> <tr style="background-color: yellow;"><td>Total</td><td>7</td><td>5</td><td>83</td></tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	7	AN	2	2	38	MA	1	0	0	ME	0	0	0	LO	2	1	19	WO	1	1	19	NOVA Online	0	0	0	Off-Site Dual Enrollment	0	0	0	Total	7	5	83	<p>Semester/year data collected: Spring 2022</p> <p>Target: Students will have an average of over 70%</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2022</th> <th style="width: 33%;">Previous Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>81.6%</td><td>84%</td></tr> <tr><td>On-campus average</td><td>79.3%</td><td>84%</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>84.1%</td><td>N/A</td></tr> <tr><td>NOVA Online average</td><td>N/A</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 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;"> <thead> <tr> <th style="width: 33%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 33%;">Current Results Spring 2022</th> <th style="width: 33%;">Previous Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. Risk</td><td>78%</td><td>82%</td></tr> <tr><td>2. Consent</td><td>79%</td><td>87%</td></tr> <tr><td>3. Confidentiality</td><td>84%</td><td>91%</td></tr> <tr><td>4. Fraud</td><td>88%</td><td>86%</td></tr> <tr><td>5. IRB</td><td>89%</td><td>86%</td></tr> <tr><td>6. Plagiarism</td><td>94%</td><td>88%</td></tr> <tr><td>7. Deception</td><td>67%</td><td>75%</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 checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p>		Results by Modality	Current Results Spring 2022	Previous Results Spring 2020	All students assessed (weighted average)	81.6%	84%	On-campus average	79.3%	84%	Synchronous hybrid (remote) average	84.1%	N/A	NOVA Online average	N/A	N/A	Dual Enrollment average	N/A	N/A	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2020	1. Risk	78%	82%	2. Consent	79%	87%	3. Confidentiality	84%	91%	4. Fraud	88%	86%	5. IRB	89%	86%	6. Plagiarism	94%	88%	7. Deception	67%	75%
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		<p>Use of Results</p> <p>1. Changes put in place since previous assessment to improve student learning: To increase reporting, SLO questions were posted on Canvas in order to make it easier to collect the data. To improve student learning regarding the concept of deception after the last assessment, faculty said they would spend more time covering debriefing as a tool to mitigate the effects of deception</p> <p>2. Impact of changes on current results: The response rate improved from 50% to 71% after we made the assessment accessible via Canvas. The increased time spent on debriefing did not seem to help the students to understand the concept of deception.</p> <p>3. According to current results, areas needing improvement: The use of deception in research is the only area that needs improvement as students performed well above target on most of the other concepts.</p> <p>4. Based on current results, new actions to improve student learning: The faculty needs to spend more time clarifying the concept of deception in research. The use of deception in psychological research is more context dependent than the other concepts so faculty needs to provide more examples of when deception is a problem for research and what can be done to minimize the problem.</p> <p>5. Next assessment of this CLO: Fall 2023 (as SLO)</p>																																																																																			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Social Sciences, A.S.

	<p>Narrative comparison of current results to previous results: Two of the concepts increased since the last assessment (Plagiarism and Fraud), while the remaining five concepts decreased.</p> <p>Areas where students met the target: The students met the criteria for six of the seven criteria (risk, consent, confidentiality, fraud, IRB, and plagiarism).</p> <p>Areas where students did NOT meet the target: The students did not meet the target for the concept of deception.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Social Sciences: Teacher Education Specialization, A.S.

	<p>the field placement. For this reason, we cannot compare previous results by SLO criteria.</p> <p>Areas where students met the target: Students met the target in the following areas including classroom design, classroom management, assessment, instructional strategies, instructional technology, and the student's role in the lesson.</p> <p>Areas where students did NOT meet the target: Students did not meet the target for instructional grouping.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Veterinary Technology, 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: Our program is accredited by the American Veterinary Medical Association (AVMA) 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</p>																																						
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Communicate effectively in an ethical, legal, and professional manner with clients and the veterinary health care team</p>																																						
Assessment Methods	Assessment Results	Use of Results																																				
<p>Course Name/Number: VET 235/Animal Practice Management</p> <p>Direct Measure Used: Communication Videos – students were assessed on whether they are able to maintain strong and effective communication with a professional tone and body posture while dealing with confrontational topics. Scenarios included one with a client and one with a co-worker.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas:</p> <ol style="list-style-type: none"> 1. Responds to client with a professional, non-threatening tone of voice and verbal communication 2. Responds to client with professional, non-threatening and open body posture 3. Maintains legal obligations to client and facility 4. Ethical integrity of the veterinary profession is kept intact 5. 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) 6. Addresses staff members with a professional, non-threatening tone of voice and verbal communication 7. Addresses staff members with professional, non-threatening and open body posture 8. Maintains legal obligations to the staff members and the facility 9. Ethical integrity of the veterinary profession is kept intact 10. Staff member issue is resolved, or is closer to resolution <p>Sample:</p>	<p>Semester/year data collected: Spring 2022</p> <p>Target: Passing Grade >85%</p> <p>Results by Modality: Overall Average/Mean Scores</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;">Current Results Semester Year</th> <th style="text-align: center;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">27/27</td> <td style="text-align: center;">39/39</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Dual Enrollment average</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> <p>Results by CLO Criteria:</p> <p><input type="checkbox"/> Average/Mean Score per criteria or</p> <p><input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Semester Year</th> <th style="text-align: center;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. 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Changes put in place since previous assessment to improve student learning: None</p> <p>2. Impact of changes on current results: None</p> <p>3. According to current results, areas needing improvement: For current year, 2 students failed to submit their staff video. This may be due to students not understanding that two videos were due: one for client, one for staff. For previous results, issues were inaudible portions of video, inaccurate information being conveyed to the client (therefore not maintaining legal obligations), the video was not submitted and the client conflict was not resolved by the end of the video (the “client” was still noticeably upset),</p> <p>4. Based on current results, new actions to improve student learning: More time spent role playing in class; showing video examples of what is expected and a more detailed rubric for the student.</p> <p>5. Next assessment of this CLO: VET 116 2024-2025; VET 235 2026-2027</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Veterinary Technology, A.A.S.

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
LO	1	1	27
WO			
NOVA Online			
Off-Site Dual Enrollment			
Total	1	1	27

positive frame of mind or client is removed from establishment appropriately (if deemed a threat)		
6. Addresses staff members with a professional, non-threatening tone of voice and verbal communication	25/27	35/39
7. Maintains legal obligations to the staff members and the facility	25/27	35/39
8. 35/Ethical integrity of the veterinary profession is kept intact	25/27	35/39
9. Staff member issue is resolved, or is closer to resolution	25/27	35/39

Target Met: Yes No Partially

Current Results Improved vs. Previous Results:
 Yes No Partially N/A

Narrative comparison of current results to previous results: Greater compliance with students submitting video, and greater understanding by students of the assignment is needed.

Areas where students met the target: All areas met except for the students who did not submit their videos.

Areas where students did NOT meet the target: All areas met except for the students who did not submit their videos.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Disciplines

Environmental Science

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: Environmental science (ENV) courses provide students with opportunities to acquire fundamental knowledge of the principles of biological systems and their interactions with the non-living components of the environment, along with knowledge of humanity's relationship to the environment. Topics include causes, effects, and possible mitigation of major environmental issues. The courses are designed for both science and non-science majors, and may serve as prerequisites for advanced science courses, a laboratory science graduation requirement, or as transfer credit for a four-year institution.

Core Learning Outcome: **Civic Engagement** **Written Communication**

Operationalized Definition: Student will analyze their everyday behavior in the context of pressing environmental concerns at the local, national, and/or environmental level.

Assessment Methods	Assessment Results	Use of Results																																																																									
<p>Course Name/Number: General Environmental Science I and II (ENV 121 and 122)</p> <p>Direct Measure Used: Students calculated their ecological footprint using an online tool. Students answered questions to assess how well they understood their results.</p> <p>CLO/Rubric Criteria or Question Concepts: 1. Meaning of Earth Overshoot Day (EOD). 2. Relationship between EOD and natural resource use. 3. How to reduce carbon footprint. 4. How to reduce food footprint. 5. Biocapacity creditors v. debtors. 6. Trends in biocapacity and footprint for USA. 7. Ways to reduce personal footprint.</p> <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>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>6</td><td>3</td><td>53</td></tr> <tr><td>AN</td><td>8</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>6</td><td>1</td><td>10</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>7</td><td>1</td><td>20</td></tr> <tr><td>WO</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>NOVA Online</td><td>4</td><td>1</td><td>8</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>11</td><td>6</td><td>101</td></tr> <tr><td>Total</td><td>43</td><td>12</td><td>192</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	6	3	53	AN	8	0	0	MA	6	1	10	ME	0	0	0	LO	7	1	20	WO	1	0	0	NOVA Online	4	1	8	Off-Site Dual Enrollment	11	6	101	Total	43	12	192	<p>Semester/year data collected: Spring 2022</p> <p>Target: Students will earn an average of 70% on the quiz.</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>Results by Modality</th> <th>Current Results Semester Year</th> <th>Results 2017-2018*</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>89.78</td><td>N/A</td></tr> <tr><td>On-campus average</td><td>88.75</td><td>N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>87.18</td><td>N/A</td></tr> <tr><td>NOVA Online average</td><td>81.25</td><td>N/A</td></tr> <tr><td>Dual Enrollment average</td><td>92.45</td><td>N/A</td></tr> </tbody> </table> <p><small>*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. 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The Discipline Chair shared the assessment and allowed editing by ENV faculty. Students learn about the ecological footprint in both ENV 121 and 122.</p> <p>2. Impact of changes on current results: This is Environmental Science's first time assessing this CLO.</p> <p>3. According to current results, areas needing improvement: There was low participation by NOVA faculty in assessing this CLO despite the Discipline Chair emailing faculty, discussing it at meetings, and providing the assessment in Canvas.</p> <p>4. Based on current results, new actions to improve student learning: Students met all targets. They earned the lowest score on concept #6 (Trends in biocapacity and footprint for USA). This concept requires students to interpret either a table or a graph. More emphasis on reading data should occur in classrooms in the future.</p> <p>5. Next assessment of this CLO: Fall 2023</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																								
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Environmental Science

5. Biocapacity creditors v. debtors	94.82	N/A
6. Trends in biocapacity and footprint for USA	79.79	N/A
7. Ways to reduce personal footprint	98.19	N/A

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 our first time assessing this CLO.

Areas where students met the target: Students met the target in all areas.

Areas where students did NOT meet the target:
 Students met the target in all areas.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

Social Sciences: Political Science Specialization

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Program/Discipline Purpose Statement: This program is designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree. Graduates will have the knowledge, skills, and abilities equivalent to students entering the junior level at four-year colleges and universities.

Core Learning Outcome: **Civic Engagement** **Written Communication**
 Operationalized Definition: [Operationalize your CLO here; use an SLO when possible]

Assessment Methods	Assessment Results	Use of Results																																																		
<p>Course Name/Number: American National Politics, PLS 135</p> <p>Direct Measure Used: Multiple Choice questions.</p> <p>CLO/Rubric Criteria or Question Concepts: Multiple Choice questions that come from the citizenship exam.</p> <p>Other Method (if used): N/A</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>AN</td> <td></td> <td>4</td> <td>76</td> </tr> <tr> <td>NOVA Online</td> <td></td> <td>2</td> <td>41</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td></td> <td>7</td> <td>123</td> </tr> <tr> <td>Total</td> <td></td> <td>13</td> <td>240</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN		4	76	NOVA Online		2	41	Off-Site Dual Enrollment		7	123	Total		13	240	<p>Semester/year data collected:</p> <p>Target:</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>Results by Modality</th> <th>Current Results Semester Year</th> <th>Results 2017-2018*</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>96%</td> <td></td> </tr> <tr> <td>On-campus average</td> <td>96%</td> <td></td> </tr> <tr> <td>NOVA Online average</td> <td>96%</td> <td></td> </tr> <tr> <td>Dual Enrollment average</td> <td>95%</td> <td></td> </tr> </tbody> </table> <p><small>*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. If you assessed the same CLO as you did in 2017-2018.</small></p> <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>Results by CLO Criteria/ Question Concepts</th> <th>Current Results Semester Year</th> <th>Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>8. Constitution</td> <td>99%</td> <td></td> </tr> <tr> <td>9. Congress</td> <td>95%</td> <td></td> </tr> <tr> <td>10. President</td> <td>94%</td> <td></td> </tr> <tr> <td>11. Judiciary</td> <td>93%</td> <td></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 type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: I am not sure what the prior results were.</p> <p>Areas where students met the target:</p>	Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	96%		On-campus average	96%		NOVA Online average	96%		Dual Enrollment average	95%		Results by CLO Criteria/ Question Concepts	Current Results Semester Year	Results 2017-2018	8. Constitution	99%		9. Congress	95%		10. President	94%		11. Judiciary	93%		<p>1. Changes put in place since previous assessment to improve student learning: We have kept in place our approach as results have been generally strong. We did dedicate more attention to the judiciary as that has traditionally gotten a lower score.</p> <p>2. Impact of changes on current results:</p> <p>3. According to current results, areas needing improvement: Judiciary still scores lower than other areas of government, so PLS faculty will dedicate a renewed push towards improving how we approach the topic.</p> <p>4. Based on current results, new actions to improve student learning:</p> <p>5. Next assessment of this CLO: Not sure.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
Sociology

Total	30	17	286	12.	60%	56%
:				<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 to previous results: The current results showed an increase in scores compared to the previous assessment. Every SLO area saw an improvement in scores..</p> <p>Areas where students met the target: 1. All cultures use artifacts and behaviors in everyday life to signal cultural rules/expectations. 3. Multicultural feminism 4. Comparative research 5. Economics and cultural values. 6. Ideology 7. multiculturalism 8. Benefits of sociological study 9. The importance of family in society. 10. Concepts of race and racism. 11. Civic Engagement 12. Civic engagement and service learning?</p> <p>Areas where students did NOT meet the target: 2. Sociological theory</p>	<p>3. According to current results, areas needing improvement: Question 2 stands out as it has the lowest percentage of correct responses. This question deals with Sociological theory and major theoretical perspectives and their application. Students tend to understand the theories but struggle with application.</p> <p>4. Based on current results, new actions to improve student learning: -Including the articles and civic engagement assignment every semester and not just the CLO assessment semester.</p> <p>5. Next assessment of this CLO: 2024-25</p>	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022

World Languages

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<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication</p> <p>Operationalized Definition: [Operationalize your CLO here; use an SLO when possible]</p>																																																																																																						
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<p>Course Name/Number: : 202 in World Languages (ARA 202, CHI202, SPA 202, etc)</p> <p>Direct Measure Used: Writing prompt</p> <p>CLO/Rubric Criteria or Question Concepts: On-campus, remote, and NOVA Online students were assessed on two concepts: civic knowledge and civic values. The dual enrollment students (except for Chinese DE) were assessed on three areas: civic knowledge, civic skills, and civic values.</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>Spanish</td> <td>7</td> <td>6</td> <td>89</td> </tr> <tr> <td>Japanese</td> <td>2</td> <td>2</td> <td>19</td> </tr> <tr> <td>Arabic</td> <td>1</td> <td>1</td> <td>17</td> </tr> <tr> <td>Arabic NOL</td> <td>1</td> <td>1</td> <td>21</td> </tr> <tr> <td>Chinese NOL</td> <td>1</td> <td>1</td> <td>13</td> </tr> <tr> <td>Chinese Off-Site Dual Enrollment</td> <td>1</td> <td>1</td> <td>4</td> </tr> <tr> <td>Spanish Off-Site Dual Enrollment</td> <td>12</td> <td>1</td> <td>26</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	Spanish	7	6	89	Japanese	2	2	19	Arabic	1	1	17	Arabic NOL	1	1	21	Chinese NOL	1	1	13	Chinese Off-Site Dual Enrollment	1	1	4	Spanish Off-Site Dual Enrollment	12	1	26	<p>Semester/year data collected: Spring 2022</p> <p>Target: Students score 5 out of 8 points.</p> <p>Results for On-campus, Remote and NOVA Online Sections: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Courses</th> <th>Spanish</th> <th>Japanese</th> <th>Arabic</th> <th>Chinese NOL</th> </tr> </thead> <tbody> <tr> <td># of sections</td> <td>4</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td># of students</td> <td>52</td> <td>19</td> <td>21</td> <td>13</td> </tr> <tr> <td colspan="5">Results by SLO Criteria/ Question Concepts</td> </tr> <tr> <td>1. Civic Knowledge (4 pts)</td> <td>2.4</td> <td>2.3</td> <td>3.2</td> <td>3.0</td> </tr> <tr> <td>2. Civic Values (4 pts)</td> <td>2.5</td> <td>2.3</td> <td>3.4</td> <td>2.8</td> </tr> <tr> <td>Total (8 pts)</td> <td>5.0</td> <td>4.5</td> <td>6.6</td> <td>5.8</td> </tr> </tbody> </table> <p>Results for Dual Enrollment Sections: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Courses</th> <th>Spanish</th> <th>Japanese</th> <th>Chinese</th> </tr> </thead> <tbody> <tr> <td># of sections</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td># of students</td> <td>26</td> <td>13</td> <td>4</td> </tr> <tr> <td colspan="4">Results by SLO Criteria/ Question Concepts</td> </tr> <tr> <td>1. Civic Knowledge (4 pts)</td> <td>1.8</td> <td>1.9</td> <td>3.6</td> </tr> <tr> <td>2. Civic Skills (4 pts)</td> <td>1.5</td> <td>1.9</td> <td>N/A</td> </tr> <tr> <td>3. Civic Values (4 pts)</td> <td>2.2</td> <td>2.6</td> <td>3.8</td> </tr> <tr> <td>Total (8 pts)</td> <td>5.5</td> <td>6.5</td> <td>7.4</td> </tr> </tbody> </table>		Courses	Spanish	Japanese	Arabic	Chinese NOL	# of sections	4	2	1	1	# of students	52	19	21	13	Results by SLO Criteria/ Question Concepts					1. Civic Knowledge (4 pts)	2.4	2.3	3.2	3.0	2. Civic Values (4 pts)	2.5	2.3	3.4	2.8	Total (8 pts)	5.0	4.5	6.6	5.8	Courses	Spanish	Japanese	Chinese	# of sections	1	1	1	# of students	26	13	4	Results by SLO Criteria/ Question Concepts				1. Civic Knowledge (4 pts)	1.8	1.9	3.6	2. Civic Skills (4 pts)	1.5	1.9	N/A	3. Civic Values (4 pts)	2.2	2.6	3.8	Total (8 pts)	5.5	6.5	7.4	<p>Changes put in place since previous assessment to improve student learning: This is the first time that the World Language Discipline assessed Civic Engagement CLO.</p> <p>Impact of changes on current results: N/A</p> <p>According to current results, areas needing improvement: For On-campus, Remote and NOVA Online sections, the mean score for Civic Values is a bit lower than the mean score for Civic Knowledge in general.</p> <p>For DE courses, the mean score for Civic Knowledge is comparatively lower than the mean score for Civic Values.</p> <p>Based on current results, new actions to improve student learning: Based on data from the assessment results, for the On-campus, Remote, and NOVA Online sections, the discipline group will incorporate more Civic Values concepts in our instruction whenever appropriate.</p> <p>For DE courses, we would like to encourage our DE faculty members to focus more on Civic Knowledge in the future.</p> <p>Next assessment of this CLO: 2024-2025 Academic Year.</p>
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<p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Areas where students met the target: Basically, students met the target in all areas.</p>																																																																																																						

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: Civic Engagement 2021-2022
World Languages

Total	25	13	189	Areas where students did NOT meet the target: Japanese students just met below the target. For DE students, their lowest score was in Civic Skills.	
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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, 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 OBJECTIVES¹

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**. These strategic goals are grounded in our college's commitment to equity, excellence, empathy, evidence, and economic and social mobility (NOVA's 5Es).

GOAL 1: Every Student Succeeds

- **Objective 1:** Adopt a college-wide approach to advising
- **Objective 2:** Achieve equity in student outcomes

GOAL 2: Every Program Achieves

- **Objective 3:** Establish comprehensive, fully-integrated, Informed Pathways (high school to NOVA to four-year college/university) for every program
- **Objective 4:** Sustain and, where needed, establish effective, equity-minded NOVA collegewide processes, protocols, policies, and accountabilities for services and programs
- **Objective 5:** Align NOVA's culture, structure, and talent management/development with its access and equity mission and commitment to inclusive excellence
- **Objective 6:** Stabilize, grow, and sustain resources required to support mission and innovation

GOAL 3: Every Community Prospers

- **Objective 7:** Elevate and empower NOVA as the region's leading workforce provider across all essential and high demand industry sectors

¹ Strategic Plan Objectives were revised in Fall 2020.

NOVA

**Northern Virginia
Community College**

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