

Core Learning Outcomes Assessment Reports: Written Communication, 2021-2022

Research Report No. 05-23

Office of Strategic Insights
JUNE 2023

**NORTHERN VIRGINIA COMMUNITY COLLEGE
CORE LEARNING OUTCOME ASSESSMENT REPORTS:
Written Communication, 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: WRITTEN COMMUNICATION 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 32 written communication assessment reports contributed by programs and disciplines for NOVA.

VCCS Policy: General Education (5.0.2) defines written communication as “the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.”⁴

NOVA employs embedded course assessment, which is a direct measure using students' actual work or student performance. In 2120-2022, 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 written communication 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 civic engagement 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.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

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, MA		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	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

(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		X
	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	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

	Science, A.S.	Piraba Swaminathan Mitra Jahangeri, LO Anita Mohan, LO	X	
	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

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

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, AL	X	
Education and Social Sciences	Economics	Ashlie Warnick, MA		X
	Geography	Melinda Alexander, AL		X
	History	Jennifer Winters, AN		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, AN		X
	Environmental Science	Christine Bozarth, AL	X	
	Geology	Caitlin Chazen, MA		
	Physics	Barbara Medvar, MA		

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Table of Contents

Introduction.....	ii
Table 1. <i>Program/Certificate</i> Pathway Provost, Deans, and Faculty Assessment Leads and Outcomes Assessed	iii
Table 2. <i>Disciplines without Degrees</i> , Pathway Provost, Deans, and Faculty Assessment Leads and Outcomes Assessed	vi
Programs and Select Certificates	9
ACCOUNTING, A.A.S.	9
ADMINISTRATIVE OF JUSTICE, A.A.S.	11
AMERICAN SIGN LANGUAGE TO ENGLISH INTERPRETATION, A.A.S.	12
AUTOMOTIVE TECHNOLOGY, A.A.S.	14
BUSINESS ADMINISTRATION A.S.	16
BUSINESS MANAGEMENT A.A.S.	19
CINEMA, A.F.A.	21
COMPUTER SCIENCE, A.S.	23
CONSTRUCTION MANAGEMENT TECHNOLOGY, A.A.S.	25
CRIMINOLOGY AND CRIMINAL JUSTICE, A.S.	27
DIAGNOSTIC MEDICAL SONOGRAPHY, A.A.S.	28
GENERAL STUDIES, A.S.	30
GENERAL STUDIES: HEALTH SCIENCES SPECIALIZATION, A.S.	32
GRAPHIC DESIGN, A.A.S.	34
LIBERAL ARTS, A.A.	36
LIBERAL ARTS: THEATRE, C.S.C.	38
MEDICAL LABORATORY TECHNOLOGY, A.A.S.	40
MUSIC A.A., A.A.A.	42
NURSING, A.A.S.	44
PARALEGAL STUDIES, A.A.S.	45
PERSONAL TRAINING, C.S.C.	47
PHOTOGRAPHY AND MEDIA A.A.S.	49
PHYSICAL THERAPIST ASSISTANT, A.A.S.	51
PROFESSIONAL WRITING CERTIFICATE	53
SCIENCE: MATHEMATICS SPECIALIZATION, A.S.	55
VISUAL ART, A.F.A.	57
Disciplines	59
CHEMISTRY	59
COMMUNICATION STUDIES	63
ECONOMICS	66
GEOGRAPHY	68
HISTORY	70

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

LIBERAL ARTS: ENGLISH SPECIALIZATION.....	72
PHILOSOPHY	74
RELIGION.....	76
NOVA's Strategic Plan 2017-2023.....	78

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Programs and Select Certificates

Accounting, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																																												
<p>Program/Discipline Purpose Statement: The accounting curriculum is designed for persons who seek employment in the accounting field or for those presently in accounting who desire to increase their knowledge and update their skills. The occupational objectives include accounting trainee, accounting technician, junior accountant, and accountant.</p>																																																																												
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: SLO 8. Be able to write and speak in English well enough to communicate accounting procedures and concepts in a professional environment</p>																																																																												
Assessment Methods	Assessment Results		Use of Results																																																																									
<p>Course Name/Number: ACC 212</p> <p>Direct Measure Used: Students were required to assume the role of a CPA writing a letter to a client. Their letter was to explain the importance of budgeting, the costs and benefits of budgeting, and other issues related to preparing budgets. The textbook for the course covered these points in a single chapter.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ul style="list-style-type: none"> • Organization: structure, ordering of ideas, and linking of one idea to another (30 percent) • Development: supporting evidence and information to clarify explanations (30 percent) • Grammar, Punctuation and Word Usage, Capitalization and Spelling (20 percent) • Relevance: whether discussion is on point and effectively responds to the question (20 percent) <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>AL</td><td style="text-align: center;">1</td><td></td><td></td></tr> <tr><td>AN</td><td style="text-align: center;">1</td><td></td><td></td></tr> <tr><td>MA</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td><td style="text-align: center;">29</td></tr> <tr><td>ME</td><td></td><td></td><td></td></tr> <tr><td>LO</td><td style="text-align: center;">3</td><td></td><td></td></tr> <tr><td>WO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">5</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td style="text-align: center;">5</td><td style="text-align: center;">1</td><td style="text-align: center;">3</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td></td><td></td><td></td></tr> <tr><td>Total</td><td style="text-align: center;">13</td><td style="text-align: center;">3</td><td style="text-align: center;">37</td></tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1			AN	1			MA	2	1	29	ME				LO	3			WO	1	1	5	NOVA Online	5	1	3	Off-Site Dual Enrollment				Total	13	3	37	<p>Semester/year data collected: Summer 2022</p> <p>Target: Students will earn an average of 70% for individual CLO/rubric criteria and an average of 70% for the SLO assessment as a whole. The average score for the SLO assessment as a whole is 81.2% this year.</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</th> <th style="text-align: center;">Results 2018-2019*</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">81.2%</td> <td></td> </tr> <tr> <td>On-campus average</td> <td></td> <td style="text-align: center;">94.0</td> </tr> <tr> <td>Synchronous hybrid (remote) average**</td> <td style="text-align: center;">81.6%</td> <td></td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">80.3%</td> <td style="text-align: center;">95.0</td> </tr> <tr> <td>Dual Enrollment average</td> <td></td> <td></td> </tr> </tbody> </table> <p>* Based on a different assessment instrument used in a different course (ACC 211) ** Includes virtual classes held on scheduled days at scheduled times over Zoom</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;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Summer 2022</th> <th style="text-align: center;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1. Organization</td><td style="text-align: center;">81.8%</td><td style="text-align: center;">Not Reported</td></tr> <tr><td>2. Development</td><td style="text-align: center;">77.7%</td><td></td></tr> <tr><td>3. Grammar, Punctuation and Word Usage</td><td style="text-align: center;">83.1%</td><td></td></tr> <tr><td>4. Relevance</td><td style="text-align: center;">80.8%</td><td></td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>		Results by Modality	Current Results	Results 2018-2019*	All students assessed (weighted average)	81.2%		On-campus average		94.0	Synchronous hybrid (remote) average**	81.6%		NOVA Online average	80.3%	95.0	Dual Enrollment average			Results by SLO Criteria/ Question Concepts	Current Results Summer 2022	Previous Results Spring 2019	1. Organization	81.8%	Not Reported	2. Development	77.7%		3. Grammar, Punctuation and Word Usage	83.1%		4. Relevance	80.8%		<p>1. Changes put in place since previous assessment to improve student learning: Instructors in principles of accounting courses emphasize the importance of clear communication when presenting coworkers, superiors, and clients with technical advice. However, no uniform specific technical guidance for writing has been introduced.</p> <p>2. Impact of changes on current results: Although students did well on this assessment, the emphasis on clear communication appears to be insufficient. More technical guidance on developing a narrative featuring facts and linkages to recommendations would be helpful.</p> <p>3. According to current results, areas needing improvement: Narrative development and maintaining a focus on the overall purpose of the letter needs more emphasis.</p> <p>4. Based on current results, new actions to improve student learning: Although writing skills are not a part of the accounting subject matter, more reference material and a supporting, in-class introduction to the assessment may be helpful.</p> <p>5. Next assessment of this CLO: This CLO will be assessed again in AY 2024-2025.</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																									
AL	1																																																																											
AN	1																																																																											
MA	2	1	29																																																																									
ME																																																																												
LO	3																																																																											
WO	1	1	5																																																																									
NOVA Online	5	1	3																																																																									
Off-Site Dual Enrollment																																																																												
Total	13	3	37																																																																									
Results by Modality	Current Results	Results 2018-2019*																																																																										
All students assessed (weighted average)	81.2%																																																																											
On-campus average		94.0																																																																										
Synchronous hybrid (remote) average**	81.6%																																																																											
NOVA Online average	80.3%	95.0																																																																										
Dual Enrollment average																																																																												
Results by SLO Criteria/ Question Concepts	Current Results Summer 2022	Previous Results Spring 2019																																																																										
1. Organization	81.8%	Not Reported																																																																										
2. Development	77.7%																																																																											
3. Grammar, Punctuation and Word Usage	83.1%																																																																											
4. Relevance	80.8%																																																																											

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Accounting, A.A.S.

	<p>The overall average score and the average score per rubric criterion exceeded the expected minimum.</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Although the assessment targets were met, the results showed a decline compared to Spring 2019.</p> <p>Narrative comparison of current results to previous results: The results are based on different assessment instruments and courses which makes comparisons difficult. That said, it appears that students need additional exposure to writing approaches in professional settings.</p> <p>Areas where students met the target: Students met performance goals for all rubric criteria.</p> <p>Areas where students did NOT meet the target: N/A</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Administrative of Justice, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																											
<p>Program/Discipline Purpose Statement: The curriculum is designed to provide a broad foundation that will prepare students to enter any of the varied fields in criminal justice or to prepare for professional advancement.</p>																																											
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Define clear written communication skills involving terrorism and homeland security.</p>																																											
Assessment Methods	Assessment Results		Use of Results																																								
<p>Course Name/Number: Terrorism and Counter-Terrorism - ADJ 234</p> <p>Direct Measure Used: A written essay from an examination with a rubric. The CLO and rubric questions were based on a written essay from ADJ 234 – Terrorism and Counter-Terrorism. Scores were based on a quarter scale where 100% and 75% were considered passing while 50% and 25% were considered failing. The written essay involved radicalization aspects in America and how the internet excels the radicalization process.</p> <p>CLO/Rubric Criteria or Question Concepts: The rubric involved content, professional writing, research, and A.P.A. formatting. Each component was weighed at 25% for the essay. In the future, the writer attends to breakdown the rubric into specific components (professional writing, research, and A.P.A. format) in order to show the differences within the rubric.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN</td> <td>1</td> <td>1</td> <td>9</td> </tr> <tr> <td>MA</td> <td>1</td> <td>1</td> <td>4</td> </tr> <tr> <td>WO</td> <td>1</td> <td>1</td> <td>11</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>3</td> <td>3</td> <td>24</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	9	MA	1	1	4	WO	1	1	11	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	3	3	24	<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; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2022</th> <th style="width: 35%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>80%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>82%</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>78%</td> <td>N/A</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: This was the first time ADJ 234 has ever been used to assess the CLO.</p> <p>Areas where students met the target: Students met all targets within the essay's rubric with an average score well above 70%. Almost all students demonstrated the use of academic databases such as, ProQuest and JSTOR as support for the information and opinion discussed within the essay.</p> <p>Areas where students did NOT meet the target: Although students managed to score above the target goal, additional emphasis can be placed on professional writing in the future during 200 level courses.</p>		Results by Modality	Current Results Spring 2022	Previous Results	All students assessed (weighted average)	80%	N/A	On-campus average	82%	N/A	Synchronous hybrid (remote) average	78%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: This is the first time ADJ 234 Terrorism/Counterterrorism is being used to assess a CLO in the program.</p> <p>2. Impact of changes on current results: It is the hope to be able to compare and contrast results of the CLO in the future.</p> <p>3. According to current results, areas needing improvement: The discipline chair would recommend placing a renewed emphasis on professional writing since many students who enter homeland security, intelligence, or other related fields will need proper writing skills to excel in their position.</p> <p>4. Based on current results, new actions to improve student learning: Although target goals were met, the discipline chair would suggest having a solid rubric across all modalities in the future in order to compare and contrast results.</p> <p>5. Next assessment of this CLO: Spring 2025</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																								
AN	1	1	9																																								
MA	1	1	4																																								
WO	1	1	11																																								
NOVA Online	N/A	N/A	N/A																																								
Off-Site Dual Enrollment	N/A	N/A	N/A																																								
Total	3	3	24																																								
Results by Modality	Current Results Spring 2022	Previous Results																																									
All students assessed (weighted average)	80%	N/A																																									
On-campus average	82%	N/A																																									
Synchronous hybrid (remote) average	78%	N/A																																									

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

American Sign Language to English Interpretation, 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 Purpose Statement: Designed for students who have limited, if any, previous experience with interpreting for Deaf people, this degree program provides the comprehensive training in theory and practical interpreting skills necessary for employment as an educational or community interpreter. Successful completion of this program prepares the student to pursue either a Virginia Quality Assurance Screening Level, national certification through the Registry of Interpreters for the Deaf, or a level on the Educational Interpreter's Performance Assessment. These credentials qualify the student to interpret in either educational or community settings.</p>																																									
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Students will demonstrate the ability to critically assess their work and effectively communicate logical conclusions using supporting evidence.</p>																																									
Assessment Methods	Assessment Results	Use of Results																																							
<p>Course Name/Number: INT 237</p> <p>Direct Measure Used: Students are required to write a final essay where they analyze their strengths and areas of continued improvement after two years of studies.</p> <p>CLO/Rubric Criteria or Question Concepts: The students are assessed on the following:</p> <ul style="list-style-type: none"> • Thoughtful reflections • Inclusion of all required Elements • Evidence of Practice • Organization and structure • Development of supporting evidence • Grammar and Mechanics <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>1</td> <td>1</td> <td>10</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>1</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	10	NOVA Online				Off-Site Dual Enrollment				Total	1	1	10	<p>Semester/year data collected: Spring 2022</p> <p>Target: 80% of students will score 80% or higher overall and on each parameter.</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>Results by Modality</th> <th>Current Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>Synchronous hybrid (remote) average</td> <td>96%</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>Results by SLO Criteria/ Question Concepts</th> <th>Current Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. Thoughtful reflections</td> <td>93</td> </tr> <tr> <td>2. Inclusion of all required Elements</td> <td>93</td> </tr> <tr> <td>3. Evidence of Practice</td> <td>86</td> </tr> <tr> <td>4. Organization and structure</td> <td>93</td> </tr> <tr> <td>5. Development of supporting evidence</td> <td>93</td> </tr> <tr> <td>6. Grammar and Mechanics</td> <td>100</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results:</p>	Results by Modality	Current Results Semester Year	Synchronous hybrid (remote) average	96%	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	1. Thoughtful reflections	93	2. Inclusion of all required Elements	93	3. Evidence of Practice	86	4. Organization and structure	93	5. Development of supporting evidence	93	6. Grammar and Mechanics	100	<p>1. Changes put in place since previous assessment to improve student learning: This CLO was last assessed in the spring of 2019. At that time the faculty realized that only the content had truly been assessed, not written communication. The curriculum across the program focuses on oral communication skills but it was determined that more emphasis on written communication was needed. This now starts with INT 105 in the first semester of the program where all assignments have a written communication assessment component. This continues throughout the program. INT 237 is taken in the 7th semester of the program, and students are asked to complete an in-depth evaluation of their areas of strength, areas of continued improvement, and to create a plan for continued professional development. This builds on the skills that they have been using throughout the program.</p> <p>2. Impact of changes on current results: Students were successful in all criteria of the CLO.</p> <p>3. According to current results, areas needing improvement: The</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																						
AN	1	1	10																																						
NOVA Online																																									
Off-Site Dual Enrollment																																									
Total	1	1	10																																						
Results by Modality	Current Results Semester Year																																								
Synchronous hybrid (remote) average	96%																																								
Results by SLO Criteria/ Question Concepts	Current Results Semester Year																																								
1. Thoughtful reflections	93																																								
2. Inclusion of all required Elements	93																																								
3. Evidence of Practice	86																																								
4. Organization and structure	93																																								
5. Development of supporting evidence	93																																								
6. Grammar and Mechanics	100																																								

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
American Sign Language to English Interpretation, A.A.S.

	<p>This CLO was last assessed in the spring of 2019. At that time the faculty realized that only the content had truly been assessed, not written communication. Therefore the methodology was completely revised.</p> <p>Areas where students met the target: Students met the target in all parameters.</p> <p>Areas where students did NOT meet the target: Students met the target in all parameters.</p>	<p>one area that needs further support is the “evidence of practice”. This is defined as ” Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire program. The implications of these insights for the respondent's overall interpreting practice are thoroughly detailed, as applicable.” The faculty are encouraging the students to use evidence from their entire learning experience, and not limit it to one semester or one practicum experience.</p> <p>4. Based on current results, new actions to improve student learning: The faculty will continue to emphasize written communication along with oral communication skills.</p> <p>5. Next assessment of this CLO: This CLO will be reassessed in 3 years.</p>
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Automotive Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																						
Program/Discipline Purpose Statement: This curriculum is designed to train technicians for the automotive field. Students completing this program will be ready for full-time employment as automotive technicians. Job opportunities include line technician, new car make-ready, and customer service representative.																																																						
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Along with their regular SLO, students will also turn in a properly written repair order as a part of their CLO assessment to ensure they can properly communicate what is needed to repair/adjust the vehicle to the service writer or customer. Student Learning Outcome 5: Students will perform preliminary inspections and procedures needed to prepare a vehicle for an alignment by checking and assessing vehicle ride height, tire condition, and inflation.																																																						
Assessment Methods	Assessment Results	Use of Results																																																				
Course Name/Number: Auto Alignment, Suspension and Steering – AUT 266 Direct Measure Used: CLO Written Repair Order Documentation Students completed a properly written repair order as a part of their CLO assessment to ensure they can properly communicate what is needed to repair/adjust the vehicle to the service writer or customer. Student Learning Outcome 5: Students will perform preliminary inspections and procedures needed to prepare a vehicle for an alignment by checking and assessing vehicle ride height, tire condition, and inflation. CLO/Rubric Criteria or Question Concepts: Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">41</td> </tr> <tr> <td>MA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">44</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;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">85</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	3	41	MA	3	3	44	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	6	6	85	Semester/year data collected: Spring 2022 Target: Student average on each SLO/CLO and sub-scores will be at or above 80%. Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2022</th> <th style="width: 35%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 25%;">Current Results Spring 2022</th> <th style="width: 25%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Customer Name/ Year/ Make/ Model/ VIN</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>2. Diagnostic steps, specs & measurements</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>3. Concern, Cause, Correction, and Estimate</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>4. Language & Mechanics</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>5. Clarity for target audience</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table> Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: The students continue to be able to recognize and input the Customer Name, year, make, model and VIN for the current vehicles. The students made a 6% increase for Diagnostic steps by taking measurements and writing them down more often than before. Students	Results by Modality	Current Results Spring 2022	Previous Results Spring 2019	On-campus average	69%	63%	Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	1. Customer Name/ Year/ Make/ Model/ VIN	95%	95%	2. Diagnostic steps, specs & measurements	49%	43%	3. Concern, Cause, Correction, and Estimate	43%	43%	4. Language & Mechanics	72%	76%	5. Clarity for target audience	62%	61%	Total	64%	63%	1. Changes put in place since previous assessment to improve student learning: Instructors continue to require students to write down inspections results after taking each measurement on the repair order. Many students previously rushed around measuring components, but failed to write them on the repair order, which meant they could not accurately record the data to help them make a determination. Students did show some modest improvement in writing down the inspection results, giving them a 6% increase. Students were instructed in every class to use repair orders, in order to practice before this assessment. 2. Impact of changes on current results: There was a modest 1% increase overall over last assessment. Student did increase their Diagnostic steps by 6%. 3. According to current results, areas needing improvement: Students need to slow down and take the time to record the data they have measured on the repair order. Students need to spend more time researching the specifications found in the service information systems so they are better able to make a diagnostic. Students need better English skills, which would be covered by the English Department. However, Language & Mechanics was one of the top areas for students! Focus on Concern, Cause, Correction, and Estimate in all classes will continue for every lab assignment. Students will continue being instructed in Clarity for target audience with every lab assignment. What are we doing and why are we doing this test or repair, will be questions the students will answer for lab activities. 4. Based on current results, new actions to improve student learning: In 2022-2, focus on Concern, Cause,	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																			
AL	3	3	41																																																			
MA	3	3	44																																																			
NOVA Online	N/A	N/A	N/A																																																			
Off-Site Dual Enrollment	N/A	N/A	N/A																																																			
Total	6	6	85																																																			
Results by Modality	Current Results Spring 2022	Previous Results Spring 2019																																																				
On-campus average	69%	63%																																																				
Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019																																																				
1. Customer Name/ Year/ Make/ Model/ VIN	95%	95%																																																				
2. Diagnostic steps, specs & measurements	49%	43%																																																				
3. Concern, Cause, Correction, and Estimate	43%	43%																																																				
4. Language & Mechanics	72%	76%																																																				
5. Clarity for target audience	62%	61%																																																				
Total	64%	63%																																																				

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Automotive Technology, A.A.S.

	<p>remained the same for the Concern, Cause Correction and Estimate. Many are able to identify the concern and the correct cause of the concern yet are not able to write the correction. Students are confused about writing the estimate with proper numbers and identifiers such as \$, ft-lb signs and decimals. Language and Mechanics dropped 4% this year compared to the previous year. Most often it is spelling, grammar and punctuation mistakes. Clarity of the explanation went up marginally by 1%. Overall, the average score did go up by 1%.</p> <p>Areas where students met the target: Customer Name/ Year/ Make/ Model/ VIN remains high!</p> <p>Areas where students did NOT meet the target: Students continue to struggle with all the remaining areas.</p>	<p>Correction, and Estimate in all classes will continue for every lab assignment. Students will continue being instructed in Clarity for target audience with every lab assignment. What are we doing and why are we doing this test or repair, will be questions the students will answer for lab activities.</p> <p>5. Next assessment of this CLO: Spring 2024</p>
--	--	---

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Business Administration 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 Purpose Statement: The Associate of Science degree curriculum in Business Administration is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in Business Administration with a major in Accounting, Business Management, Decision Science and Management, Information Systems, Finance, Marketing, etc.</p>																																																																				
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Students will be able to describe the various theories related to the development of leadership skills, motivation techniques, teamwork and effective communication</p>																																																																				
Assessment Methods	Assessment Results		Use of Results																																																																	
<p>Course Name/Number: Introduction to Business (BUS 100)</p> <p>Direct Measure Used: Short answer questions. Criteria –</p> <p style="margin-left: 20px;">a) Clarity and conciseness: Answer the question, succinct, appropriate complexity</p> <p style="margin-left: 20px;">b) Development of Ideas: Develop the main idea</p> <p style="margin-left: 20px;">c) Technical writing skills: Spelling, capitalization, punctuation, grammar, general proofreading</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): See Appendix</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>7</td><td>3</td><td>15</td></tr> <tr><td>AN</td><td>14</td><td>6</td><td>92</td></tr> <tr><td>MA</td><td>4</td><td>2</td><td>10</td></tr> <tr><td>LO</td><td>7</td><td>3</td><td>43</td></tr> <tr><td>WO</td><td>7</td><td>4</td><td>47</td></tr> <tr><td>NOVA Online</td><td>14</td><td>5</td><td>37</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>53</td><td>23</td><td>244</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	7	3	15	AN	14	6	92	MA	4	2	10	LO	7	3	43	WO	7	4	47	NOVA Online	14	5	37	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	53	23	244	<p>Semester/year data collected: Spring 2022</p> <p>Target: See the Table below.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>SLO Criteria</th> <th>Will earn Satisfactory or Exemplary</th> </tr> </thead> <tbody> <tr> <td>Clarity and conciseness</td> <td>80% or more</td> </tr> <tr> <td>Development of Ideas</td> <td>80% or more</td> </tr> <tr> <td>Technical writing skills</td> <td>80% or more</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results Spring 2022</th> <th>Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Clarity and conciseness</td> <td>86% scored satisfactory or exemplary</td> <td>77% scored satisfactory or exemplary</td> </tr> <tr> <td>2. Development of Ideas</td> <td>86% scored satisfactory or exemplary</td> <td>77% scored satisfactory or exemplary</td> </tr> <tr> <td>3. Technical writing skills</td> <td>74% scored satisfactory or exemplary</td> <td>78% scored satisfactory or exemplary</td> </tr> </tbody> </table> <p>Results by Modality: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results Spring 2022</th> <th>Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td colspan="3">On-Campus</td> </tr> <tr> <td>Clarity and conciseness</td> <td>81% scored S or E</td> <td>77% scored S or E</td> </tr> </tbody> </table>		SLO Criteria	Will earn Satisfactory or Exemplary	Clarity and conciseness	80% or more	Development of Ideas	80% or more	Technical writing skills	80% or more	Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	1. Clarity and conciseness	86% scored satisfactory or exemplary	77% scored satisfactory or exemplary	2. Development of Ideas	86% scored satisfactory or exemplary	77% scored satisfactory or exemplary	3. Technical writing skills	74% scored satisfactory or exemplary	78% scored satisfactory or exemplary	Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	On-Campus			Clarity and conciseness	81% scored S or E	77% scored S or E	<p>1. Changes put in place since previous assessment to improve student learning: This SLO was last assessed in Spring 2019. Then, no data were reported for online sections. Therefore, online average was not calculated for Spring 2019 term. The Discipline Group reported this issue to the NOVA Online team. Subsequently the SLO Lead was instructed to work closely with NOVA online instructional designers. Before the start of the Spring 2022 term, the assessment question for this CLO was embedded to online proctored exam.</p> <p>2. Impact of changes on current results: The on-campus average is calculated for the Spring 2022 term – see the Table under Results by Modality. The target was met for all three CLO criteria.</p> <p>3. According to current results, areas needing improvement: For all three CLO Criteria, the target is 80% of the students will earn satisfactory or Exemplary. The target is met for the criteria <i>clarity and consciousness</i>, and <i>development of ideas</i>, but not met for the criteria <i>technical writing skills</i>. The synchronous hybrid result shows only 66% of the students was graded satisfactory or Exemplary for the criteria <i>technical writing skills</i>.</p> <p>4. Based on current results, new actions to improve student learning: The Discipline Group reviewed these results. The Group recommended the following actions to improve results:</p> <ul style="list-style-type: none"> • Encourage students to use Canvas Online Tutoring: English writing skills • Post video lectures • Engage the students more on zoom
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																	
AL	7	3	15																																																																	
AN	14	6	92																																																																	
MA	4	2	10																																																																	
LO	7	3	43																																																																	
WO	7	4	47																																																																	
NOVA Online	14	5	37																																																																	
Off-Site Dual Enrollment	N/A	N/A	N/A																																																																	
Total	53	23	244																																																																	
SLO Criteria	Will earn Satisfactory or Exemplary																																																																			
Clarity and conciseness	80% or more																																																																			
Development of Ideas	80% or more																																																																			
Technical writing skills	80% or more																																																																			
Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019																																																																		
1. Clarity and conciseness	86% scored satisfactory or exemplary	77% scored satisfactory or exemplary																																																																		
2. Development of Ideas	86% scored satisfactory or exemplary	77% scored satisfactory or exemplary																																																																		
3. Technical writing skills	74% scored satisfactory or exemplary	78% scored satisfactory or exemplary																																																																		
Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019																																																																		
On-Campus																																																																				
Clarity and conciseness	81% scored S or E	77% scored S or E																																																																		

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Business Administration A.S.

Development of Ideas	80% scored S or E	77% scored S or E
Technical writing skills	75% scored S or E	78% scored S or E
Synchronous hybrid		
Clarity and conciseness	99% scored S or E	N/A
Development of Ideas	99% scored S or E	N/A
Technical writing skills	66% scored S or E	N/A
Nova Online		
Clarity and conciseness	87% scored S or E	Data not reported
Development of Ideas	86% scored S or E	Data not reported
Technical writing skills	86% scored S or E	Data not reported

Note: S for Satisfactory, E for Exemplary

Target Met: Yes No Partially

The target is met for CLO criteria: clarity and conciseness. The target is 80% of the students will earn satisfactory or Exemplary. The actual result is 86%.

The target is also met for CLO criteria: development of ideas. The target is 80% of the students will earn satisfactory or Exemplary. The actual result is 86%.

The target is not met for CLO criteria: technical writing skills. The target is 80% of the students will earn satisfactory or Exemplary, but the actual result is only 74%.

Current Results Improved vs. Previous Results:

Yes No Partially N/A

Narrative comparison of current results to previous results: The overall comparison shows that the current results (Spring 2022) have improved from the previous results (Spring 2019) for 2 out of 3 CLO criteria: *clarity and conciseness* (up 9%), *development of ideas* (up 9%), and technical writing skills (down 4%).

- Challenge the students for critical thinking
- Spend more time to explain how the leadership styles differ

5. Next assessment of this CLO: Spring 2025.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Business Administration A.S.

	<p>Areas where students met the target: SLO/CLO Criteria "Clarity and conciseness": Of these 244 responses, 86% were graded satisfactory or exemplary. The target (80%) was met.</p> <p>SLO/CLO Criteria "development of ideas": Of these 244 responses, 86% were graded satisfactory or exemplary. The target (80%) was met.</p> <p>Areas where students did NOT meet the target: SLO/CLO Criteria "technical writing skills": Of these 244 responses, 74% were graded satisfactory or exemplary. The target (80%) was not met.</p>	
--	--	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

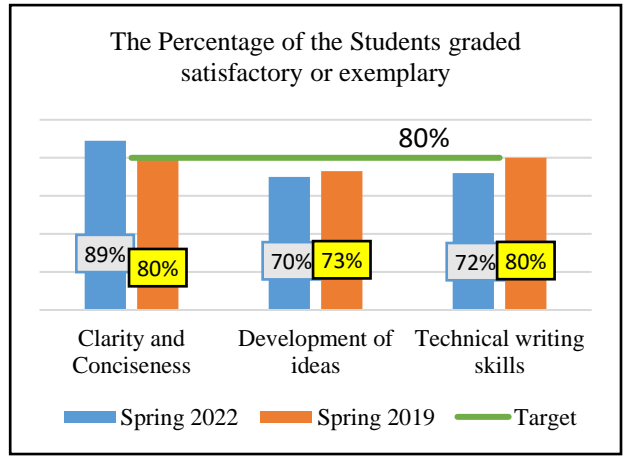
Business Management A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																						
<p>Program/Discipline Purpose Statement: The Associate of Applied Science degree curriculum in Business Management is designed for persons who seek employment in business management or for those presently in management who are seeking promotion. The occupational objectives include administrative assistant, management trainee, department head, branch manager, office manager, manager of small business, and supervisor.</p>																																																						
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p>																																																						
<p>Operationalized Definition: Students will be able to generate a summary report of sample data using graphs and descriptive measures.</p>																																																						
Assessment Methods	Assessment Results	Use of Results																																																				
<p>Course Name/Number: Introduction to Business Statistics (BUS 220)</p> <p>Direct Measure Used: Short answer questions. Criteria –</p> <p style="margin-left: 20px;">d) Clarity and conciseness: Answer the question, succinct, appropriate complexity</p> <p style="margin-left: 20px;">e) Development of Ideas: Uses of statistics/data</p> <p style="margin-left: 20px;">f) Technical writing skills: Spelling, capitalization, punctuation, grammar, general proofreading</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): See Appendix</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>NOVA Online</td> <td>2</td> <td>2</td> <td>19</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>2</td> <td>2</td> <td>19</td> </tr> </tbody> </table> <p>Note: Data are collected from all BUS 220 sections. These are population data.</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	NOVA Online	2	2	19	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	19	<p>Semester/year data collected: Spring 2022</p> <p>Target: See the Table below.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">SLO Criteria</th> <th style="width: 50%;">Will earn Satisfactory or Exemplary</th> </tr> </thead> <tbody> <tr> <td>Clarity and conciseness</td> <td>80% or more</td> </tr> <tr> <td>Development of Ideas</td> <td>80% or more</td> </tr> <tr> <td>Technical writing skills</td> <td>80% or more</td> </tr> </tbody> </table> <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 Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>Reported by CLO criteria</td> <td>Reported by CLO criteria</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>N/A</td> <td>N/A</td> </tr> <tr> <td>NOVA Online average</td> <td>See Table below</td> <td>See Table below</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Results by SLO Criteria/ 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. Clarity and conciseness</td> <td>89% scored satisfactory or exemplary</td> <td>80% scored satisfactory or exemplary</td> </tr> <tr> <td>2. Development of Ideas</td> <td>70% scored satisfactory or exemplary</td> <td>73% scored satisfactory or exemplary</td> </tr> <tr> <td>3. Technical writing skills</td> <td>72% scored satisfactory or exemplary</td> <td>80% scored satisfactory or exemplary</td> </tr> </tbody> </table>	SLO Criteria	Will earn Satisfactory or Exemplary	Clarity and conciseness	80% or more	Development of Ideas	80% or more	Technical writing skills	80% or more	Results by Modality	Current Results Spring 2022	Previous Results Spring 2019	All students assessed (weighted average)	Reported by CLO criteria	Reported by CLO criteria	On-campus average	N/A	N/A	Synchronous hybrid (remote) average	N/A	N/A	NOVA Online average	See Table below	See Table below	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	1. Clarity and conciseness	89% scored satisfactory or exemplary	80% scored satisfactory or exemplary	2. Development of Ideas	70% scored satisfactory or exemplary	73% scored satisfactory or exemplary	3. Technical writing skills	72% scored satisfactory or exemplary	80% scored satisfactory or exemplary	<p>1. Changes put in place since previous assessment to improve student learning: This CLO was last assessed in Spring 2019. In general, the Discipline Group was satisfied with the results. The Group recommended spending more time teaching numerical measures to improve the score for the CLO <i>criteria development of ideas</i>.</p> <p>2. Impact of changes on current results: The current result (- 3%) has not improved from the previous result for the CLO <i>criteria development of ideas</i>.</p> <p>3. According to current results, areas needing improvement: For the CLO <i>criteria development of ideas</i>, only 70% were graded satisfactory or exemplary. This figure was 73% in Spring 2019. The target (80%) was missed for both years.</p> <p>4. Based on current results, new actions to improve student learning: The Discipline Group agreed to the following actions to improve results beginning Spring 2023:</p> <ul style="list-style-type: none"> • Spend more time teaching numerical measures • Spend more time explaining when to use mean or median as measure of the central tendency • Use interactive classroom exercises • Encourage students to use Canvas Online Tutoring: English writing skills <p>5. Next assessment of this CLO: Not decided yet.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																			
NOVA Online	2	2	19																																																			
Off-Site Dual Enrollment	N/A	N/A	N/A																																																			
Total	2	2	19																																																			
SLO Criteria	Will earn Satisfactory or Exemplary																																																					
Clarity and conciseness	80% or more																																																					
Development of Ideas	80% or more																																																					
Technical writing skills	80% or more																																																					
Results by Modality	Current Results Spring 2022	Previous Results Spring 2019																																																				
All students assessed (weighted average)	Reported by CLO criteria	Reported by CLO criteria																																																				
On-campus average	N/A	N/A																																																				
Synchronous hybrid (remote) average	N/A	N/A																																																				
NOVA Online average	See Table below	See Table below																																																				
Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2019																																																				
1. Clarity and conciseness	89% scored satisfactory or exemplary	80% scored satisfactory or exemplary																																																				
2. Development of Ideas	70% scored satisfactory or exemplary	73% scored satisfactory or exemplary																																																				
3. Technical writing skills	72% scored satisfactory or exemplary	80% scored satisfactory or exemplary																																																				

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Business Management A.A.S.

Target Met: [] Yes [] No [x] Partially – The target is met for CLO criteria: clarity and conciseness. The target is 80% of the students will earn satisfactory or Exemplary. The actual result is 89% (i.e., 56% + 33%). The target is missed for other two CLO criteria: development of ideas and technical writing skills.

Narrative comparison of current results to previous results: In comparison –



SLO/CLO Criteria “Clarity and conciseness”: Of these 19 responses, 89% were graded satisfactory or exemplary. This figure was 80% in Spring 2019. The target (80%) was met.

SLO/CLO Criteria “development of ideas”: Of these 19 responses, only 70% were graded satisfactory or exemplary. This figure was 73% in Spring 2019. The target (80%) was not met. The target for this CLO Criteria was missed both in 2019 and 2022.

SLO/CLO Criteria “technical writing skills”: Of these 19 responses, only 72% were graded satisfactory or exemplary. This figure was 80% in Spring 2019. The target (80%) was not met.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Cinema, A.F.A.

<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: [This curriculum is designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree program in the Visual Arts with a major in cinema, film, or media production]</p>																																																																																								
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Integrate knowledge of professional industry standards and practices.</p>																																																																																								
Assessment Methods	Assessment Results		Use of Results																																																																																					
<p>Course Name/Number: CST 298</p> <p>Direct Measure Used: Resume rubric</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. (Purpose and Rationale)</td></tr> <tr><td>2. (Focus and Reflection of Skills)</td></tr> <tr><td>3. (Proposed Contribution)</td></tr> <tr><td>4. (Manageability and Estimates)</td></tr> <tr><td>5. (Mechanics)</td></tr> <tr><td>6. (Objective Match)</td></tr> </table> <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Campus/ Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">0</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;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>MA</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>ME</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>LO</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>WO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">17</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td></td><td></td><td style="text-align: center;">17</td></tr> </tbody> </table>	1. (Purpose and Rationale)	2. (Focus and Reflection of Skills)	3. (Proposed Contribution)	4. (Manageability and Estimates)	5. (Mechanics)	6. (Objective Match)	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	0	0	0	AN	0	0	0	MA	0	0	0	ME	0	0	0	LO	0	0	0	WO	1	1	17	NOVA Online	0	0	0	Off-Site Dual Enrollment	0	0	0	Total			17	<p>Semester/year data collected: Spring 2022</p> <p>Target: Mean score of 70% or better</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 Spring 2022</th> <th style="text-align: center;">Previous Results Spring 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">83.47</td><td style="text-align: center;">86.86</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">86.86</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: center;">83.47</td><td style="text-align: center;">N/A</td></tr> <tr><td>NOVA Online average</td><td style="text-align: center;">N/A</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> <p>Results by CLO Criteria: <input 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. Purpose and rationale</td><td style="text-align: center;">95.51</td><td style="text-align: center;">95.75</td></tr> <tr><td>2. Focus and reflection skills</td><td style="text-align: center;">93.14</td><td style="text-align: center;">92.51</td></tr> <tr><td>3. Proposed contribution</td><td style="text-align: center;">90.14</td><td style="text-align: center;">89.76</td></tr> <tr><td>4. Manageability and estimates</td><td style="text-align: center;">78.51</td><td style="text-align: center;">71.59</td></tr> <tr><td>5. Mechanics</td><td style="text-align: center;">73.76</td><td style="text-align: center;">84.67</td></tr> <tr><td>6. Objective match</td><td style="text-align: center;">71.76</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The results yielded marginal increases for majority of the criteria (1-4, 6). These increases were</p>		Results by Modality	Current Results Spring 2022	Previous Results Spring 2020	All students assessed (weighted average)	83.47	86.86	On-campus average	N/A	86.86	Synchronous hybrid (remote) average	83.47	N/A	NOVA Online average	N/A	N/A	Dual Enrollment average	N/A	N/A	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Purpose and rationale	95.51	95.75	2. Focus and reflection skills	93.14	92.51	3. Proposed contribution	90.14	89.76	4. Manageability and estimates	78.51	71.59	5. Mechanics	73.76	84.67	6. Objective match	71.76	N/A	<p>1. Changes put in place since previous assessment to improve student learning: A new criteria was added to the previous assessment. This criteria was “Objective Match”. One area lacking in the previous incarnation of the film project proposal was matching the assignment to real-world application. This included options for students to cater the proposal for a senior project for a transfer program, a project for a specific area employer, or a project for a short independent film. These changes were made to reflect the evolving interests of students who want the flexibility of choosing to transfer for a four-year degree or immediately enter the workforce. The criteria of manageability and estimates had a lower success percentage than the other areas in the previous assessment. Discussions and preliminary assignments to increase knowledge of managed and realistic expectations of short films budgets and production timelines were implemented into the course.</p> <p>2. Impact of changes on current results: The newly implemented discussions and preliminary assignments on creating manageable production timelines and resulted in a slight increase in success rates from the previous assessment.</p> <p>3. According to current results, areas needing improvement: Continual improvement is always a goal for the program. The majority of the areas for assessment saw slight increases in success rates. However, many of these areas only saw slightly marginal increases. The one area criteria that has a decrease is in mechanics. The students’ grammar and sentence structure had many more problematic issues in this collection for assessment than in the past. Such issues have been a common point of discussion for faculty both inside and outside of the discipline as a current challenge in the education environment.</p>
1. (Purpose and Rationale)																																																																																								
2. (Focus and Reflection of Skills)																																																																																								
3. (Proposed Contribution)																																																																																								
4. (Manageability and Estimates)																																																																																								
5. (Mechanics)																																																																																								
6. (Objective Match)																																																																																								
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																																					
AL	0	0	0																																																																																					
AN	0	0	0																																																																																					
MA	0	0	0																																																																																					
ME	0	0	0																																																																																					
LO	0	0	0																																																																																					
WO	1	1	17																																																																																					
NOVA Online	0	0	0																																																																																					
Off-Site Dual Enrollment	0	0	0																																																																																					
Total			17																																																																																					
Results by Modality	Current Results Spring 2022	Previous Results Spring 2020																																																																																						
All students assessed (weighted average)	83.47	86.86																																																																																						
On-campus average	N/A	86.86																																																																																						
Synchronous hybrid (remote) average	83.47	N/A																																																																																						
NOVA Online average	N/A	N/A																																																																																						
Dual Enrollment average	N/A	N/A																																																																																						
Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year																																																																																						
1. Purpose and rationale	95.51	95.75																																																																																						
2. Focus and reflection skills	93.14	92.51																																																																																						
3. Proposed contribution	90.14	89.76																																																																																						
4. Manageability and estimates	78.51	71.59																																																																																						
5. Mechanics	73.76	84.67																																																																																						
6. Objective match	71.76	N/A																																																																																						

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Cinema, A.F.A.

	<p>only slight on an already high success rate in the previous assessment. There was one decrease in success rate for one criteria (5). The decline was substantial, but remained above the target goal of 70%.</p> <p>Areas where students met the target: Students meet the target goal of 70% or above for all criteria.</p> <p>Areas where students did NOT meet the target: N/A</p>	<p>4. Based on current results, new actions to improve student learning: The discipline group will discuss ways to combat these challenges. Discussions with ENG faculty and attending workshops on best practices for writing within the discipline may be beneficial.</p> <p>5. Next assessment of this CLO: Spring 2024</p>
--	--	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Computer Science, 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 primarily for students who wish to transfer to a four-year college or university to complete a baccalaureate degree in computer science. The curriculum emphasizes the study of the science of computing and the use of computing in a scientific setting.</p>																																																							
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p>																																																							
<p>Operationalized Definition: Written Communication: Document the design used to implement an Abstract Data Type (ADT)</p>																																																							
Assessment Methods	Assessment Results		Use of Results																																																				
<p>Course Name/Number: CSC 202</p> <p>Direct Measure Used: Assignment/programming: students will use written communication skills to clearly document the key components in the design and implementation of an Abstract Data Type.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. Document ADT selection Student demonstrates the ability to clearly articulate why a particular ADT is chosen and why they implemented it in with a particular implementation.</td> </tr> <tr> <td style="padding: 5px;">2. Document algorithms used in the implementation of the ADT Student demonstrates the ability write clear algorithms that can be understood by non-computer scientists</td> </tr> <tr> <td style="padding: 5px;">3. Document using the Unified Modeling Language (UML) classes needed to implement ADT Student demonstrates the ability to correctly capture class design using the UML format</td> </tr> </table> <p>Other Method (if used): None</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Campus/ Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">24</td> </tr> <tr> <td>AN</td> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">20</td> </tr> <tr> <td>LO</td> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> </tr> <tr> <td>NOVA Online</td> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total</td> <td></td> <td style="text-align: center;">3</td> <td style="text-align: center;">54</td> </tr> </tbody> </table>	1. Document ADT selection Student demonstrates the ability to clearly articulate why a particular ADT is chosen and why they implemented it in with a particular implementation.	2. Document algorithms used in the implementation of the ADT Student demonstrates the ability write clear algorithms that can be understood by non-computer scientists	3. Document using the Unified Modeling Language (UML) classes needed to implement ADT Student demonstrates the ability to correctly capture class design using the UML format	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL		1	24	AN		2	20	LO		1	10	NOVA Online		0	0	Off-Site Dual Enrollment		0	0	Total		3	54	<p>Semester/year data collected: Spring 2022</p> <p>Target: To achieve an average of 80% competency across all students assessed.</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;">86</td> <td style="text-align: center;">n/a</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">86</td> <td style="text-align: center;">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="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. Document ADT selection</td> <td style="text-align: center;">86</td> <td></td> </tr> <tr> <td>2. Document algorithms used in the implementation of the ADT</td> <td style="text-align: center;">85</td> <td></td> </tr> <tr> <td>3. Document using the Unified Modeling Language (UML) classes needed to implement ADT</td> <td style="text-align: center;">86</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 checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: This CLO has not been previously assessed</p> <p>Areas where students met the target: All areas</p>		Results by Modality	Current Results Semester Year	Previous Results	All students assessed (weighted average)	86	n/a	On-campus average	86	n/a	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Document ADT selection	86		2. Document algorithms used in the implementation of the ADT	85		3. Document using the Unified Modeling Language (UML) classes needed to implement ADT	86		<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: This CLO has not been previously assessed 2. Impact of changes on current results: This CLO has not been previously assessed 3. According to current results, areas needing improvement: The overall results meet the criteria. However, the responses should come from all delivery methods, and from more classes. Therefore, the improvement should be brought in the area of data collection. 4. Based on current results, new actions to improve student learning: Starting in Fall 2022, all courses will be redesign, and the activities will include actions related to writing across the curriculum, with clear goal of improving writing communication skills for students enrolled in Computer Science. Another action is to streamline the data collection, and include all sections, from all delivery methods. 5. Next assessment of this CLO: This CLO will be assessed in Spring 2028.
1. Document ADT selection Student demonstrates the ability to clearly articulate why a particular ADT is chosen and why they implemented it in with a particular implementation.																																																							
2. Document algorithms used in the implementation of the ADT Student demonstrates the ability write clear algorithms that can be understood by non-computer scientists																																																							
3. Document using the Unified Modeling Language (UML) classes needed to implement ADT Student demonstrates the ability to correctly capture class design using the UML format																																																							
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																				
AL		1	24																																																				
AN		2	20																																																				
LO		1	10																																																				
NOVA Online		0	0																																																				
Off-Site Dual Enrollment		0	0																																																				
Total		3	54																																																				
Results by Modality	Current Results Semester Year	Previous Results																																																					
All students assessed (weighted average)	86	n/a																																																					
On-campus average	86	n/a																																																					
Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year																																																					
1. Document ADT selection	86																																																						
2. Document algorithms used in the implementation of the ADT	85																																																						
3. Document using the Unified Modeling Language (UML) classes needed to implement ADT	86																																																						

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Computer Science, A.S.

	Areas where students did NOT meet the target: None	
--	--	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Construction Management Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																					
Program/Discipline Purpose Statement: The curriculum is designed to qualify personnel in both engineering technology and management for employment in many areas of a construction firm. Job opportunities include engineering aide, construction project manager, construction supervisor, estimator, and facilities planning and supervision.																																																					
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Students are required to demonstrate their Written Skills through their course-work assignment, to better communicate with both field as well as office personnel throughout a given project																																																					
Assessment Methods	Assessment Results		Use of Results																																																		
Course Name/Number: Construction Management I, BLD 101 Direct Measure Used: <ul style="list-style-type: none"> Quiz on Chapters 4, Project Delivery Methods Questions 5-7, see attached <p>Students to demonstrate understanding of content and to communicate, variables influencing each delivery method.</p> <p>CLO/Rubric Criteria or Question Concepts: Students to demonstrate understanding of Different method, role of risk recognition and management in areas of delivery method such as;</p> <ul style="list-style-type: none"> Risk Management Contractual & Communication protocol Checks and balances Contractor vs. Owner involvement <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>4</td> <td>4</td> <td>103</td> </tr> <tr style="background-color: #ffff00;"> <td>NOVA Online</td> <td></td> <td></td> <td></td> </tr> <tr style="background-color: #ffff00;"> <td>Off-Site Dual Enrollment</td> <td></td> <td></td> <td></td> </tr> <tr style="background-color: #e0e0e0;"> <td>Total</td> <td>4</td> <td>4</td> <td>103</td> </tr> </tbody> </table> <p>Three students missed evaluations.</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	4	4	103	NOVA Online				Off-Site Dual Enrollment				Total	4	4	103	Semester/year data collected: Fall 2021 and Spring 2022 Target: Student's average score above 75% Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Fall 21/Spring 22</th> <th style="width: 35%;">Previous Results Fall 20/Spring 21</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>103/106- 97%</td> <td>53%</td> </tr> <tr> <td>On-campus average</td> <td>27/28- 96%</td> <td>53%</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>76/78- 97%</td> <td>53%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: 78 % Average/Mean Score per criteria or 96 Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 30%;">Current Results Fall 21/Spring 22</th> <th style="width: 30%;">Previous Results Fall 18/Spring 19</th> </tr> </thead> <tbody> <tr> <td>1. Risk Management</td> <td>86/103- 83%</td> <td>83%</td> </tr> <tr> <td>2. Contract & Comm. protocol</td> <td>83/103- 81%</td> <td>79%</td> </tr> <tr> <td>3. Checks & Balances</td> <td>72/103- 70%</td> <td>NA</td> </tr> <tr> <td>4. Contractor Vs. Owner involvement</td> <td>79/103- 77%</td> <td>80%</td> </tr> <tr> <td>5.</td> <td></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 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:</p> <ul style="list-style-type: none"> Written Communication was assessed in BLD 241 last time. 		Results by Modality	Current Results Fall 21/Spring 22	Previous Results Fall 20/Spring 21	All students assessed (weighted average)	103/106- 97%	53%	On-campus average	27/28- 96%	53%	Synchronous hybrid (remote) average	76/78- 97%	53%	Results by SLO Criteria/ Question Concepts	Current Results Fall 21/Spring 22	Previous Results Fall 18/Spring 19	1. Risk Management	86/103- 83%	83%	2. Contract & Comm. protocol	83/103- 81%	79%	3. Checks & Balances	72/103- 70%	NA	4. Contractor Vs. Owner involvement	79/103- 77%	80%	5.			<p>1. Changes put in place since previous assessment to improve student learning:</p> <ul style="list-style-type: none"> Different course was used for evaluation Students were given opportunity to incorporate Technical Writing tools to communicate Additional criteria was incorporated <p>2. Impact of changes on current results: Students most certainly were able to incorporate bulleted description of the pros and cons of the subject matter through the questions asked</p> <p>3. According to current results, areas needing improvement: Understanding of the "checks and balances"</p> <p>4. Based on current results, new actions to improve student learning: Implemented since Fall 22</p> <ul style="list-style-type: none"> Incorporate in-class discussion regarding the checks and balances in a project delivery method topic, to ensure content understanding and to verify if the lack of clear answer is communication skill short coming <p>5. Next assessment of this CLO: Fall 2024/ Spring 25</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																		
AL	4	4	103																																																		
NOVA Online																																																					
Off-Site Dual Enrollment																																																					
Total	4	4	103																																																		
Results by Modality	Current Results Fall 21/Spring 22	Previous Results Fall 20/Spring 21																																																			
All students assessed (weighted average)	103/106- 97%	53%																																																			
On-campus average	27/28- 96%	53%																																																			
Synchronous hybrid (remote) average	76/78- 97%	53%																																																			
Results by SLO Criteria/ Question Concepts	Current Results Fall 21/Spring 22	Previous Results Fall 18/Spring 19																																																			
1. Risk Management	86/103- 83%	83%																																																			
2. Contract & Comm. protocol	83/103- 81%	79%																																																			
3. Checks & Balances	72/103- 70%	NA																																																			
4. Contractor Vs. Owner involvement	79/103- 77%	80%																																																			
5.																																																					

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Construction Management Technology, A.A.S.

	<ul style="list-style-type: none">• Criteria/ Questions used were fewer and slightly different <p>Areas where students met the target: All Assessed</p> <p>Areas where students did NOT meet the target: Students performed below target in one of the 4 areas of content coverage, "Checks and Balances"</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Criminology and Criminal Justice, 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 provide a broad foundation that will prepare students to enter any of the varied fields in criminal justice or to prepare for professional advancement.</p>																																											
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Define clear written communication skills involving terrorism and homeland security.</p>																																											
Assessment Methods	Assessment Results	Use of Results																																									
<p>Course Name/Number: Terrorism and Counter-Terrorism - ADJ 234</p> <p>Direct Measure Used: A written essay from an examination with a rubric. The CLO and rubric questions were based on a written essay from ADJ 234 – Terrorism and Counter-Terrorism. Scores were based on a quarter scale where 100% and 75% were considered passing while 50% and 25% were considered failing. The written essay involved radicalization aspects in America and how the internet excels the radicalization process.</p> <p>CLO/Rubric Criteria or Question Concepts: The rubric involved content, professional writing, research, and A.P.A. formatting. Each component was weighed at 25% for the essay. In the future, the writer will further breakdown the criteria in order to obtain average for professional writing, research, and A.P.A. formatting.</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>1</td> <td>1</td> <td>9</td> </tr> <tr> <td>MA</td> <td>1</td> <td>1</td> <td>4</td> </tr> <tr> <td>WO</td> <td>1</td> <td>1</td> <td>11</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>3</td> <td>3</td> <td>24</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	9	MA	1	1	4	WO	1	1	11	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	3	3	24	<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; 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>80%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>82%</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>78%</td> <td>N/A</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: This was the first time ADJ 234 has ever been used to assess the CLO.</p> <p>Areas where students met the target: Students met all targets within the essay's rubric with an average score well above 70%. Almost all students demonstrated the use of academic databases such as, ProQuest and JSTOR as support for the information and opinion discussed within the essay.</p> <p>Areas where students did NOT meet the target: Although students managed to score above the target goal, additional emphasis can be placed on professional writing in the future during 200 level courses.</p>	Results by Modality	Current Results Spring 2022	Previous Results	All students assessed (weighted average)	80%	N/A	On-campus average	82%	N/A	Synchronous hybrid (remote) average	78%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: This is the first time ADJ 234 Terrorism/Counterterrorism is being used as a CLO in the program.</p> <p>2. Impact of changes on current results: It is the hopes to be able to compare and contrast results of the CLO in the future.</p> <p>3. According to current results, areas needing improvement: The writer would recommend placing a renewed emphasis on professional writing since many students who enter homeland security, intelligence, or other related fields will need proper writing skills to excel in their position.</p> <p>4. Based on current results, new actions to improve student learning: Although target goals were met the writer would suggest having a solid rubric across all modalities in the future in order to compare and contrast results.</p> <p>5. Next assessment of this CLO: Spring 2025</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																								
AN	1	1	9																																								
MA	1	1	4																																								
WO	1	1	11																																								
NOVA Online	N/A	N/A	N/A																																								
Off-Site Dual Enrollment	N/A	N/A	N/A																																								
Total	3	3	24																																								
Results by Modality	Current Results Spring 2022	Previous Results																																									
All students assessed (weighted average)	80%	N/A																																									
On-campus average	82%	N/A																																									
Synchronous hybrid (remote) average	78%	N/A																																									

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Diagnostic Medical Sonography, 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: Abdomen/Ob/Gyn (General DMS): This curriculum is designed to prepare students to produce diagnostic images of the human body using special equipment to direct high frequency sound waves into different anatomic structures in a patient's body. The sonographer is a central member of the healthcare team and assists the radiologist in gathering diagnostic data for interpretation. NOVA's program emphasizes didactic and "hands-on" practice of sonographic techniques in a well-equipped scanning laboratory at the Medical Education Campus in Springfield, Virginia. Clinical experience is acquired at numerous area hospitals and private medical affiliates. Students in the Diagnostic Medical Sonography degree program learn to perform an ultrasound of the Abdomen and Small Parts as well as Obstetric and Gynecologic sonography. Upon successful completion of the degree requirements, the student will be eligible to apply to take the American Registry for Diagnostic Medical Sonography (ARDMS) examination(s) leading to credentials as a Registered Diagnostic Medical Sonographer (RDMS®).

Vascular DMS: The curriculum is designed to prepare students to produce diagnostic images of the blood and blood flow. The vascular sonographer uses special equipment to direct high frequency sound waves into areas of the patient's body. The vascular sonographer is a central member of the health care team and assists the radiologist in body image interpretation. Upon successful completion of degree requirements, the student will be eligible to apply to take the American Registry of Diagnostic Medical Sonography examinations leading to credentials as a Registered Diagnostic Medical Sonographer (RDMS®), Registered Diagnostic Cardiac Sonographer (RDMS®) and Registered Vascular Technologist (RVT®).

Echocardiography DMS: The curriculum prepares students to produce diagnostic images of the heart structures and motion to diagnose cardiovascular changes. The echocardiographer uses special equipment to direct high frequency sound waves into areas of the patient's body. The echocardiographer is a central member of the health care team and assists the radiologist in body image interpretation. Upon successful completion of degree requirements, the student will be eligible to apply to take the American Registry of Diagnostic Medical Sonography examinations leading to credentials as a Registered Diagnostic Cardiac Sonographer (RDMS®).

Core Learning Outcome: [] Civic Engagement [X] Written Communication
Operationalized Definition: Integrate patient history, current medical condition, and sonographic findings to provide accurate diagnostic information (SLO #2)

Assessment Methods	Assessment Results	Continuous Improvement
--------------------	--------------------	------------------------

Course Name/Number: Echocardiography II - DMS 250

Direct Measure Used: Students were required to complete an Echocardiographic work sheet in conjunction with the DMS 250 Scan Exam.

- CLO/Rubric Criteria or Question Concepts:**
1. Did the student supply the correct patient history?
 2. Did the student correctly identify the study performed?
 3. Did the student correctly record the measurements from their images to the worksheet?
 4. Was the recorded information accurate, clearly written, and organized?
 5. Was the document clean, neat, and organized?
 6. Was the document submitted with the ultrasound images as instructed in Canvas?

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
ME	1	1	5
NOVA Online	N/A	N/A	N/A

Semester/year data collected: Summer 2021 Class of Dec 2021

Target: 100%

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Class of Dec 2021	Previous Results Class of May 2021
All students assessed (weighted average)	5/5 criteria met at 100%	3 criteria met 100% 3 criteria met at 50%

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

Results by SLO Criteria/Question Concepts	Current Results Pass/Fail	Previous Results Pass/Fail
1. Did the student supply the correct patient history?	5	6
2. Did the student correctly identify the study performed?	5	6

1. Changes put in place since previous assessment to improve student learning: Students submit an image-based lab assignment each week. (Students submit a complete Echo timed each week with the goal of completing an echo in 45 minutes by the end of the semester.) It was noted that students failed to realize that this document required accuracy and organization. Initially, with the class of May 2021, this worksheet was required only with the final scan exam. From the submissions of the Class of May 2021, it was evident that this exercise should be incorporated weekly as part of lab submissions. The worksheet is introduced with their intro lab DMS 217C (fall-first semester) and then required additionally each week with labs submissions for DMS 150 (Echocardiography 1) and DMS 250 (Echocardiography 2)

2. Impact of changes on current results: Echocardiography students now understand how impactful accuracy on a worksheet can be for the patient's final diagnosis. During the didactic class lecture, students are exposed to clinical situations and outcomes that have been affected by insufficient attention to detail and recording of information.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Diagnostic Medical Sonography, A.A.S.

Off-Site Dual Enrollment	N/A	N/A	N/A	3. Did the student correctly record the measurements from their images to the worksheet?	5	3	<p>3. According to current results, areas needing improvement: The desired effect has been achieved by including this exercise as part of the weekly lab submission.</p> <p>4. Based on current results, new actions to improve student learning: We will continue to emphasize that attention to detail and accurate recording of information directly impacts patient outcomes.</p> <p>5. Next assessment of this CLO: 2024</p>
Total	1	1	5	4. Was the recorded information accurate, clearly written, and organized?	5	3	
				5. Was the document clean, neat, and organized?	5	3	
				6. Was the document submitted with the ultrasound images as instructed in Canvas?	5	6	
				<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: Greater emphasis was placed on accuracy and neatness when recording numeric information on echocardiographic worksheets. This was achieved by adding this as a weekly requirement for submission with image-based labs.</p> <p>Areas where students met the target: All areas of the criteria were met by the Class of December 2021.</p>			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

General Studies, 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: This program is a flexible associate degree. For students who plan to transfer, the degree can parallel the first two years of a four-year Bachelor of Science program if they choose courses that match the transfer institution's requirements. For those students who do not plan to transfer, the degree allows them to structure a program to suit their needs using accumulated credits from a variety of formal and experiential sources.</p>																																																																									
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p>																																																																									
<p>Operationalized Definition: Philosophy SLO used to operationalize this CLO "Construct philosophical arguments which deal with relevant situations."</p>																																																																									
Assessment Methods		Assessment Results																																																																							
<p>Course Name/Number: Introduction to Philosophy (PHI 101); Logic (PHI 111); Ethics (PHI 220); Biomedical Ethics (PHI 227)</p> <p>Direct Measure Used: Writing assignment</p> <p>CLO/Rubric Criteria or Question Concepts: Writing assignments were evaluated at four levels of achievement across three criteria: 1) Explanation 2) Criticism/Defense 3) Objections</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 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>AL</td><td>8</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>11</td><td>6</td><td>146</td></tr> <tr><td>MA</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>12</td><td>4</td><td>118</td></tr> <tr><td>WO</td><td>4</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td>6</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>45</td><td>10</td><td>264</td></tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	8	0	0	AN	11	6	146	MA	4	0	0	ME	0	0	0	LO	12	4	118	WO	4	0	0	NOVA Online	6	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	45	10	264	<p>Semester/year data collected: Spring 2022</p> <p>Target: 75% of students scoring at the third level or better for each of the rubric criteria</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Semester Year</th> <th style="width: 33%;">Results 2017-2018*</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>83%</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>N/A</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>*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.</p> <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; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by CLO Criteria/Question Concepts</th> <th style="width: 25%;">Current Results Semester Year</th> <th style="width: 25%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr><td>1. Explanation</td><td></td><td></td></tr> <tr><td>2. Criticism/Defense</td><td></td><td></td></tr> <tr><td>3. Objections</td><td></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:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: N/A</p>		Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	83%	N/A	On-campus average	N/A	N/A	Synchronous hybrid (remote) average	N/A	N/A	NOVA Online average	N/A	N/A	Dual Enrollment average	N/A	N/A	Results by CLO Criteria/Question Concepts	Current Results Semester Year	Results 2017-2018	1. Explanation			2. Criticism/Defense			3. Objections		
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																						
AL	8	0	0																																																																						
AN	11	6	146																																																																						
MA	4	0	0																																																																						
ME	0	0	0																																																																						
LO	12	4	118																																																																						
WO	4	0	0																																																																						
NOVA Online	6	0	0																																																																						
Off-Site Dual Enrollment	N/A	N/A	N/A																																																																						
Total	45	10	264																																																																						
Results by Modality	Current Results Semester Year	Results 2017-2018*																																																																							
All students assessed (weighted average)	83%	N/A																																																																							
On-campus average	N/A	N/A																																																																							
Synchronous hybrid (remote) average	N/A	N/A																																																																							
NOVA Online average	N/A	N/A																																																																							
Dual Enrollment average	N/A	N/A																																																																							
Results by CLO Criteria/Question Concepts	Current Results Semester Year	Results 2017-2018																																																																							
1. Explanation																																																																									
2. Criticism/Defense																																																																									
3. Objections																																																																									
Use of Results																																																																									
		<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: More PHI faculty, particularly adjuncts need to report.</p> <p>4. Based on current results, new actions to improve student learning: Majority of students did well and our assessment average was well above our target. Improvements could be made in the "criticism/defense" criteria by providing students with more examples.</p> <p>5. Next assessment of this CLO: Not sure.</p>																																																																							

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
General Studies, A.S.

	<p>Areas where students met the target: Most students met the target of scoring at a level three or better for each of the three criteria.</p> <p>Areas where students did NOT meet the target: Some students did well on the assessment but did not score at or above a level three for all of the criteria.</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

General Studies: Health Sciences Specialization, 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 academic foundation in this degree will allow students to continue their education by applying to a competitive program at the Medical Education Campus or prepare for entry to a variety of allied health or health sciences baccalaureate programs. Students should consult an academic advisor in selecting electives to this curriculum.</p>																																									
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Students will demonstrate, through written communication, the ability to convey and exchange medical terms and concepts based on a clinical case study.</p>																																									
Assessment Methods	Assessment Results		Use of Results																																						
<p>Course Name/Number: Medical Terminology - HIM 111</p> <p>Direct Measure Used: NOL HIM 111 discussion board 3: MRI Report was used as the primary measure.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ul style="list-style-type: none"> • Question 1: What is an MRI? • Question 2a: Combining forms of regions of the body imaged: myel/o • Question 2b: Combining forms of regions of the body imaged: encephala/o • Question 3: What is brain parenchyma? • Question 4: From the report, what is the likely diagnosis? Explain why? <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>MEC only</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>NOVA Online</td> <td style="text-align: center;">12</td> <td style="text-align: center;">12</td> <td style="text-align: center;">261**</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">16</td> <td style="text-align: center;">12</td> <td style="text-align: center;">261</td> </tr> </tbody> </table> <p>***Of the 261 students who were enrolled in the course, only 210 of the students completed discussion board #3. The data analyzed will be based on the 210 who completed the assignment.</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MEC only	0	0	0	NOVA Online	12	12	261**	Off-Site Dual Enrollment	4	0	0	Total	16	12	261	<p>Semester/year data collected: Spring 2022</p> <p>Target: 80% of students will be able to demonstrate, through written communication via a discussion board, their ability to convey and exchange medical terms and concepts based on an MRI report (discussion board 3).</p> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Results by CLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Spring 2022</th> <th style="text-align: center;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>1. What is an MRI?</td> <td style="text-align: center;">99.9%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>2a. Combining forms of regions of the body imaged: myel/o</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>2b. Combining forms of regions of the body imaged: encephala/o</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>3. What is brain parenchyma?</td> <td style="text-align: center;">96.6%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>4. From the report, what is the likely diagnosis? Explain why?</td> <td style="text-align: center;">96.2%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: Since the General Studies, Health Sciences Specialization A.S. degree pathways is relatively new, launching in Fall 2019, there are no previous results to do a comparison with the current data for this CLO.</p> <p>Areas where students met the target: In the discussion board assignment, 4 out of 5 of the questions were consistently answered correctly and the target was met. On questions 1 and 3 respectively, students were able to correctly define, through written communication, what a MRI is and provide the definition of brain parenchyma. In question 4, the students were required to analyze the concepts of the</p>		Results by CLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results	1. What is an MRI?	99.9%	N/A	2a. Combining forms of regions of the body imaged: myel/o	79%	N/A	2b. Combining forms of regions of the body imaged: encephala/o	80%	N/A	3. What is brain parenchyma?	96.6%	N/A	4. From the report, what is the likely diagnosis? Explain why?	96.2%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: Since the General Studies, Health Sciences Specialization A.S. degree is relatively new, beginning in Fall 2019, this written communication CLO was assessed for the first time. Data from this assessment will serve as a benchmark for future assessments. The General Studies, Health Sciences Specialization degree pathway was created to ensure that students interested in a career in health would have an option to prepare to either enter a competitive AAS degree program at the Medical Education Campus at NOVA or a transfer degree program at a partner four-year university.</p> <p>2. Impact of changes on current results: N/A - This CLO was assessed for the first time.</p> <p>3. According to current results, areas needing improvement: Based on the current results, written communication was more challenging when they had to apply their learning to the case rather than simply write definitions. Areas needing improvement include students' written communication and analysis skills related to combining forms of medical terms. Additionally, a continued emphasis on the consistent use of the grading rubric in this course is recommended as noted through this assessment process.</p> <p>4. Based on current results, new actions to improve student learning: Overall, it is recommended that students are provided with more detailed and consistent feedback with the discussion board forums, particularly when writing the proper</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																						
MEC only	0	0	0																																						
NOVA Online	12	12	261**																																						
Off-Site Dual Enrollment	4	0	0																																						
Total	16	12	261																																						
Results by CLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results																																							
1. What is an MRI?	99.9%	N/A																																							
2a. Combining forms of regions of the body imaged: myel/o	79%	N/A																																							
2b. Combining forms of regions of the body imaged: encephala/o	80%	N/A																																							
3. What is brain parenchyma?	96.6%	N/A																																							
4. From the report, what is the likely diagnosis? Explain why?	96.2%	N/A																																							

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
General Studies: Health Sciences Specialization, A.S.

	<p>case to identify the correct medical diagnosis and explain their rationale in the discussion board. Further, students in question 2b were able to use the information provided to identify the medical term combining form of the brain, encephala/o, when reviewing the MRI case study.</p> <p>Areas where students did NOT meet the target: In the discussion board assignment, 1 out of 5 of the questions were not consistently answered correctly and the target was not met. In question 2a, the students demonstrated difficulty using the information in the case to identify the medical term combining form of spinal cord, “myel/o” when reviewing the MRI case study.</p>	<p>combining forms of medical terms based on a case study provided. This will be implemented in Fall 2023</p> <p>5. Next assessment of this CLO: This CLO will be reassessed in AY 2024-2025.</p>
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Graphic Design, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																
Program/Discipline Purpose Statement: The curriculum is designed for individuals who seek full-time employment in the graphic design field. Job opportunities include graphic designer, art director, illustrator, production artist, package designer and web content developer, among others in the graphic design marketplace. Graphic Design Interactive Design Specialization AAS: The curriculum is designed for individuals who seek full-time employment in the communication design profession. Upon completion, an individual would be prepared to work in the field of web-based interactive design including multimedia techniques specific to the web. Job opportunities include web designer, UX designer, web content developer and motion graphic designer, among others in the graphic design marketplace.																																																
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Students to demonstrate the ability to evaluate evidence carefully and apply reasoning to decide what to believe and how to act.																																																
Assessment Methods	Assessment Results	Use of Results																																														
Course Name/Number: Graphic Design 1, ART 217 Direct Measure Used: Students in ART 217, Graphic Design 1, were evaluated on the design and development of a brochure intended for the public with information and facts of the COVID-19 virus. The instructor evaluated each project based on the student's ability to identify and gather evidence, interpretation and analysis of the evidence, and to formulate new solutions based on the evidence. CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas: <ol style="list-style-type: none"> 1. Identifies & Gathers Evidence (5 points) 2. Interpretation/Analysis (5 points) 3. Formulate New Solutions Based on Evidence (5 points) Total = 15 points Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">14</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;">23</td> </tr> <tr style="background-color: #ffff00;"> <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 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> <td>Total</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">37</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	14	LO	1	1	23	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	37	Semester/year data collected: Spring 2022 Target: The target was to have more students above the average level, which would be in the 75% range = C Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2022</th> <th style="width: 35%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">12.765 (85%)</td> <td style="text-align: center;">N/A*</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">12.765 (85%)</td> <td style="text-align: center;">N/A*</td> </tr> </tbody> </table> <small>*note this CLO has not been assessed in a previous year.</small> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 25%;">Current Results Spring 2022</th> <th style="width: 30%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>1. Identifies & Gathers Evidence</td> <td style="text-align: center;">4.21 (84%)</td> <td style="text-align: center;">N/A*</td> </tr> <tr> <td>2. Interpretation/Analysis</td> <td style="text-align: center;">4.12 (82%)</td> <td style="text-align: center;">N/A*</td> </tr> <tr> <td>3. Formulate New Solutions Based on Evidence.</td> <td style="text-align: center;">4.435(88%)</td> <td style="text-align: center;">N/A*</td> </tr> </tbody> </table> <small>*note this CLO has not been assessed in a previous year.</small>	Results by Modality	Current Results Spring 2022	Previous Results	All students assessed (weighted average)	12.765 (85%)	N/A*	On-campus average	12.765 (85%)	N/A*	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results	1. Identifies & Gathers Evidence	4.21 (84%)	N/A*	2. Interpretation/Analysis	4.12 (82%)	N/A*	3. Formulate New Solutions Based on Evidence.	4.435(88%)	N/A*	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: None since this CLO has not been previously assessed. 2. Impact of changes on current results: Too early to tell? 3. According to current results, areas needing improvement: The student's ability to achieve a higher score in Interpretation/Analysis. 4. Based on current results, new actions to improve student learning: More time given during the initial analysis of the project at hand to improve the students to interpret and analyze the overall problem before moving into the formulation of their solutions based on the evidence acquired. 5. Next assessment of this CLO: Spring 2026 	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																													
AL	1	1	14																																													
LO	1	1	23																																													
NOVA Online	N/A	N/A	N/A																																													
Off-Site Dual Enrollment	N/A	N/A	N/A																																													
Total	2	2	37																																													
Results by Modality	Current Results Spring 2022	Previous Results																																														
All students assessed (weighted average)	12.765 (85%)	N/A*																																														
On-campus average	12.765 (85%)	N/A*																																														
Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results																																														
1. Identifies & Gathers Evidence	4.21 (84%)	N/A*																																														
2. Interpretation/Analysis	4.12 (82%)	N/A*																																														
3. Formulate New Solutions Based on Evidence.	4.435(88%)	N/A*																																														
Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Narrative comparison of current results to previous results: N/A. This CLO has not been assessed in a previous year.																																																

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Graphic Design, A.A.S.

	<p>Areas where students met the target: All areas.</p> <p>Areas where students did NOT meet the target: None.</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Liberal Arts, A.A.

<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: An Associate of Arts degree in Liberal Arts is designed to provide an understanding and appreciation for the ideas and ideals that are the basis of human civilization. It offers a foundation in the arts and sciences and prepares students for transfer into a Bachelor of Arts program. Liberal arts BA degrees prepare graduates for careers in a wide array of professions by enabling them to write well, critically analyze issues, place problems in a variety of contexts, and work competently with diverse groups of colleagues.</p>																																																																			
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Compare and contrast common themes across two or more religious traditions.</p>																																																																			
Assessment Methods	Assessment Results	Use of Results																																																																	
<p>Course Name/Number: REL 231 – Religions of the World I</p> <p>Direct Measure Used: A writing assignment in which the students are asked to directly compare and/or contrast different religious traditions. They are asked to consider various themes/topics in this comparison, such as beliefs, practices, values, history, demographics, and geography.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were evaluated based on the content (accuracy of comparisons) and composition (writing/syntax).</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>0</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>4</td><td>4</td><td>74</td></tr> <tr><td>MA</td><td>0</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>0</td><td>0</td><td>0</td></tr> <tr><td>WO</td><td>1</td><td>1</td><td>16</td></tr> <tr style="background-color: yellow;"><td>NOVA Online</td><td>4</td><td>1</td><td>6</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: #e0e0e0;"><td>Total</td><td>9</td><td>6</td><td>96</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	0	0	0	AN	4	4	74	MA	0	0	0	ME	0	0	0	LO	0	0	0	WO	1	1	16	NOVA Online	4	1	6	Off-Site Dual Enrollment	0	0	0	Total	9	6	96	<p>Semester/year data collected: Spring 2022</p> <p>Target: For 70% of students to score 70% or higher on the assessment.</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>80%</td><td>N/A</td></tr> <tr><td>On-campus average</td><td>74%</td><td>N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>82%</td><td>N/A</td></tr> <tr><td>NOVA Online average</td><td>83%</td><td>N/A</td></tr> <tr><td>Dual Enrollment average</td><td>N/A</td><td>N/A</td></tr> </tbody> </table> <p><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 type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by CLO Criteria/ Question Concepts</th> <th>Current Results Semester Year</th> <th>Results 2017-2018</th> </tr> </thead> <tbody> <tr><td>1. Content and composition</td><td>80%</td><td>N/A</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	Results 2017-2018*	All students assessed (weighted average)	80%	N/A	On-campus average	74%	N/A	Synchronous hybrid (remote) average	82%	N/A	NOVA Online average	83%	N/A	Dual Enrollment average	N/A	N/A	Results by CLO Criteria/ Question Concepts	Current Results Semester Year	Results 2017-2018	1. Content and composition	80%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: The students met the target, so for now we will continue to monitor student learning in this area. However, as discussed above, we really did not do this CLO assessment properly, so it's hard to draw any conclusions based on it. We need to develop assessments that have clear, consistent criteria that are specific to the CLO, so that we can make sure student learning in this area is being properly assessed.</p> <p>4. Based on current results, new actions to improve student learning: It's not clear at this time that actions are needed to improve student learning. However, as discussed above, we are taking various steps to improve our assessment process, so that we can get a clearer picture of student learning and identify areas that may need improvement. Action plan: Religion chair attends SLO assessment workshop – October 2022 Religion chair meets with NOVA SLO coordinator – November 2022 Initial assessment discussion and planning – January 2023 Finalize 3-year assessment plan – August 2023</p> <p>5. Next assessment of this CLO: This CLO will next be assessed in 2024-2025, but I'm not sure whether we will be assessing this one or the other CLO that year. We</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																
AL	0	0	0																																																																
AN	4	4	74																																																																
MA	0	0	0																																																																
ME	0	0	0																																																																
LO	0	0	0																																																																
WO	1	1	16																																																																
NOVA Online	4	1	6																																																																
Off-Site Dual Enrollment	0	0	0																																																																
Total	9	6	96																																																																
Results by Modality	Current Results Semester Year	Results 2017-2018*																																																																	
All students assessed (weighted average)	80%	N/A																																																																	
On-campus average	74%	N/A																																																																	
Synchronous hybrid (remote) average	82%	N/A																																																																	
NOVA Online average	83%	N/A																																																																	
Dual Enrollment average	N/A	N/A																																																																	
Results by CLO Criteria/ Question Concepts	Current Results Semester Year	Results 2017-2018																																																																	
1. Content and composition	80%	N/A																																																																	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Liberal Arts, A.A.

	<p>Narrative comparison of current results to previous results: N/A</p> <p>Areas where students met the target: Content and composition</p> <p>Areas where students did NOT meet the target: None</p>	<p>haven't made a 5-year plan for assessment yet, but plan to work on that at our next discipline group meeting.</p>
--	--	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Liberal Arts: Theatre, C.S.C.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																					
Program/Discipline Purpose Statement: This program is designed to meet the needs of individuals seeking to further develop skills in acting, directing, arts management, technical theatre, and theatre scholarship. It extends theatre opportunities outside of the classroom and into community, educational, and professional theatres.																																					
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: To measure written communication, students in CST130 will be asked to analyze a play (either read or viewed) in three areas: understanding (what was the play trying to do/given circumstances), effectiveness (how well did it do it), and worthwhile (was it valuable/worthwhile). This assessment will be given as a paper topic or discussion board assignment. Answers will be collected by Theatre faculty and analyzed to assess to what extent the student has mastered the written communication CLO.																																					
Assessment Methods	Assessment Results	Use of Results																																			
Course Name/Number: CST – 130 Direct Measure Used: To measure written communication, students in CST130 will be asked to analyze a play (either read or viewed) in three areas: understanding (what was the play trying to do/given circumstances), effectiveness (how well did it do it), and worthwhile (was it valuable/worthwhile). This assessment will be given as a paper topic or discussion board assignment. Answers will be collected by Theatre faculty and analyzed to assess to what extent the student has mastered the written communication CLO. CLO/Rubric Criteria or Question Concepts: On a scale from 0-3 please score the paper's ability to evaluate <u>understanding</u> (what was the play trying to do/given circumstances) On a scale from 0-3 how would you score the paper's ability to evaluate the <u>effectiveness</u> of the script? (how well did the play do what it was seeking to do) On a scale from 0-3 how would you score the paper's ability to analyze the play in terms of being <u>worthwhile</u> (valuable in some way)? Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>MA in person</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">21</td> </tr> <tr> <td>MA synchronous</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">21</td> </tr> <tr> <td>LO in person</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">35</td> </tr> <tr> <td>WO (hybrid and synchronous Zoom)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">7</td> </tr> <tr style="background-color: yellow;"> <td>NOVA Online</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">21</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	0	0	MA in person	1	1	21	MA synchronous	1	1	21	LO in person	2	2	35	WO (hybrid and synchronous Zoom)	1	1	7	NOVA Online	1	1	21	Semester/year data collected: Spring 2022 Target: 7 Points out of 9 Points Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2022</th> <th style="width: 34%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">7.65</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Areas where students met the target: <ol style="list-style-type: none"> 1. Students were strong in understanding the plays "goals" and appreciating the "given circumstances." 2. Students were strong in appreciating the plays impact and "worthwhileness." Areas where students did NOT meet the target: Student's need to work on understanding the "effectiveness" of the script.	Results by Modality	Current Results Spring 2022	Previous Results	All students assessed (weighted average)	7.65	N/A	1. Changes put in place since previous assessment to improve student learning: None 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Student's need to work on understanding the "effectiveness" of the script. 4. Based on current results, new actions to improve student learning: We are going to change the wording of the assessment to provide the students with more concrete specific questions. Ex. We will have the students determine the theme of the play and how that theme is relevant to their current lives. 5. Next assessment of this CLO: Spring 2025	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																		
AL	1	0	0																																		
MA in person	1	1	21																																		
MA synchronous	1	1	21																																		
LO in person	2	2	35																																		
WO (hybrid and synchronous Zoom)	1	1	7																																		
NOVA Online	1	1	21																																		
Results by Modality	Current Results Spring 2022	Previous Results																																			
All students assessed (weighted average)	7.65	N/A																																			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Liberal Arts: Theatre, C.S.C.

Off-Site Dual Enrollment	N/A	N/A	N/A		
Total	7	6	105		

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Medical Laboratory 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: The curriculum is designed to prepare students to perform essential laboratory testing on blood and body fluids that is critical to the detection, diagnosis, and treatment of disease. In a medical laboratory, the medical laboratory technician (MLT) is part of a team of highly skilled pathologists, technologists, and phlebotomists working together to determine the presence, extent or absence of disease, and helping to evaluate the effectiveness of treatment. This program emphasizes “hands-on” practice of laboratory methods in a state-of-the-art laboratory at the Medical Education Campus in Springfield, followed by clinical experience at various affiliating healthcare organizations. Upon completion of the program, graduates will be eligible to take the American Society for Clinical Pathology (ASCP) Board of Certification examination and other national certification examinations offered at the technician level.</p>																																																												
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Students in advanced capstone courses will demonstrate the ability to develop, convey and exchange ideas in written communications.</p>																																																												
Assessment Methods	Assessment Results		Use of Results																																																									
<p>Course Name/Number: Clinical Correlations MDL 281 Direct Measure Used: Cover letter for sending Resume to an available MLT position.</p> <p>CLO/Rubric Criteria or Question Concepts: Cover letter rubric and Resume evaluation form</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1. Letter has appropriate beginning.</td></tr> <tr><td>2. Clearly communicate interest in the organization and how applicant fit in their mission.</td></tr> <tr><td>3. There are no grammatical errors.</td></tr> <tr><td>4. Paragraphing and transitions are appropriate.</td></tr> <tr><td>5. Body of cover letter emphasizes strengths, interests and qualifications that meet job description.</td></tr> <tr><td>6. Professional contact information is included.</td></tr> <tr><td>7. Closing paragraph shows interest for interview.</td></tr> </table> <p>Other Method (if used):NA</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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">14</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;">14</td> </tr> </tbody> </table>	1. Letter has appropriate beginning.	2. Clearly communicate interest in the organization and how applicant fit in their mission.	3. There are no grammatical errors.	4. Paragraphing and transitions are appropriate.	5. Body of cover letter emphasizes strengths, interests and qualifications that meet job description.	6. Professional contact information is included.	7. Closing paragraph shows interest for interview.	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME	1	1	14	NOVA Online				Off-Site Dual Enrollment				Total	1	1	14	<p>Semester/year data collected: Spring 2022</p> <p>Target: 100% of second year students will score 90% or better on the rubric for writing skills used to evaluate their cover letter assignment.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 20%;">Current Results Spring 2022</th> <th style="width: 40%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">94%</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="width: 40%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Spring 2022</th> <th style="width: 40%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1. Letter has appropriate beginning.</td><td style="text-align: center;">100%</td><td style="text-align: center;">94%</td></tr> <tr><td>2. Clearly communicate interest in the organization and how applicant fit in their mission.</td><td style="text-align: center;">93%</td><td style="text-align: center;">100%</td></tr> <tr><td>3. There are no grammatical errors.</td><td style="text-align: center;">100%</td><td style="text-align: center;">94%</td></tr> <tr><td>4. Paragraphing and transitions are appropriate.</td><td style="text-align: center;">93%</td><td style="text-align: center;">100%</td></tr> <tr><td>5. Body of cover letter emphasizes strengths, interests and qualifications that meet job description.</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> <tr><td>6. Professional contact information is included.</td><td style="text-align: center;">93%</td><td style="text-align: center;">100%</td></tr> <tr><td>7. Closing paragraph shows interest for interview.</td><td style="text-align: center;">100%</td><td style="text-align: center;">100%</td></tr> </tbody> </table>		Results by Modality	Current Results Spring 2022	Previous Results Spring 2019	Synchronous hybrid (remote) average	93%	94%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	1. Letter has appropriate beginning.	100%	94%	2. Clearly communicate interest in the organization and how applicant fit in their mission.	93%	100%	3. There are no grammatical errors.	100%	94%	4. Paragraphing and transitions are appropriate.	93%	100%	5. Body of cover letter emphasizes strengths, interests and qualifications that meet job description.	100%	100%	6. Professional contact information is included.	93%	100%	7. Closing paragraph shows interest for interview.	100%	100%	<p>1. Changes put in place since previous assessment to improve student learning: Group discussions have been incorporated into core MLT courses since first year to promote the correct exchange of ideas in professional environment. Written communication activities have provided non-native English speakers with an opportunity to slowly improve their written communication skills.</p> <p>2. Impact of changes on current results: Students are now more open to practice their writing skills in group discussions. Activities incorporating simulations of professional interactions have given opportunity to demonstrate appreciation and respect to diversity. The practice of written reports for preliminary results in the Microbiology course has also positively contributed to appreciate the need to develop good professional writing skills.</p> <p>3. According to current results, areas needing improvement: Effective use of grammar, punctuation and organization of written documents is always one of the main struggles of some non-native English speakers.</p> <p>4. Based on current results, new actions to improve student learning: The addition of asynchronous discussions during the 2022-2023 academic year in courses of first and second year like MDL 125 and MDL 243, will provide time to improve the writing skills of our students. Working with tutors in written assignments is always another support layer for students that need more help. Assignments based on written reports of laboratory findings needed for discussion in multidisciplinary healthcare teams are other options to promote</p>
1. Letter has appropriate beginning.																																																												
2. Clearly communicate interest in the organization and how applicant fit in their mission.																																																												
3. There are no grammatical errors.																																																												
4. Paragraphing and transitions are appropriate.																																																												
5. Body of cover letter emphasizes strengths, interests and qualifications that meet job description.																																																												
6. Professional contact information is included.																																																												
7. Closing paragraph shows interest for interview.																																																												
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																									
ME	1	1	14																																																									
NOVA Online																																																												
Off-Site Dual Enrollment																																																												
Total	1	1	14																																																									
Results by Modality	Current Results Spring 2022	Previous Results Spring 2019																																																										
Synchronous hybrid (remote) average	93%	94%																																																										
Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2019																																																										
1. Letter has appropriate beginning.	100%	94%																																																										
2. Clearly communicate interest in the organization and how applicant fit in their mission.	93%	100%																																																										
3. There are no grammatical errors.	100%	94%																																																										
4. Paragraphing and transitions are appropriate.	93%	100%																																																										
5. Body of cover letter emphasizes strengths, interests and qualifications that meet job description.	100%	100%																																																										
6. Professional contact information is included.	93%	100%																																																										
7. Closing paragraph shows interest for interview.	100%	100%																																																										

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Medical Laboratory Technology, A.A.S.

	<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 checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The comparison of results in overall evaluation show similar results since the variability among some areas is less than 10%. This cohort of students had a slightly higher diversity and more non-native English speakers.</p> <p>Areas where students met the target: Student met the</p> <p>Areas where students did NOT meet the target: None</p>	<p>development of effective communication and professionalism.</p> <p>5. Next assessment of this CLO: Spring 2024</p>
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

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

					(F = 29 & below)
Sample:					
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed		
LO (synchronous 50/50 hybrid remote)	1	1	6		
AL (on campus 50/50 hybrid)	1	1	5		
Online	N/A	N/A	N/A		
Off-Site Dual Enrollment	N/A	N/A	N/A		
Total	2	2	11		

Previous Results:	
Results by SLO Criteria/ Question Concepts	Results Spring 2021
Purpose (20 pts.)	17.5 / 20 87.5% > 75%
Content/Length (20 pts.)	16.25 / 20 81.25% > 75%
Organization (20 pts.)	16 / 20 80% > 75%
Writing Quality (20 pts.)	15.75 / 20 78.75% > 75%
References/Citations (20 pts.)	15.5 / 20 77.5% > 75%
TOTAL (100 pts.)	81 / 100 81% > 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: The overall scores are a little bit higher in Spring 2022 when compared to Spring 2021 & Spring 2020. It is impossible to compare the current results for the individual criteria to the previous results from Spring 2021 since a different rubric was used, but we can compare the current results to the results from Spring 2020 since the same rubric was used then. The current results for each of the three criteria are very similar to the results in Spring 2020.

Areas where students met the target: All areas

Areas where students did NOT meet the target: None

5. Next assessment of this CLO: We will assess the Civic Engagement CLO in Spring 2023. The assessment will be used for the SLOA and also for the General Studies/Liberal Arts multidisciplinary report.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Nursing, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																
<p>Program/Discipline Purpose Statement: The two-year Associate of Applied Science Degree in Nursing at NOVA prepares students for a successful career in nursing. The curriculum is designed to prepare selected students for eligibility to take the National Council Licensure Examination (NCLEX) and a future career as a registered nurse (RN) providing and coordinating care for patients in a variety of healthcare settings.</p>																																
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Written Communication</p>																																
Assessment Methods	Assessment Results		Use of Results																													
<p>Course Name/Number: NSG 230</p> <p>Direct Measure Used: Student Resume Assignment</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="width: 25%;">Campus/ Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME</td> <td>4</td> <td>4</td> <td>73</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>4</td> <td>4</td> <td>73</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME	4	4	73	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	4	4	73	<p>Semester/year data collected: Spring 2022</p> <p>Target: 100% completion of the assignment.</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 Semester Year</th> <th style="width: 34%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>100%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>100%</td> <td>N/A</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 No data provided.</p> <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:</p> <p>Areas where students met the target:</p> <p>Areas where students did NOT meet the target:</p>		Results by Modality	Current Results Semester Year	Previous Results	All students assessed (weighted average)	100%	N/A	On-campus average	100%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: N/A- No changes required.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Based on the results of this assessment there are no identified areas needing improvement</p> <p>4. Based on current results, new actions to improve student learning: Based on the results of this assessment there were no new actions necessary to improve student learning.</p> <p>5. Next assessment of this CLO: Spring 2023</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																													
ME	4	4	73																													
NOVA Online	N/A	N/A	N/A																													
Off-Site Dual Enrollment	N/A	N/A	N/A																													
Total	4	4	73																													
Results by Modality	Current Results Semester Year	Previous Results																														
All students assessed (weighted average)	100%	N/A																														
On-campus average	100%	N/A																														

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Paralegal Studies, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																					
<p>Program/Discipline Purpose Statement: The curriculum is designed to provide an individual with a sufficient level of knowledge, understanding, and proficiency to perform the tasks associated with meeting a client's needs. These tasks can be performed by a trained, non-lawyer assistant working under the direction and supervision of a lawyer. A paralegal or legal assistant will have a basic understanding of the general processes of American law, along with the knowledge and proficiency required to perform specific tasks under the supervision of a lawyer in the fields of civil and criminal law. Occupational objectives include employment in corporate law firms, government agencies, and any of the varied law-related fields. Paralegals or legal assistants are prohibited by law from offering legal services directly to members of the public.</p>																																																					
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Students drafted a Limited Partnership Agreement to assess their written communication skills.</p>																																																					
Assessment Methods	Assessment Results	Use of Results																																																			
<p>Course Name/Number: Legal Aspects of Business Organizations (LGL 235)</p> <p>Direct Measure Used: Students' written communication skills were assessed when they drafted a Limited Partnership Agreement for Legal Aspects of Business Organizations (LGL 235).</p> <p>CLO/Rubric Criteria or Question Concepts: Students were graded on their ability to draft a legal document using the following criteria:</p> <ul style="list-style-type: none"> • Use Fictitious Business to create a Limited Partnership • Members of partnership • Capital contributions • Division of profits • Sharing of losses • Appropriate boilerplate language <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="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL/Zoom</td> <td>1</td> <td>1</td> <td>15</td> </tr> <tr> <td>NOVA Online</td> <td>1</td> <td>1</td> <td>17</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>2</td> <td>32</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL/Zoom	1	1	15	NOVA Online	1	1	17	Off-Site Dual Enrollment				Total	2	2	32	<p>Semester/year data collected: Spring 2022</p> <p>Target: Student average on the overall assessment will be at or above 80 percent.</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: 40%;">Results by Modality</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 30%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td>87%</td> <td>N/A</td> </tr> <tr> <td>NOVA Online average</td> <td>94%</td> <td>N/A</td> </tr> </tbody> </table> <p>Results by CLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Semester Year</th> <th style="width: 35%;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. Used fictitious business to draft a Limited Partnership Agreement</td> <td>91%</td> <td>N/A</td> </tr> <tr> <td>2. Named members of the partnership</td> <td>91%</td> <td>N/A</td> </tr> <tr> <td>3. Explained amount and type of capital contributions</td> <td>91%</td> <td>N/A</td> </tr> <tr> <td>4. Noted division of profits</td> <td>91%</td> <td>N/A</td> </tr> <tr> <td>5. Noted sharing of losses</td> <td>91%</td> <td>N/A</td> </tr> <tr> <td>6. Included the appropriate boilerplate language in the agreement</td> <td>91%</td> <td>N/A</td> </tr> </tbody> </table>	Results by Modality	Current Results Semester Year	Previous Results	On-campus average	87%	N/A	NOVA Online average	94%	N/A	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Used fictitious business to draft a Limited Partnership Agreement	91%	N/A	2. Named members of the partnership	91%	N/A	3. Explained amount and type of capital contributions	91%	N/A	4. Noted division of profits	91%	N/A	5. Noted sharing of losses	91%	N/A	6. Included the appropriate boilerplate language in the agreement	91%	N/A	<p>1. Changes put in place since previous assessment to improve student learning: To improve student learning, in Spring 2023 faculty spent more time explaining components of the Limited Partnership type of business organization. For example, group exercises and hypothetical examples were used to explain how profits are divided and losses are shared. In addition, more emphasis was put on the effectiveness of boilerplate language.</p> <p>2. Impact of changes on current results: The program will be able to assess the impact of these changes the next time this SLO is assessed.</p> <p>3. According to current results, areas needing improvement: Based on current results there are no areas that need improvement.</p> <p>4. Based on current results, new actions to improve student learning: To improve student learning, in Spring 2024 faculty will include additional group exercises and hypothetical examples to explain the components of the Limited Partnership Agreement. The Program Head will also seek guidance from the advisory committee.</p> <p>5. Next assessment of this CLO: Spring 2024.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																		
AL/Zoom	1	1	15																																																		
NOVA Online	1	1	17																																																		
Off-Site Dual Enrollment																																																					
Total	2	2	32																																																		
Results by Modality	Current Results Semester Year	Previous Results																																																			
On-campus average	87%	N/A																																																			
NOVA Online average	94%	N/A																																																			
Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year																																																			
1. Used fictitious business to draft a Limited Partnership Agreement	91%	N/A																																																			
2. Named members of the partnership	91%	N/A																																																			
3. Explained amount and type of capital contributions	91%	N/A																																																			
4. Noted division of profits	91%	N/A																																																			
5. Noted sharing of losses	91%	N/A																																																			
6. Included the appropriate boilerplate language in the agreement	91%	N/A																																																			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Paralegal Studies, A.A.S.

	<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: In 2018 a different method was used to assess this SLO (General Partnership Agreement); therefore, the results are not comparable.</p> <p>Areas where students met the target: Students who met the target used information from the fictitious business they created, identified members of the Limited Partnership and their capital contributions, explained how profits were divided, how losses were shared, and used the appropriate boilerplate language.</p> <p>Areas where students did NOT meet the target: Students who did not meet the target did not turn in the assignment.</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Personal Training, C.S.C.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																													
Program/Discipline Purpose Statement: This program is based on the standards of the American Council on Exercise (ACE) and prepares students to become knowledgeable fitness professionals in health clubs, recreation departments, and fitness facilities in private, commercial, corporate, or government settings. Emphasis is placed on preparing students to sit for a nationally recognized certification exam in Personal Training.																													
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Students will be able to identify and apply basic treatment and prevention of common fitness-related injuries.																													
Assessment Methods	Assessment Results	Use of Results																											
<p>Course Name/Number: PED 168 – Basic Personal Trainer Preparation</p> <p>Direct Measure Used: The Personal Trainer C.S.C partners with the American Council on Exercise (ACE) to provide their Personal Trainer Certification Curriculum as the basis for PED 168. Within this curriculum, ACE provides several lab assignments to bolster student Skills, Knowledge, and Abilities. For this CLO, the discipline group used two of these written labs to assess student knowledge of common exercise-related conditions and injuries.</p> <ol style="list-style-type: none"> 1) Common Conditions Worksheet: Students list Program Design Considerations and Exercise examples that can be applied for clients with 15 common conditions that can limit exercise capacity in clients. 2) Students are asked to define 9 of the most common acute exercise-related injuries and describe the most appropriate response they should take with regards to activating emergency management systems. <p>CLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1) List program design considerations and exercises for the following conditions: Shoulder Impingement, Lateral and Medial Epicondylitis (Elbow), Carper Tunnel Syndrome, Forward Head Posture, Lordosis, Piriformis Syndrome, Hip Arthritis and Replacement, IT Band Syndrome, Tendinitis, Patellofemoral Pain Syndrome, Knee Arthritis/Replacement, Shin Splints, Ankle Sprains, Plantar Fasciitis 2) Define and provide detailed appropriate response to the following injuries: 	<p>Semester/year data collected: Spring 2021</p> <p>Target: 80% of students will complete both the Common Conditions and Common Acute Injuries worksheets with a score of 70% or higher.</p> <p>Results by Modality: Overall Average/Mean Scores 10 of 12 students completed both labs for a completion rate of 83.3%</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Semester Year</th> <th style="width: 33%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">90.5%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>On-campus average</td> <td></td> <td></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 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 Semester Year</th> <th style="width: 33%;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. Program Considerations and Exercises</td> <td style="text-align: center;">91.1%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>2. Injury Definitions and Response</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">N/A</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)	90.5%	N/A	On-campus average			Synchronous hybrid (remote) average			NOVA Online average			Dual Enrollment average			Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Program Considerations and Exercises	91.1%	N/A	2. Injury Definitions and Response	90%	N/A	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: First assessment of this CLO within PED 168 2. Impact of changes on current results: This assessment will provide baseline data for future assessments. 3. According to current results, areas needing improvement: None. Results show students are meeting the ACE KSA's related to identifying and applying treatment and prevention for common fitness-related injuries. 4. Based on current results, new actions to improve student learning: Results support that the course in provided students with basic knowledge needed by a personal trainer in the areas of diseases/conditions and common injuries. While basic level personal trainer are qualified to work with apparently healthy individuals, more emphasis is being placed on diseases with the growing health problems in the U.S. Beginning Spring 2023, the course will begin adding more discussion on this topic by expanding ACE resources with those of the CDC and NIH. Discussion on specialty fitness certifications for cancer, disability, autism, and others will also be introduced. 5. Next assessment of this CLO: As this is the first time assessing the SLO/CLO, it will be next assessed in Spring 2023 to establish baseline data for future assessments.
Results by Modality	Current Results Semester Year	Previous Results																											
All students assessed (weighted average)	90.5%	N/A																											
On-campus average																													
Synchronous hybrid (remote) average																													
NOVA Online average																													
Dual Enrollment average																													
Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year																											
1. Program Considerations and Exercises	91.1%	N/A																											
2. Injury Definitions and Response	90%	N/A																											

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Personal Training, C.S.C.

<p>Muscle Strains, Ligament Sprains, Cartilage Damage, Bone Fractures, Head/Neck/Back Injuries, Tendinitis, Bursitis, Fasciitis, Stress Fractures.</p> <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" data-bbox="107 402 716 581"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>1</td> <td>1</td> <td>12</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>1</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	12	NOVA Online				Off-Site Dual Enrollment				Total	1	1	10	<p>Narrative comparison of current results to previous results: First Assessment.</p> <p>Areas where students met the target: Scores on these 2 lab assessments demonstrate that students are meeting ACE KSA standards by being able to write clearly and effectively about common diseases, conditions, and injuries in relation to exercise. More importantly, it shows they would be able to effectively communicate this knowledge with potential fitness clients to help them improve their overall health and fitness.</p> <p>Areas where students did NOT meet the target: Two students did not complete the assignment. Both did not pass the course as they did not complete several required assignments.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																			
AL	1	1	12																			
NOVA Online																						
Off-Site Dual Enrollment																						
Total	1	1	10																			

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Photography and Media 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 for diverse career options within the field of professional photography and imaging. Students will learn to solve a wide range of visual problems with imagination and originality through the study of technique, history, theory, and aesthetics.																																																		
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Written Communication demonstrated in the career research project																																																		
Assessment Methods	Assessment Results		Use of Results																																															
Course Name/Number: Careers in Photography Direct Measure Used: Research Project CLO/Rubric Criteria or Question Concepts: Provide Rubric Criteria or Question Concepts: See attached. Evaluated on the following: organization, accuracy, reasoning, documentation, and style. Other Method (if used): N/A Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">13</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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">13</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	13	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	13	Semester/year data collected: Spring 2022 Target: Student average on each CLO Criteria and sub-scores will be at or above 3 points, and the total score will be at or above 15 points Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2022</th> <th style="width: 35%;">Previous Results Spring/2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">16.3 points</td> <td style="text-align: center;">16.5 points</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">16.3 points</td> <td style="text-align: center;">16.5 points</td> </tr> </tbody> </table> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 20%;">Current Results Spring 2022</th> <th style="width: 35%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Organization</td> <td style="text-align: center;">3.61 points</td> <td style="text-align: center;">3.58 points</td> </tr> <tr> <td>2. Accuracy</td> <td style="text-align: center;">3 points</td> <td style="text-align: center;">3.5 points</td> </tr> <tr> <td>3. Reasoning</td> <td style="text-align: center;">3.23 points</td> <td style="text-align: center;">3.5 points</td> </tr> <tr> <td>4. Documentation</td> <td style="text-align: center;">3.07 points</td> <td style="text-align: center;">2.75 points</td> </tr> <tr> <td>5. Style</td> <td style="text-align: center;">3.38 points</td> <td style="text-align: center;">3.5 points</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results to previous results: Overall results mostly stayed the same. The success rate of Organization and Documentation increased slightly.		Results by Modality	Current Results Spring 2022	Previous Results Spring/2019	All students assessed (weighted average)	16.3 points	16.5 points	Synchronous hybrid (remote) average	16.3 points	16.5 points	Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019	1. Organization	3.61 points	3.58 points	2. Accuracy	3 points	3.5 points	3. Reasoning	3.23 points	3.5 points	4. Documentation	3.07 points	2.75 points	5. Style	3.38 points	3.5 points	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: Faculty decided to spend more class time on problems in evaluating sources and discuss more methods of recording sources for citations during research. This change was implemented in the Spring of 2020. 2. Impact of changes on current results: Overall results did not improve but did not change too much and were reduced by 0.2 points. However, the target continues to be met in all categories, which suggests that reviewing problems in research methods and evaluation of sources is effective. Discussion of more methods of recording sources for citations was adequate, which helped increase the success rate for Documentation by 0.32 points, which was the lowest success rate in the previous assessment. 3. According to current results, areas needing improvement: The overall success rates met or exceeded the target. The results in the criteria of Accuracy and Documentation are the weakest. 4. Based on current results, new actions to improve student learning: Faculty decided to use group discussions to encourage students to correct inaccuracies and seek complete documentation to improve Accuracy and Documentation. Some students ignored online guidance and did not revise their work. The reminder about the guidance during class lets students pay more attention to the guidelines. This will be implemented in Spring 2023. 5. Next assessment of this CLO: Scheduled to assess in Spring 2026
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																															
AL	1	1	13																																															
NOVA Online	N/A	N/A	N/A																																															
Off-Site Dual Enrollment	N/A	N/A	N/A																																															
Total	1	1	13																																															
Results by Modality	Current Results Spring 2022	Previous Results Spring/2019																																																
All students assessed (weighted average)	16.3 points	16.5 points																																																
Synchronous hybrid (remote) average	16.3 points	16.5 points																																																
Results by SLO Criteria/Question Concepts	Current Results Spring 2022	Previous Results Spring 2019																																																
1. Organization	3.61 points	3.58 points																																																
2. Accuracy	3 points	3.5 points																																																
3. Reasoning	3.23 points	3.5 points																																																
4. Documentation	3.07 points	2.75 points																																																
5. Style	3.38 points	3.5 points																																																

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Photography and Media A.A.S.

	<p>Reasoning and Style decreased slightly. The success rate for Accuracy scored the lowest.</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: None.</p>	
--	--	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Physical Therapist Assistant, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																				
<p>Program/Discipline Purpose Statement: The program is designed to prepare students to utilize exercise, specialty equipment, and other treatment procedures to prevent, identify, correct, and alleviate movement dysfunction. The program design provides students with the philosophical, theoretical, and clinical knowledge necessary to deliver high-quality patient care. Ultimately, students are prepared as skilled technical healthcare providers who work under the direction and supervision of a physical therapist to provide selected components of physical therapy treatments. Upon successful completion of the program, students must take and pass a licensing examination to begin their career as a physical therapist assistant (PTA). Students are prepared for employment in a variety of healthcare settings, including acute care hospitals, outpatient clinics, extended care facilities, rehabilitation centers, contract agencies, and schools.</p>																				
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: PTA SLO#4 Communicate verbally and nonverbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.</p>																				
Assessment Methods	Assessment Results	Use of Results																		
<p>Course Name/Number:</p> <ol style="list-style-type: none"> 1. Clinical Education III - PTH 232 2. Therapeutic Procedures II- PTH 122 3. Clinical Education II - PTH 231 <p>Direct Measure Used - Summative Assessment: The summative evaluation method is performance on Criterion #13 Documentation on the PTA Clinical Performance Instrument (CPI) in Clinical Education III- PTH 232 in the Spring semester of the second year. One of the listed skills for the Documentation criterion is “Produces documentation that is accurate, concise, timely, legible, grammatically and technically correct (e.g., abbreviations, terminology, etc).” For this year’s CLO, the focus is on patient documentation. Per the CPI, criteria which must be met in order for a student to achieve “entry level performance” are:</p> <ol style="list-style-type: none"> 4. Is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist 5. Is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection 6. Is capable of maintaining 100% of a full-time PTA’s patient care workload in a cost-effective manner with direction and supervision from the physical therapist. <p>“Entry level” is the single point, highest level terminal benchmark without gradations. Students achieving this</p>	<p>Semester/year data collected:</p> <ul style="list-style-type: none"> • PTH 232: Spring 2022 • PTH 122: Spring 2022 • PTH 231: Fall 2021 <p>Target: 100% of students will score “Entry Level” on Clinical Education III- PTH 232 CPI criterion #13.</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 Spring 2022</th> <th style="text-align: center;">Previous Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">On-campus average</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>Results by CLO 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 Spring 2022</th> <th style="text-align: center;">Previous Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Electro SOAP Note (PTH 122)</td> <td style="text-align: center;">24% of students received failing grade Class of 2023</td> <td style="text-align: center;">72% of students received failing grade Class of 2022</td> </tr> <tr> <td style="text-align: center;">2. Ther Ex SOAP Note (PTH 122)</td> <td style="text-align: center;">26% of students received failing grade Class of 2023</td> <td style="text-align: center;">76% of students received failing grade Class of 2022</td> </tr> <tr> <td style="text-align: center;">3. Midterm Clinical Instructor Assessment of Assistance Needed for Documentation (PTH 231)</td> <td style="text-align: center;">80% achieved or exceeded target of about 50% assist.</td> <td style="text-align: center;">Not previously assessed in this format</td> </tr> </tbody> </table>	Results by Modality	Current Results Spring 2022	Previous Results Spring 2021	On-campus average	92%	100%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2021	1. Electro SOAP Note (PTH 122)	24% of students received failing grade Class of 2023	72% of students received failing grade Class of 2022	2. Ther Ex SOAP Note (PTH 122)	26% of students received failing grade Class of 2023	76% of students received failing grade Class of 2022	3. Midterm Clinical Instructor Assessment of Assistance Needed for Documentation (PTH 231)	80% achieved or exceeded target of about 50% assist.	Not previously assessed in this format	<p>1. Changes put in place since previous assessment to improve student learning: In effort to improve documentation skills for the Class of 2023, the SOAP note rubric was modified in the Spring of 2022. The rubric was changed from a 5-point scale, with 3/5 or less being a failing grade, to a 20-point scale, which allowed instructors to better discriminate documentation errors and highlight areas needing improvement.</p> <p>2. Impact of changes on current results: Compared to the Class of 2022, more students in the Class of 2023 were able to achieve a passing grade on SOAP notes during the Electro and Ther Ex practical exams.</p> <p>3. According to current results, areas needing improvement: In Therapeutic Procedures II- PTH 122, students continue to need feedback to improve patient documentation, including accurate assessment and completeness of objective information. The experiences and clinical instructor assistance during Clinical Education II-PTH 231 and Clinical Education III- PTH 232 is needed to reinforce student understanding of timely, concise, and technically correct patient documentation.</p> <p>4. Based on current results, new actions to improve student learning: In the Spring of 2023 for the Class of 2024, students will be provided sample SOAP notes prior to practical exams in Therapeutic Procedures II- PTH 122. In addition, the SOAP note rubric will be reviewed prior to practical exams. Students may also benefit from completing non-graded SOAP notes for the simulated practice practical before the Electro practical.</p>
Results by Modality	Current Results Spring 2022	Previous Results Spring 2021																		
On-campus average	92%	100%																		
Results by SLO Criteria/ Question Concepts	Current Results Spring 2022	Previous Results Spring 2021																		
1. Electro SOAP Note (PTH 122)	24% of students received failing grade Class of 2023	72% of students received failing grade Class of 2022																		
2. Ther Ex SOAP Note (PTH 122)	26% of students received failing grade Class of 2023	76% of students received failing grade Class of 2022																		
3. Midterm Clinical Instructor Assessment of Assistance Needed for Documentation (PTH 231)	80% achieved or exceeded target of about 50% assist.	Not previously assessed in this format																		

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Physical Therapist Assistant, A.A.S.

benchmark are deemed ready to practice as physical therapist assistants. There are no strengths or weaknesses defined or identified for individual criterions on this national performance assessment tool.

CLO/Rubric Criteria or Question Concepts: The focus of this CLO was patient documentation. Student competence in this skill was assessed during practical exams in the Spring semester of the first year. Students' ability to perform the skill in the clinic was also assessed halfway through the second and third clinical experiences in the second year. The formative evaluation methods included:

1. In Therapeutic Procedures II- PTH 122 in the Spring 2022 semester for the 25 students in the Class of 2023, SOAP notes were examined to assess student ability to document pertinent data during a simulated patient treatment.
2. In Clinical Education II in the second half of the Fall 2021 semester in the second year, the Midterm Assessment Form asked clinical instructors the question for all 25 students in the Class of 2022: "How much assistance does your student require to produce clear, complete and concise documentation?"
3. In Clinical Education III- PTH 232 in the second half of the Spring 2022 semester in the second year, the Midterm Assessment Form asked clinical instructors the same question for the 25 students in the Class of 2022.

Sample:

Campus/ Modality: ME Campus only	Total # of Sections Offered	# Sections Assessed	# Students Assessed
PTH 232	1	1	25
PTH 122	1	1	25
PTH 231	1	1	25
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	3	3	75

	68% exceeded the target	
	Class of 2022	
4. Midterm Clinical Instructor Assessment of Assistance Needed for Documentation (PTH 232)	95% achieved or exceeded target of about 25% assist. 28% exceeded the target	Not previously assessed in this format
	Class of 2022	

5. Next assessment of this CLO: N/A

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

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

Narrative comparison of current results to previous results: One student in the Class of 2022 did not achieve entry level in Criterion #13 Documentation, which included appropriately documenting physical therapy interventions compared to 100% in the Class of 2021.

Areas where students met the target: Although the summative target was not met, 95% of students in Clinical Education III- PTH 232 met or exceeded the target of requiring about 25% assistance from clinical instructors to appropriately document patient interventions. The target is consistent with the expectation that students are at the Advanced Intermediate level at the beginning of the clinical experience and must achieve Entry-level by the end.

Areas where students did NOT meet the target: Six out of 25 students in the Class of 2022 received a failing grade for their written patient documentation (SOAP note) in Therapeutic Procedures II- PTH 122. Students in the Class of 2021 performed significantly worse on these written assessments. Two students who did not meet this target at the midpoint of their second clinical affiliation were non-native English speakers.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Professional Writing Certificate

<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 Professional Writing Certificate program prepares candidates to compose documents and manage professional communications for a variety of contemporary professions, including business, military, medicine, government, science, and industry. Writers will gain expertise in composing, designing, and editing electronic texts, as well as a comprehensive foundation in grammar and punctuation. Students may tailor their preparation for particular writing environments by selecting from a variety of elective courses in journalism, technical report writing, graphic design, writing for publication, writing for the Web, social media, and communications.</p>																																																	
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalized Definition: Students will create an effective web essay</p>																																																	
Assessment Methods	Assessment Results	Use of Results																																															
<p>Course Name/Number: ENG 123 Writing for the World wide Web</p> <p>Direct Measure Used: Web essay: this essay was designed as a page on the final website.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on the following three criteria</p> <ol style="list-style-type: none"> 1. Content 2. Structure 3. Mechanics <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="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>NOVA Online</td> <td>1</td> <td>1</td> <td>4</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	NOVA Online	1	1	4	Off-Site Dual Enrollment				Total	1	1	4	<p>Semester/year data collected: Spring 2022</p> <p>Target: Students will score an average of 2.5 on each attribute</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: 35%;">Results by Modality</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 35%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td></td> <td></td> </tr> <tr> <td>On-campus average</td> <td></td> <td></td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td></td> <td></td> </tr> <tr> <td>NOVA Online average</td> <td></td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment average</td> <td></td> <td></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: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Semester Year</th> <th style="width: 35%;">Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. Content</td> <td>3</td> <td>NA</td> </tr> <tr> <td>2. Structure</td> <td>3</td> <td>NA</td> </tr> <tr> <td>3. Mechanics</td> <td>2.5</td> <td>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 type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: his assessment evaluated 4 web essays. Students met the target in all three criteria.</p>	Results by Modality	Current Results Semester Year	Previous Results	All students assessed (weighted average)			On-campus average			Synchronous hybrid (remote) average			NOVA Online average		N/A	Dual Enrollment average			Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Content	3	NA	2. Structure	3	NA	3. Mechanics	2.5	NA	<p>1. Changes put in place since previous assessment to improve student learning: This CLO has not been assessed in ENG 123.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: The target was met in all three areas. However, since Mechanics scored lowest, it is possible that students could improve in that area.</p> <p>4. Based on current results, new actions to improve student learning: Results of this assessment will be communicated to instructors who regularly teach this course,</p> <p>5. Next assessment of this CLO: Fall 2024</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																														
NOVA Online	1	1	4																																														
Off-Site Dual Enrollment																																																	
Total	1	1	4																																														
Results by Modality	Current Results Semester Year	Previous Results																																															
All students assessed (weighted average)																																																	
On-campus average																																																	
Synchronous hybrid (remote) average																																																	
NOVA Online average		N/A																																															
Dual Enrollment average																																																	
Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year																																															
1. Content	3	NA																																															
2. Structure	3	NA																																															
3. Mechanics	2.5	NA																																															

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Professional Writing Certificate

	<p>Areas where students met the target: All three areas met the target.</p> <p>Areas where students did NOT meet the target: N/A</p>	
--	--	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Science: Mathematics Specialization, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																			
Program/Discipline Purpose Statement The curriculum is designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree. This curriculum is designed to prepare students to major in one of the following fields: mathematics, mathematics education, statistics, operations research, applied mathematics, or computer science.																																																			
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: [Operationalize your CLO here] Communicate mathematical concepts (SLO 5)																																																			
Assessment Methods	Assessment Results	Use of Results																																																	
<p>Course Name/Number: MTH 263 Calculus I</p> <p>Direct Measure Used: Common exercises shared with faculty to assess this SLO. Faculty encouraged to assess on a proctored assessment.</p> <p>Question: Used question 173-5-1 from bank of math SLO questions. (all parts not assessed completely in NOL sections; only parts a and b assessed) Given a graph of $y = f(x)$, asked a series of questions.</p> <p>SLO/Rubric Criteria or Question Concepts: Question #1: (not assessed in NOL sections) (a) interval(s) where first derivative positive and second derivative negative (b) interval where slowing down up (c) interval where speeding up (d) maximum velocity (e) explanation</p> <p>For each part: 1 = correct 0 = incorrect <blank>: assessment not taken or exercise left blank no partial credit</p> <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">7</td> <td style="text-align: center;">3</td> <td style="text-align: center;">70</td> </tr> <tr> <td>AN</td> <td style="text-align: center;">8</td> <td style="text-align: center;">4</td> <td style="text-align: center;">76</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	7	3	70	AN	8	4	76	<p>Semester/year data collected: Fall 2021</p> <p>Question #1:</p> <p>Target: Average score greater than 43%.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Fall 2021</th> <th style="width: 35%;">Previous Results Spring 2016</th> </tr> </thead> <tbody> <tr> <td>All students assessed *(weighted average)</td> <td style="text-align: center;">2.33/5 = 46.6%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">2.43/5 = 48.6%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Synchronous (remote) average</td> <td style="text-align: center;">2.145/5 = 42.9%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>NOVA Online average*</td> <td style="text-align: center;">1.26/2 = 62.9%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>Dual Enrollment average</td> <td style="text-align: center;">-</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> <p>*NOL sections were only assessed on concepts (a) and (b) and were therefore not included in the "all students" calculation</p> <p>Results by SLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria <input type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 30%;">Current Results Fall 2021</th> <th style="width: 30%;">Previous Results (NA)</th> </tr> </thead> <tbody> <tr> <td>1. #1(a)</td> <td style="text-align: center;">58.87%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>2. #1(b)</td> <td style="text-align: center;">46.75%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>3. #1(c)</td> <td style="text-align: center;">40.28%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>4. #1(d)</td> <td style="text-align: center;">49.28%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>5. #1(e)</td> <td style="text-align: center;">44.17%</td> <td style="text-align: center;">NA</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>	Results by Modality	Current Results Fall 2021	Previous Results Spring 2016	All students assessed *(weighted average)	2.33/5 = 46.6%	43%	On-campus average	2.43/5 = 48.6%	NA	Synchronous (remote) average	2.145/5 = 42.9%	NA	NOVA Online average*	1.26/2 = 62.9%	NA	Dual Enrollment average	-	NA	Results by SLO Criteria/Question Concepts	Current Results Fall 2021	Previous Results (NA)	1. #1(a)	58.87%	NA	2. #1(b)	46.75%	NA	3. #1(c)	40.28%	NA	4. #1(d)	49.28%	NA	5. #1(e)	44.17%	NA	<p>1. Changes put in place since previous assessment to improve student learning: Since this SLO was last assessed, there have been significant changes to the mathematics discipline. System-wide, Calculus I (formerly MTH 173, now MTH 263) was reduced from 5-credits to 4-credits, which means that student receive one fewer academic hours of instruction per week (in a traditional 15-week session). Further, placement standards have changed, due to direct enrollment, which likely allows more students to enroll in Calculus I in Spring 2022 than were permitted to in Spring 2016. A consistent textbook for Calculus I has been implemented after Spring 2016. The NOL Calculus I course has been redesigned for improved assessments since that time. In addition, SLO questions have been embedded in the assessments in the NOL Calculus I courses to aid in the collection of data from these sections. No particular college-wide changes were made to improve the results of this SLO.</p> <p>2. Impact of changes on current results: It is not possible to determine if the changes made have had an impact on the results of this SLO.</p> <p>3. According to current results, areas needing improvement: According to these results, students exceeded the target (average score of 43%) for all modalities except synchronous remote, which scored 42.9%. It is not clear why this modality scored lowest. NOL sections scored significantly higher, but the question was not completely assessed. Analysis of data by concept indicates that students were more able to conduct processes (concept (a)) than they were able to communicate mathematical concepts (concept (e)). It is unclear why students were more successful on Concept 1(b) than they were on Concept 1(c), since the problem-</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																
AL	7	3	70																																																
AN	8	4	76																																																
Results by Modality	Current Results Fall 2021	Previous Results Spring 2016																																																	
All students assessed *(weighted average)	2.33/5 = 46.6%	43%																																																	
On-campus average	2.43/5 = 48.6%	NA																																																	
Synchronous (remote) average	2.145/5 = 42.9%	NA																																																	
NOVA Online average*	1.26/2 = 62.9%	NA																																																	
Dual Enrollment average	-	NA																																																	
Results by SLO Criteria/Question Concepts	Current Results Fall 2021	Previous Results (NA)																																																	
1. #1(a)	58.87%	NA																																																	
2. #1(b)	46.75%	NA																																																	
3. #1(c)	40.28%	NA																																																	
4. #1(d)	49.28%	NA																																																	
5. #1(e)	44.17%	NA																																																	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Science: Mathematics Specialization, A.S.

MA	4	3	53
ME	0	0	0
LO	5	4	77
WO	2	2	41
NOVA Online	7	3	79
Off-Site Dual Enrollment	7	0	0
Total	40	19	396

Overall, students scored slightly higher on this question (46.6% compared to 43%). One concept (interval where speeding up) was the only concept that scored lower than 43%.

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 CLO was last assessed in Calculus I in Spring 2016 (it was called MTH 173 at that point), although the focus was not on written communication, but the concept of communication of mathematical concepts in a general sense. For Question #1, the average score was a 43%. Instructors gave a score of 0 – 5, awarding credit for various concepts, but not reporting the data per concept. Therefore, it was difficult to determine which concepts were a challenge. Further, this SLO data was not disaggregated by modality in Spring 2016, so no comparison can be made.

Areas where students met the target:

Students met the target in nearly all concepts (exception is concept 1(c)). This CLO measures written communication, specifically communication of mathematical concepts, so the focus is on Question #1, Concept (e): the score of 44.17% on this concept exceeded the target of 43%.

Areas where students did NOT meet the target:

The target score of 43% was not met on Question #1 concept (c), which is interesting. Students met the target for the closely related concept (b). It is not clear why there would be such a difference between the scores for concepts 1(b) and 1(c).

solving processes are very similar. Collection of CLO data remains problematic. Instructors are encouraged to assess the CLO using a proctored assessment, but it is not clear if all instructors do that. Further, it has become increasingly more difficult to proctor remote assessments, due to the proliferation of tools that make it easier for students to violate academic integrity standards.

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

CLO results will be presented to the calculus workgroup in spring 2023 to determine what steps (if any) can be taken to improve results, particularly to determine if written communication can be improved. To collect data in a more consistent way, faculty will be presented with a few options at the January 2023 discipline meeting.

5. Next assessment of this CLO:

This CLO is scheduled to be assessed again in Fall 2024.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Visual Art, A.F.A.

<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: This studio arts intensive curriculum is designed for students who seek transfer into a Bachelor of Fine Arts (BFA) program or similar baccalaureate program in fine arts at a college or university.</p>																																																																												
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p>																																																																												
<p>Operationalized Definition: Evaluate a work of art using critical thinking and an accurate vocabulary.</p>																																																																												
Assessment Methods	Assessment Results		Use of Results																																																																									
<p>Course Name/Number: ART 131 Fundamentals of Design I</p> <p>Direct Measure Used: Complete a written evaluation of a work of art that has been created in class. This work may have been created by you or one of your peers. Use appropriate vocabulary to describe the elements and principles of design, and how the work of art may or may not effectively communicate a concept or idea.</p> <p>CLO/Rubric Criteria or Question Concepts: Instruct students to complete a written evaluation of a work that has been created in class. The work may have been created by themselves or one of their peers. Instructor evaluation of this assignment should consider the merits of the student's written remarks based on description, analysis, interpretation, and judgment of the work. Descriptions should accurately reflect student's knowledge of the elements and principles of design and how they are used to communicate a concept or idea. Instructors were provided a rubric for evaluation of student assignment. (See attached rubrics.)</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/ Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>3</td><td>2</td><td>29</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>IWO</td><td>4</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td>0</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td></td><td></td><td></td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>17</td><td>2</td><td>29</td></tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	0	0	AN	4	0	0	MA	3	2	29	ME	0	0	0	LO	4	0	0	IWO	4	0	0	NOVA Online	0	0	0	Off-Site Dual Enrollment				Total	17	2	29	<p>Semester/year data collected: Fall 2021</p> <p>Target:</p> <ol style="list-style-type: none"> 1) At least 80% of students will earn a score of 70 or better. A score of 70 or better is "Competent" s reflected on the attached General Rubric. 2) At least 60% of students will earn a score of 80 or better . A score of 80 or better is "Proficient" as reflected on the attached General Rubric. <p>Results by Modality: Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Semester Year</th> <th style="width: 35%;">Previous Results</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>91</td><td>86.1</td></tr> <tr><td>On-campus average</td><td>91</td><td>86.1</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>NA</td><td>NA</td></tr> <tr><td>NOVA Online average</td><td>NA</td><td>NA</td></tr> <tr><td>Dual Enrollment average</td><td>NA</td><td>NA</td></tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 25%;">Current Results Semester Year</th> <th style="width: 30%;">Previous Spring 2020</th> </tr> </thead> <tbody> <tr><td>1. Description</td><td>23.2</td><td>21.1</td></tr> <tr><td>2. Analysis</td><td>23.4</td><td>20.9</td></tr> <tr><td>3. Interpretation</td><td>22.8</td><td>21.5</td></tr> <tr><td>4. Judgement</td><td>21.6</td><td>20.9</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>		Results by Modality	Current Results Semester Year	Previous Results	All students assessed (weighted average)	91	86.1	On-campus average	91	86.1	Synchronous hybrid (remote) average	NA	NA	NOVA Online average	NA	NA	Dual Enrollment average	NA	NA	Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Spring 2020	1. Description	23.2	21.1	2. Analysis	23.4	20.9	3. Interpretation	22.8	21.5	4. Judgement	21.6	20.9	<p>1. Changes put in place since previous assessment to improve student learning:</p> <ol style="list-style-type: none"> 1) Instructors defined the basic design elements and provided more in-depth instruction in this area. 2) Specific art terms for student usage were identified 3) Instruction involved more critique which requires the development of an arts-specific vocabulary. 4) Instructors emphasized the importance of correct terminology and identification of design elements as it relates to professional readiness. 5) The fine arts program consistently has a set of lower performing students and very high performing students. Lower performing students often do not successfully complete the class and are frequently not assessed. The set of high performing students, then, often raise the assessment score averages and the data does not truly represent the "average" student. As a result, the discipline group has added a secondary goal of Proficient to reflect the performance of more specific groups of students: the "average performing" student vs. "high performing" students in this assessment. 6) For the purposes of this assessment, "average performing" students are those that score 70 or better and are considered "Competent." "High performing students are those who score 80 or higher. These students are considered "Proficient." <p>2. Impact of changes on current results: Scores improved dramatically from 86.1 to 91; however only 2 of 17 sections were assessed.</p> <p>3. According to current results, areas needing improvement: Number of reporting sections were very low. This does not give us good data to suggest changes to curriculum.</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																									
AL	2	0	0																																																																									
AN	4	0	0																																																																									
MA	3	2	29																																																																									
ME	0	0	0																																																																									
LO	4	0	0																																																																									
IWO	4	0	0																																																																									
NOVA Online	0	0	0																																																																									
Off-Site Dual Enrollment																																																																												
Total	17	2	29																																																																									
Results by Modality	Current Results Semester Year	Previous Results																																																																										
All students assessed (weighted average)	91	86.1																																																																										
On-campus average	91	86.1																																																																										
Synchronous hybrid (remote) average	NA	NA																																																																										
NOVA Online average	NA	NA																																																																										
Dual Enrollment average	NA	NA																																																																										
Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Spring 2020																																																																										
1. Description	23.2	21.1																																																																										
2. Analysis	23.4	20.9																																																																										
3. Interpretation	22.8	21.5																																																																										
4. Judgement	21.6	20.9																																																																										

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Visual Art, A.F.A.

	<p>Narrative comparison of current results to previous results: Scores improved in all four SLO Criteria from previous assessment in Spring 2020.</p> <p>Areas where students met the target: In this assessment 29 of 29 students (or 100%) met the target.</p> <p>Areas where students did NOT meet the target: All students met targets.</p>	<p>4. Based on current results, new actions to improve student learning: Due to the very low number of assessed students, it is difficult to suggest new actions. A list of adjunct faculty has been compiled to ensure all faculty are aware of assessment and assessment practices. Associate Deans will also be notified of assessments and assessment schedule to encourage faculty to participate.</p> <p>Scores for assessed students suggest previous actions resulted in greater student learning. No new actions will be taken at this point however the actions below will be re-emphasized:</p> <ol style="list-style-type: none"> 1) Instructors will continue to define the basic design elements and provide in-depth instruction in these areas. 2) Instruction will continue to involve the practice of critique requiring student development of an arts-specific vocabulary. 3) Instructors will continue to emphasize the importance of correct terminology and identification of design elements as it relates to professional readiness. 4) Re-examine scores of “high performing” and “average performing” students to determine if target needs adjustment. <p>5. Next assessment of this CLO: Spring 2023</p>
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Disciplines Chemistry

<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 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. (https://catalog.nvcc.edu/preview_program.php?catoid=8&pooid=1329).</p>																										
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p> <p>Operationalize your CLO here: Using a rubric, students' ability to write a scientific lab report with correct spelling, punctuation, and grammar will be measured. Students will discuss the results collected from an experiment in a chemistry laboratory by writing a report to support their experimental data. The criteria assessed are listed in the Assessment Methods below.</p>																										
Assessment Methods	Assessment Results	Use of Results																								
<p>Course Name/Number: General Chemistry II (CHM 112)</p> <p>Direct Measure Used: Introduction, Experimental Procedure, Recorded Data, Discussion and Conclusion from a Formal Laboratory Report in course CHM 112 was used for this assessment. Four-criteria rubric with sub-categories, were created and provided to all faculty teaching CHM 112 via CANVAS LMS. Faculty used this rubric to assess the formal laboratory report written by the CHM 112 students. Completion of the CANVAS rubric by the faculty resulted in automatic submission of the assessment data for evaluation.</p> <p>Rubric Criteria or Question Concepts: Assessment Categories include:</p> <p>1: Conceptual Understanding</p> <ol style="list-style-type: none"> The objectives of the experiment are described clearly Demonstrated an understanding of the scientific concepts and terms of the experiment within the introduction Discussion is meaningful and derived from data tables and calculated results, including percent error. Conclusions summarizes the paper and states whether the objectives were met. <p>2. Math writing comprehension / Writing mathematically</p> <ol style="list-style-type: none"> Appropriate formulas written, applied, and calculated correctly 	<p>Semester/year data collected: Spring 2022</p> <p>Target</p> <ol style="list-style-type: none"> Overall average (weighted) and individual modality average is set to 80% Average score for each criterion is set to 80%. 80% of the students to achieve a total score of 80% or more. To increase the number of sections participating in the evaluation to 70% for the results to be meaningful <p>Table 2: Results – Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1"> <thead> <tr> <th>Results by Modality</th> <th>Spring 2019</th> <th>Current Results Spring 2022</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>89.6%</td> <td>89.58%</td> </tr> <tr> <td>On-campus average</td> <td>82.1%</td> <td>87.92%</td> </tr> <tr> <td>NOVA Online average</td> <td>96.0%</td> <td>91.18%</td> </tr> <tr> <td>Dual Enrollment average</td> <td>90.8%</td> <td>96.04%</td> </tr> </tbody> </table> <p>Table 3: Results by CLO Criteria</p> <p><input checked="" type="checkbox"/> Average/Mean Score per criteria <input type="checkbox"/> Percent of Students > target per criteria</p> <table border="1"> <thead> <tr> <th>Results by SLO Criterion/ Question Concepts</th> <th>Spring 2019</th> <th>Current Results Spring 2022</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual Understanding</td> <td>N/A</td> <td>90.50%</td> </tr> <tr> <td>2. Math writing comprehension / Writing mathematically</td> <td>N/A</td> <td>83.48%</td> </tr> </tbody> </table>	Results by Modality	Spring 2019	Current Results Spring 2022	All students assessed (weighted average)	89.6%	89.58%	On-campus average	82.1%	87.92%	NOVA Online average	96.0%	91.18%	Dual Enrollment average	90.8%	96.04%	Results by SLO Criterion/ Question Concepts	Spring 2019	Current Results Spring 2022	1. Conceptual Understanding	N/A	90.50%	2. Math writing comprehension / Writing mathematically	N/A	83.48%	<p>1. Changes put in place since previous assessment to improve student learning and assessment:</p> <p>Written Communication was assessed in the current delivery method using rubric via CANVAS LMS for the first time in Spring 2022 resulting in 92.9% of the sections offered participating in the assessment. The previous delivery method (hand-graded formal lab reports) resulted in low faculty participation (only 26.6%% of 112 sections reporting data) and potentially subjective scoring. Clear break down of rubric and setting the expectation with the faculty and hence the students resulted in a much higher participation and scores.</p> <p>Since faculty and campus participation in past assessments has been low, actions were taken to improve involvement in college-wide evaluations:</p> <ol style="list-style-type: none"> The steering committee took a hands-on approach in reaching out to all full-time and adjunct faculty teaching CHM 112. Mandatory participation in the assessment was stressed repeatedly to all faculty teaching CHM 112 by steering committee members, discipline chair and associate deans, as well as the subject dean. The Chair sent multiple reminders of the assessment, and the importance of collecting data and sharing the data with the steering committee was emphasized via multiple emails and individual campus MSTB/Chemistry meetings. Recognizing the time and effort of faculty to administer and collect the data, the steering committee updated the assessment and delivery method by providing a standardized rubric that could be launched through Canvas to all CHM 112 courses by respective course instructors. Scoring was simplified and unambiguous. A
Results by Modality	Spring 2019	Current Results Spring 2022																								
All students assessed (weighted average)	89.6%	89.58%																								
On-campus average	82.1%	87.92%																								
NOVA Online average	96.0%	91.18%																								
Dual Enrollment average	90.8%	96.04%																								
Results by SLO Criterion/ Question Concepts	Spring 2019	Current Results Spring 2022																								
1. Conceptual Understanding	N/A	90.50%																								
2. Math writing comprehension / Writing mathematically	N/A	83.48%																								

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Chemistry

<p>b. Proper use of significant figures (and scientific notation)</p> <p>3. Spelling, Capitalization, Punctuation and Grammar</p> <ul style="list-style-type: none"> Spelling, Capitalization, Punctuation and Grammar <p>4. Report format has appropriate sections</p> <ul style="list-style-type: none"> Report contains required sections with proper headings <p>Rubric provided via google Document link: https://docs.google.com/document/d/1ezi84KvUyyOadSE4DLsoCBtqYAlbncUm/edit?usp=sharing&oid=104432048940892634106&rtprof=true&sd=true</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="background-color: #cccccc;">Campus/Modality</th> <th style="background-color: #cccccc;">Total # of Sections Offered</th> <th style="background-color: #cccccc;"># Sections Assessed</th> <th style="background-color: #cccccc;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>4</td><td>4</td><td>43</td></tr> <tr><td>AN</td><td>8</td><td>7</td><td>99</td></tr> <tr><td>MA</td><td>3</td><td>3</td><td>30</td></tr> <tr><td>LO</td><td>2</td><td>2</td><td>25</td></tr> <tr><td>WO</td><td>3</td><td>3</td><td>43</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>3</td><td>3</td><td>38</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>5</td><td>4</td><td>52</td></tr> <tr style="background-color: #cccccc;"><td>Total</td><td>28</td><td>26</td><td>330</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	4	4	43	AN	8	7	99	MA	3	3	30	LO	2	2	25	WO	3	3	43	Online	3	3	38	Off-Site Dual Enrollment	5	4	52	Total	28	26	330	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 30%;">3. Spelling, Capitalization, Punctuation and Grammar</td> <td style="width: 20%;">91.3%</td> <td style="width: 20%;">95.98%</td> </tr> <tr> <td>4. Report format has appropriate sections</td> <td>85.3%</td> <td>92.00%</td> </tr> </table> <p>Targets Met: [<input checked="" type="checkbox"/>] Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] Partially</p> <p>Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] Partially [<input type="checkbox"/>] N/A</p> <p>Narrative comparison of current results to previous results: The Written Communication CLO Assessment was last administered in Spring 2019. Spring 2019 assessment had three criteria while Spring 2022 saw an expanded set of criteria as seen in column 1, Assessment Methods.</p> <p>Spring 2019 Criteria #1, '<i>Student writes the report using good spelling, punctuation, and grammar</i>' and Spring 2022 Criteria #3 are comparable. Spring 2022 saw an average of 95.98% which is well above the 80% expectation, and it is also higher than 2019 percent which was 91.3%</p> <p>Spring 2019 Criteria #2 '<i>Student's report follows the rubric and contains the appropriate sections.</i>' is comparable to 2022 criteria #4. Spring 2022 saw an average of 92.00% whereas Spring 2019 was 85.3%. Spring 2022 saw a significant improvement in the results compared to 2019.</p> <p>Spring 2019 Criteria #3 '<i>The purpose of the experiment is well explained. Scientific concepts are well explained. Discussion/ Conclusions are supported by the experimental evidence. All scientific terms are used accurately and appropriately throughout</i>' was dissected into a criteria with sub-categories to expand the assessment and can be found under Spring 2022 criteria #1. The broad category used in Spring 2019 saw an average of 81.2%. In Spring 2022, criteria #1 which assessed conceptual understanding fared well (90.50%), which was above the 80% expectation.</p> <p>Spring 2022 criteria #2 was not assessed in 2019 and was added to Spring 2022 to enrich the assessment. Although Spring 2022 criteria #2. <i>Math writing comprehension / Writing mathematically</i> was lowest of the 4 criteria</p>	3. Spelling, Capitalization, Punctuation and Grammar	91.3%	95.98%	4. Report format has appropriate sections	85.3%	92.00%	<p>word document of how to write a formal lab report was shared with all faculty by the discipline chair and were asked to share with students. The students were also provided with the rubric to emphasize the importance of the key components of formal lab report.</p> <p>2. Impact of changes on current results: Target 4 results demonstrate the positive impact of college-wide participation. As a result of the concerted effort to improve participation in these college-wide assessments, 92.9% (26/28) of all sections of CHM 112 submitted results, as opposed to a 26.6% participation rate in 2019. The sample population of students assessed has increased dramatically, and the method of delivery no longer includes subjective grading.</p> <p>All modalities between Spring 2019 and Spring 2022 saw an improvement, except NOVA online. However, in Spring 2019, only 1 out of 2 NOVA online section participated with 19 students, while in Spring 2022, 3 out of 3 NOVA online sections participated totaling 62 students. The drop in the NOVA online average from 2019 to 2022 could be justified due to sample size.</p> <p>3. According to current results, areas needing improvement: Although all criteria saw a score above the target 80% value, criteria 2 (Math writing comprehension / Writing mathematically) could be improved as the score was 83.48%</p> <p>4. Based on current results, new actions to improve student learning: CHM 112 instructors' college-wide will be given the results of this assessment and feedback from the discipline chair during Fall 2023 Discipline group meeting, emphasizing the need to reinforce with student the skills of data analysis by writing, applying, and calculating correctly as well as using correct number of significant figures when reporting data.</p> <p>Instructors will be encouraged to incorporate additional experiential learning by emphasizing this criterion within data analysis of other laboratory experiment conducted within the semester.</p> <p>5. Next assessment of this SLO: Spring 2025</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																									
AL	4	4	43																																									
AN	8	7	99																																									
MA	3	3	30																																									
LO	2	2	25																																									
WO	3	3	43																																									
Online	3	3	38																																									
Off-Site Dual Enrollment	5	4	52																																									
Total	28	26	330																																									
3. Spelling, Capitalization, Punctuation and Grammar	91.3%	95.98%																																										
4. Report format has appropriate sections	85.3%	92.00%																																										

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Chemistry

	<p>assessed in 2022, it was still above the targeted 80% score.</p> <p>NOTE: All Laboratory sessions were back to in-person format for Spring 0222, after COVID, Spring 2019 assessment was also in-person and are comparable.</p> <p>Areas where students met the target:</p> <p>Target 1. Overall All modalities exceeded Target 1, (see Table 2) with all students assessed averaging 89.6%, which is 9.6% above target 80%.</p> <p>When comparing data from Spring 2019 and Spring 2022, the All student assessed scored the same average, 89.6%. However, increase in performance is noticed from 2019 to 2022 for on-campus (from 82.1% to 87.9%) and Dual Enrollment (90.8% to 96.0%). NOVA online saw a small dip in the average (96.0% to 91.5%). However, in Spring 2019, only 1 out of 2 NOVA online section participated, while in Spring 2022, 3 out of 3 NOVA online sections participated. The drop in the NOVA online average could be due to lab of sample size in Spring 2019.</p> <p>Target 2. Average student scores for each of the four criteria were also above target of 80% - see Table 3. Criteria 1, 3, and 4 exceeded the target 80% by scoring above 90% (90.50%, 95.58% and 92.00% respectively).</p> <p>Criteria 2. Math writing comprehension / Writing mathematically had also scored above target 80% (83.48%), however found to be the lowest of all criteria. This criterion required students to demonstrate <i>Appropriate formulas written, applied, and calculated correctly and Proper use of significant figures (and scientific notation)</i>. Although expectations of 80% proficiency were exceeded by 3.48%, the students' conceptual recognition was significantly better than interpreting and presenting mathematically.</p> <p>Target 3 requires 80% of the students to achieve a total score of 80% or more. Spring 2022 data showed that 82.7% students earned greater than 80% on their entire assessment.</p> <p>Target 4, indicates that the number of sections participating in the evaluation should be minimum of 70% for the results</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Chemistry

	<p>to be meaningful. This target was achieved with leaps and bound. In 2019, 17 out of 64 sections participated (26.6%). Although number of sections offered in Spring 2022 decreased overall, the number of sections participated relative to the number of sections offered increased. 26 out of 28 CHM 112 sections participated (92.9%). In Spring 2019, total number of students assessed were 291 while in Spring 2022, it was 330 students. This is a tremendous increase due to actions taken after 2019 report. See <i>Impact of changes on current results</i> under <i>Use of Results</i> sections</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Communication Studies

NOVA Mission Statement: With commitment to the principles of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class, in-person and online postsecondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and a globally competitive workforce.																																																																						
Program/Discipline Purpose Statement: This program is designed for students who wish to study speech communication at the college level or who wish to transfer to a four-year institution for a baccalaureate degree.																																																																						
Core Learning Outcome: Written Communication Operationalized Definition: We assessed the CLO, Written Communication, using SLO 2: Students will be able to write a brief essay about the relationship between communication and culture.																																																																						
Assessment Methods	Assessment Results		Use of Results																																																																			
Course Name/Number: CST 110 Introduction to Communication Direct Measure Used: Brief written essay. SLO/Rubric Criteria or Question Concepts: Culture, Communication and Writing Assignment Write a brief essay (2-3 paragraphs) demonstrating your understanding of the way culture (the ideas, customs, behaviors, products/artifacts, beliefs, etc., of a nation, group of people or social group) impacts communication. Use 2-3 personal and/or public examples to support your position. Your content and writing are being assessed. Please ensure that your answers are well organized and utilize correct grammar, spelling, and punctuation. For CLO evaluation criteria, see attached rubric. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;">Campus</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>14</td><td>2</td><td>49</td></tr> <tr><td>AN</td><td>23</td><td>7</td><td>121</td></tr> <tr><td>MA</td><td>15</td><td>6</td><td>129</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>19</td><td>7</td><td>67</td></tr> <tr><td>WO</td><td>21</td><td>2</td><td>14</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td>17</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>UNK</td><td>0</td><td>0</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>92</td><td>24</td><td>380</td></tr> </tbody> </table>	Campus	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	14	2	49	AN	23	7	121	MA	15	6	129	ME	0	0	0	LO	19	7	67	WO	21	2	14	NOVA Online	17	0	0	Off-Site Dual Enrollment	UNK	0	0	Total	92	24	380	Semester/year data collected: Spring 2022 Target: For this second time assessing CLO Written Communication for CST 110 (the previous time was Spring 2019), our target was for students to earn an average of 2.1, which would be equal to 70%. Results: Overall average/mean score by all students in all modalities received an average of 83%, which represents about 2 percentage points lower than the Spring 2019 assessment. [BUT see #3 in "Use of Results" column.] <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">Modality</th> <th style="width: 35%;">AVG CLO-WC SP22</th> <th style="width: 35%;">AVG CLO-WC SP19</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>2.52/3 (84%)</td><td>42.72/50 (85.4%)</td></tr> <tr><td>On-Campus / In-Class</td><td>2.53/3 (84.3%)</td><td>41.19/50 (82.4%)</td></tr> <tr><td>Synchronous Remote (Zoom)</td><td>2.58/3 (86%)</td><td>N/A</td></tr> <tr><td>NOVA Online</td><td>N/A</td><td>44.26/50 (88.5%)</td></tr> <tr><td>Dual Enrollment</td><td>N/A</td><td>N/A</td></tr> </tbody> </table> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 40%;">Results by CLO Criteria/ Question Concepts</th> <th style="width: 20%;">Spring 2022</th> <th style="width: 40%;">Previous Results</th> </tr> </thead> <tbody> <tr><td>1. Organization of ideas</td><td>2.5/3 (83.3%)</td><td>N/A</td></tr> <tr><td>2. Writing mechanics</td><td>2.58/3 (86%)</td><td>4.31/5 (86.2%)</td></tr> </tbody> </table>		Modality	AVG CLO-WC SP22	AVG CLO-WC SP19	All Students	2.52/3 (84%)	42.72/50 (85.4%)	On-Campus / In-Class	2.53/3 (84.3%)	41.19/50 (82.4%)	Synchronous Remote (Zoom)	2.58/3 (86%)	N/A	NOVA Online	N/A	44.26/50 (88.5%)	Dual Enrollment	N/A	N/A	Results by CLO Criteria/ Question Concepts	Spring 2022	Previous Results	1. Organization of ideas	2.5/3 (83.3%)	N/A	2. Writing mechanics	2.58/3 (86%)	4.31/5 (86.2%)	1. Changes put in place since previous assessment to improve student learning: No known institutional/across- campus changes were put into place to "improve student learning" since the previous CLO-Written Communication assessment in Spring 2019, but the "measure" (assignment) used to assess the CLO was significantly changed. 2. Impact of changes on current results: Not applicable. 3. According to current results, areas needing improvement: All areas met expectations for this second assessment of CLO-Written Communication, but here are four major observations about the assessment in general. (1) Since the "measure" (assignment) that was used in this assessment was significantly different than the previous assessment, no relevant comparison can be made. (2) The significant change in modalities since the previous assessment also makes a comparison difficult. In Spring 2019, CST 110 courses were provided to students either on-campus ("in-class") or through NOVA Online ("online"). In Spring 2022, several modalities were offered to students. (3) The sample
Campus	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																			
AL	14	2	49																																																																			
AN	23	7	121																																																																			
MA	15	6	129																																																																			
ME	0	0	0																																																																			
LO	19	7	67																																																																			
WO	21	2	14																																																																			
NOVA Online	17	0	0																																																																			
Off-Site Dual Enrollment	UNK	0	0																																																																			
Total	92	24	380																																																																			
Modality	AVG CLO-WC SP22	AVG CLO-WC SP19																																																																				
All Students	2.52/3 (84%)	42.72/50 (85.4%)																																																																				
On-Campus / In-Class	2.53/3 (84.3%)	41.19/50 (82.4%)																																																																				
Synchronous Remote (Zoom)	2.58/3 (86%)	N/A																																																																				
NOVA Online	N/A	44.26/50 (88.5%)																																																																				
Dual Enrollment	N/A	N/A																																																																				
Results by CLO Criteria/ Question Concepts	Spring 2022	Previous Results																																																																				
1. Organization of ideas	2.5/3 (83.3%)	N/A																																																																				
2. Writing mechanics	2.58/3 (86%)	4.31/5 (86.2%)																																																																				
Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially = slightly higher in the "Writing Mechanics" criterion as "Organization of Ideas" was not assessed in 2019 – but see comment in "3.(4)" in "Use of Results" column. <input type="checkbox"/> N/A																																																																						

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Communication Studies

	<p>Narrative comparison of current results to previous results: Since the “measure” (assignment) that was used in this assessment was significantly different than the previous assessment, no relevant comparison can be made.</p> <p>Areas where students met the target: Overall, students met the target in each of the two areas tested in CLO-Written Communication.</p> <p>Areas where students did NOT meet the target: Overall, students met the target in each of the two areas tested in CLO-Written Communication.</p>	<p>size was small. Despite encouraging all 40 Spring 2022 CST 110 instructors to participate in the SLO/CLO assessment, out of 92 CST 110 sections (not including NOVA Online) offered, only 24 sections were assessed by 12 instructors. The student participation rate was calculated to be about 70% percent of the students in the 24 sections who were asked to submit the assignment. This percentage was calculated using an average of about 23 students per section, or 550 total students, so $380/550 = 70\%$. We are not sure if the ongoing “COVID pandemic” played a role in the small percentage of instructor participation (30%), but the average percentage of student participation (70%) could have been impacted by the fact that the assignment was offered as an “extra credit only” assignment in at least 6 (possibly 7) of the 24 sections that participated, and all of these “extra credit” sections garnered less than 10 students participating. (One section had only one student who participated.). In at least 14 of the 24 sections (possibly up to 27 sections) the assessment was offered as a “regular class” assignment, and in each of these, the student participation rate was in double-digits (from 16 to 27 students from each section). (4) The evaluation for each criterion was likely subjective due to inherent subjectivity in the subject matter across various instructors. For example, for one section, all 16 participating students earned</p>
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Communication Studies

		<p>perfect scores for both criteria of the CLO.</p> <p>4. Based on current results, new actions to improve student learning: While overall, the results show that students hit the targeted goal, due to the small sample size, as well as the likely subjective evaluation of instructors for each criterion, no speculation or predictions about how to improve student learning can be made. Yet, the results seem to show that student participation can be increased if the assessment is offered as a "regular" versus an "extra credit" assignment./</p> <p>5. Next assessment of this CLO: Unknown.</p>
--	--	---

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Economics

<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: Economics provides an objective interpretation of human behavior. Rational and predictable economic behavior allows for the quantification and logical analysis of many social problems. Also, an understanding of how the national and international economy functions is critical to success in today's business environment. At the macro-level, how national governments influence the economy and how that affects industry are pertinent to students entering the business world. At the micro-level, explorations of consumer theory, theory of the firm, market structures, and resource markets contribute to students' understanding of the underpinnings of capitalism.</p>																																																								
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication</p>																																																								
<p>Operationalized Definition: Students will be able to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience.</p>																																																								
Assessment Methods		Assessment Results		Use of Results																																																				
<p>Course Name/Number: Principles of Macroeconomics, ECO 201</p> <p>Direct Measure Used: Short-answer questions (attached)</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <p>1. Three functions of money with personal example</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="width: 20%;">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>8</td><td>5</td><td>139</td></tr> <tr><td>AN</td><td>12</td><td>7</td><td>97</td></tr> <tr><td>MA</td><td>5</td><td>5</td><td>102</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>8</td><td>1</td><td>25</td></tr> <tr><td>WO</td><td>5</td><td>4</td><td>110</td></tr> <tr style="background-color: yellow;"><td>NOVA Online</td><td>13</td><td>3</td><td>65</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: #d3d3d3;"><td>Total</td><td>51</td><td>25</td><td>538</td></tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	8	5	139	AN	12	7	97	MA	5	5	102	ME	0	0	0	LO	8	1	25	WO	5	4	110	NOVA Online	13	3	65	Off-Site Dual Enrollment	0	0	0	Total	51	25	538	<p>Semester/year data collected: Spring 2022</p> <p>Target: 75% of students will score 75% or better on the assignment and on each component</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>81.97%</td></tr> <tr><td>On-campus average</td><td>75.74%</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>83.68%</td></tr> <tr><td>NOVA Online average</td><td>86.15%</td></tr> <tr><td>Dual Enrollment average</td><td>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> <p>Narrative comparison of current results to previous results: This CLO has not been tested since 2018 (the first year I have data for). The Economics Discipline, starting in 2018, has been testing a different CLOs each year. We have never tested the same one twice.</p> <p>Areas where students met the target: Students in all modalities met the target.</p> <p>Areas where students did NOT meet the target: None</p>		Results by Modality	Current Results Spring 2021	All students assessed (weighted average)	81.97%	On-campus average	75.74%	Synchronous hybrid (remote) average	83.68%	NOVA Online average	86.15%	Dual Enrollment average	NA	<p>1. Changes put in place since previous assessment to improve student learning: This was the first time the ECO discipline has tested Written Communication as a CLO. In our other course (ECO 202), we tested our SLO related to written communication in Fall 2021 (see above). The questions were different and asked students to write about different content areas. .</p> <p>2. Impact of changes on current results: NA</p> <p>3. According to current results, areas needing improvement: Students did well on this assignment in all modalities but there were significant concerns from faculty about assessing written communication – some professors felt that this was outside of our expertise. The students did well on the content of the assignment and most professors graded that and placed most of the weight on the content. Faculty were not willing to give good scores for well-written incorrect responses or poor scores for poorly-written but correct responses. As a result, the data was inconsistent across sections. We continue to see improved participation from some campuses but continue to struggle with others and have seen drop off from one campus.</p> <p>4. Based on current results, new actions to improve student learning: We did not understand that we were not required to test Written Communication (we tested Civic Engagement last time around). It was too late in our process to change to Civic Engagement when we learned this (the assessments were already in the NOL courses). Many of our faculty do not regularly assign written assignments and there were significant concerns – especially in the CV and NOL sections – that students were not providing their own answers, even though the</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																					
AL	8	5	139																																																					
AN	12	7	97																																																					
MA	5	5	102																																																					
ME	0	0	0																																																					
LO	8	1	25																																																					
WO	5	4	110																																																					
NOVA Online	13	3	65																																																					
Off-Site Dual Enrollment	0	0	0																																																					
Total	51	25	538																																																					
Results by Modality	Current Results Spring 2021																																																							
All students assessed (weighted average)	81.97%																																																							
On-campus average	75.74%																																																							
Synchronous hybrid (remote) average	83.68%																																																							
NOVA Online average	86.15%																																																							
Dual Enrollment average	NA																																																							

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Economics

		<p>assignment tried to thwart cheating by asking for a personal example. In some cases, students reported the SAME personal example. Since the introduction of ChatGPT, the discipline chair put our CLO assessment question used in Spring 2022 into the AI and the result was an excellent response. We even asked for a “humorous” example and ChatGPT produced an A+ result. This experience, coupled with the hesitancy of the faculty and the inconsistency (subjectivity) in grading, the discipline will not be testing the CLO again unless forced to.</p> <p>5. Next assessment of this CLO: Hopefully, never.</p>
--	--	---

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Geography

<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>Discipline Purpose Statement: The mission of the geography discipline is to provide a world-class geographic education through face-to-face, online, and hybrid courses, and prepare students for graduation, transfer, and entrance into employment.</p>																																																																			
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here:⁷</p>																																																																			
Assessment Methods	Assessment Results		Use of Results																																																																
<p>Course Name/Number: GEO 210 Intro to Cultural Geography</p> <p>Direct Measure Used: Key term Assignment and a Common Rubric</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): See attached. The rubric allows distinct scores for:</p> <ul style="list-style-type: none"> • Inquiry/analysis • Writing <p>Other Method (if used):</p> <p>Sample: <i>(Specify N/A where not offered)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th># of Total Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>30</td></tr> <tr><td>AN</td><td></td><td></td><td></td></tr> <tr><td>MA</td><td>2</td><td>2</td><td>52</td></tr> <tr><td>ME</td><td></td><td></td><td></td></tr> <tr><td>LO</td><td>1</td><td>1</td><td>13</td></tr> <tr><td>WO</td><td></td><td></td><td></td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>3</td><td>3</td><td>41</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td></td><td></td><td></td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td></td><td></td><td>136</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	30	AN				MA	2	2	52	ME				LO	1	1	13	WO				Online	3	3	41	DE*				Total			136	<p>Semester/year data collected: Spring 2022</p> <p>Target: 75% of students earn top scores in Analysis and Writing.</p> <p>Results: 55% of students earned top scores in Analysis and Writing, but the range varied from 48-100%.</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered)</i>:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Results by Modality</th> <th>Current Results [Semester/Year]</th> <th>Previous Results [Semester/Year]</th> </tr> </thead> <tbody> <tr><td>In-class (CV)</td><td>68.5%</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>82.5%</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>N/A</td><td></td></tr> <tr style="background-color: #d3d3d3;"><td>Total Average</td><td></td><td></td></tr> </tbody> </table> <p>* Off-site Dual-enrollment</p> <p>SLO Criteria: (Check type of score) <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > [target] per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results [Semester/Year]</th> <th>Previous Results [Semester/Year]</th> </tr> </thead> <tbody> <tr><td>1. Inquiry/Analysis</td><td>55%</td><td>N/A</td></tr> <tr><td>2. Writing</td><td>55%</td><td>N/A</td></tr> </tbody> </table> <p>Target Met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p>		Results by Modality	Current Results [Semester/Year]	Previous Results [Semester/Year]	In-class (CV)	68.5%	N/A	Online	82.5%	N/A	DE*	N/A		Total Average			Results by SLO Criteria/Question Concepts	Current Results [Semester/Year]	Previous Results [Semester/Year]	1. Inquiry/Analysis	55%	N/A	2. Writing	55%	N/A	<p>1. Changes put in place since previous CLO assessment to improve student learning: All course instructors were contacted in advance with flexible/adaptable assignment instructions and a common rubric. All course instructors collected and reported data.</p> <p>2. Impact of changes on current results: We have data for all GEO 210 courses, all modalities. Data can be analyzed by concept/skill and by modality.</p> <p>3. According to current results, areas needing improvement: In general, there are still a number of students who aren't earning top scores in either skill set. One instructor reported that they assisted some students in finding appropriate maps for the assignment.</p> <p>4. Based on the results, current actions to improve CLO: Assignment will be shared by SLO lead on GEO Canvas shell with all GEO instructors. Suggestions for adapting or improving the assignment and assessment will be requested. Results will be posted by SLO lead on GEO Canvas shell so that all GEO faculty can use results to improve their teaching of the assessed skills.</p> <p>5. Next assessment of this CLO: Spring 2028</p>
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																																
AL	1	1	30																																																																
AN																																																																			
MA	2	2	52																																																																
ME																																																																			
LO	1	1	13																																																																
WO																																																																			
Online	3	3	41																																																																
DE*																																																																			
Total			136																																																																
Results by Modality	Current Results [Semester/Year]	Previous Results [Semester/Year]																																																																	
In-class (CV)	68.5%	N/A																																																																	
Online	82.5%	N/A																																																																	
DE*	N/A																																																																		
Total Average																																																																			
Results by SLO Criteria/Question Concepts	Current Results [Semester/Year]	Previous Results [Semester/Year]																																																																	
1. Inquiry/Analysis	55%	N/A																																																																	
2. Writing	55%	N/A																																																																	

⁷ If you are using an SLO as a CLO, please write the complete SLO here. If not, please explain how your data relates to the CLO that you assessed.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Geography

	<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 by criterion/concept to previous year's results: This was the first attempt to assess the CLO Written Communication across multiple courses using the same rubric. WC was assessed in in-person courses Spring 2019, but not by all instructors and not through NOL. This semester, all courses were online due to the pandemic, but we see a difference in scores between the synchronous (Zoom-CV) scores and the asynchronous (NOL) scores. There's no clear way to interpret these results, but possibly students in CV were not online by choice, and this may have affected their performance.</p> <p>Strengths: Most students performed well in all areas assessed.</p> <p>Weaknesses: There were a small number of NOL students who earned very low scores.</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

History

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

Program/Discipline Purpose Statement: History is part of the Social Sciences A.S., who's purpose statement is as follows: "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.

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

Operationalized Definition: Students will demonstrate effective communication in writing, which will support Professional Readiness in a career setting. This assessment was used to evaluate both Written Communication and Professional Readiness.

Assessment Methods	Assessment Results	Use of Results																																																														
<p>Course Name/Number: HIS 112 (History of World Civilization post-1500 CE)</p> <p>Direct Measure Used: A formal essay on any topic with a consistent rubric</p> <p>CLO/Rubric Criteria or Question Concepts: Skills Assessed:</p> <p>Thesis, Historical Analysis, Supporting Evidence, Understanding Audience, Organization, Clarity, Grammar/Spelling/Mechanics</p> <p>Scoring:</p> <ul style="list-style-type: none"> • Score of 3 = Student fully demonstrated the skill. • Score of 2 = Student somewhat demonstrated the skill. • Score of 1 = Student struggled to demonstrate the skill. • Score of 0 = Student did not demonstrate the skill at all. <p>Other Method (if used): N/A</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">53</td> </tr> <tr> <td>AN</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">78</td> </tr> <tr> <td>MA</td> <td style="text-align: center;">7</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>ME</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	3	53	AN	3	3	78	MA	7	0	0	ME	0	0	0	<p>Semester/year data collected: Spring 2022</p> <p>Target: Students will average a score of at least 2.0 in all writing categories.</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Semester Year</th> <th style="width: 35%;">Results 2018-2019*</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">2.01</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">2.05</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">1.98</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">2.1</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> <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; margin-top: 10px;"> <thead> <tr> <th style="width: 35%;">Results by CLO Criteria/ Question Concepts</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 35%;">Results 2018-2019</th> </tr> </thead> <tbody> <tr> <td>1. Thesis</td> <td style="text-align: center;">1.86</td> <td style="text-align: center;">49%</td> </tr> <tr> <td>2. Historical Analysis</td> <td style="text-align: center;">1.92</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>3. Supporting Evidence</td> <td style="text-align: center;">1.85</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>4. Understanding Audience</td> <td style="text-align: center;">2.05</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>5. Organization</td> <td style="text-align: center;">2.01</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>6. Clarity</td> <td style="text-align: center;">2.11</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>7. Grammar, Spelling, Mechanics</td> <td style="text-align: center;">1.92</td> <td style="text-align: center;">46%</td> </tr> </tbody> </table>	Results by Modality	Current Results Semester Year	Results 2018-2019*	All students assessed (weighted average)	2.01	N/A	On-campus average	2.05	N/A	Synchronous hybrid (remote) average	1.98	N/A	NOVA Online average	2.1	N/A	Dual Enrollment average	N/A	N/A	Results by CLO Criteria/ Question Concepts	Current Results Semester Year	Results 2018-2019	1. Thesis	1.86	49%	2. Historical Analysis	1.92	N/A	3. Supporting Evidence	1.85	38%	4. Understanding Audience	2.05	N/A	5. Organization	2.01	N/A	6. Clarity	2.11	N/A	7. Grammar, Spelling, Mechanics	1.92	46%	<p>1. Changes put in place since previous assessment to improve student learning:</p> <p>In syllabus statements and at first class meetings, students were informed that history is a writing-intensive discipline beginning in Fall 2022.</p> <p>2. Impact of changes on current results:</p> <p>It does not seem as though there was much impact. There are no prerequisites to any history course, so any student can enroll and choose to heed or ignore the information provided.</p> <p>3. According to current results, areas needing improvement:</p> <p>Students struggled to write arguments and defend those arguments with evidence.</p> <p>4. Based on current results, new actions to improve student learning:</p> <p>There are new tools and technologies available to assist student in the writing process. Beginning in Fall 2022, a group of faculty is trialing one tool, Packback, in Canvas to see if it improves student writing.</p> <p>5. Next assessment of this CLO: Spring 2025</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																													
AL	3	3	53																																																													
AN	3	3	78																																																													
MA	7	0	0																																																													
ME	0	0	0																																																													
Results by Modality	Current Results Semester Year	Results 2018-2019*																																																														
All students assessed (weighted average)	2.01	N/A																																																														
On-campus average	2.05	N/A																																																														
Synchronous hybrid (remote) average	1.98	N/A																																																														
NOVA Online average	2.1	N/A																																																														
Dual Enrollment average	N/A	N/A																																																														
Results by CLO Criteria/ Question Concepts	Current Results Semester Year	Results 2018-2019																																																														
1. Thesis	1.86	49%																																																														
2. Historical Analysis	1.92	N/A																																																														
3. Supporting Evidence	1.85	38%																																																														
4. Understanding Audience	2.05	N/A																																																														
5. Organization	2.01	N/A																																																														
6. Clarity	2.11	N/A																																																														
7. Grammar, Spelling, Mechanics	1.92	46%																																																														

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

History

LO	3	1	30
WO	5	3	36
NOVA Online	2	1	19
Off-Site Dual Enrollment	2	0	0
Total	25	11	216

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

Current Results improved vs. Previous Results:
 [] Yes [X] No [] Partially [] N/A

Narrative comparison of current results to previous results:

While Written Communication was assessed in 2018-2019, the results are difficult to compare, as the rubric and target are not the same. Previously, we looked at a student's whole writing sample for evaluation, and now we have a more detailed rubric which evaluates individual writing concepts. Also, the current data set records the scores of over double the number of students from the previous assessment.

Areas where students met the target:

Students met the target for Understanding Audience, Organization, and Clarity.

Areas where students did NOT meet the target:

Student did not meet the target for Thesis, Historical Analysis, Supporting Evidence, and Grammar, Spelling and Mechanics.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Liberal Arts: English Specialization

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: An Associate of Arts degree in Liberal Arts is designed to provide an understanding and appreciation for the ideas and ideals that are the basis of human civilization. It offers a foundation in the arts and sciences and prepares students for transfer into a Bachelor of Arts program. Liberal arts BA degrees prepare graduates for careers in a wide array of professions by enabling them to write well, critically analyze issues, place problems in a variety of contexts, and work competently with diverse groups of colleagues.

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

Operationalized Definition: Students will produce writing that is clear, effective, and appropriate to the nature of the assignment

Assessment Methods	Assessment Results	Use of Results																																																																	
<p>Course Name/Number: ENG 111</p> <p>(Previous plan was to assess ENG 250, but this will instead be assessed in 2022/2023)</p> <p>Direct Measure Used: Student essay samples</p> <p>SLO/Rubric Criteria or Question Concepts: Please see attached rubric</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>On-campus</td> <td>104</td> <td>22</td> <td>75</td> </tr> <tr> <td>On-campus hybrid (50% in-person/50% hybrid)</td> <td>49</td> <td>13</td> <td>43</td> </tr> <tr> <td>Synchronous hybrid (fully remote)</td> <td>49</td> <td>9</td> <td>33</td> </tr> <tr> <td>Synchronous hybrid (50% zoom/50% hybrid)</td> <td>86</td> <td>28</td> <td>101</td> </tr> <tr style="background-color: #ffff00;"> <td>NOVA Online</td> <td>58</td> <td>9</td> <td>32</td> </tr> <tr style="background-color: #ffff00;"> <td>Off-Site Dual Enrollment</td> <td>254</td> <td>22</td> <td>111</td> </tr> <tr style="background-color: #d3d3d3;"> <td>Total</td> <td>600</td> <td>103</td> <td>395</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	On-campus	104	22	75	On-campus hybrid (50% in-person/50% hybrid)	49	13	43	Synchronous hybrid (fully remote)	49	9	33	Synchronous hybrid (50% zoom/50% hybrid)	86	28	101	NOVA Online	58	9	32	Off-Site Dual Enrollment	254	22	111	Total	600	103	395	<p>Semester/year data collected: Fall 2021</p> <p>Target: 70% of students will score a 2 or above on the rubric criteria, demonstrating basic competency for audience and purpose.</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>75%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>69.3%</td> <td>N/A</td> </tr> <tr> <td>On-campus hybrid average</td> <td>74.4%</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (fully remote) average</td> <td>65.1%</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (50% zoom) average</td> <td>69.3%</td> <td>N/A</td> </tr> <tr> <td>NOVA Online average</td> <td>82.8%</td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment average</td> <td>85.1%</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 type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results Semester Year</th> <th>Previous Results Semester Year</th> </tr> </thead> <tbody> <tr> <td>1. Audience</td> <td>73.9%</td> <td>N/A</td> </tr> <tr> <td>2. Purpose</td> <td>76.2%</td> <td>N/A</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p>	Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	75%	N/A	On-campus average	69.3%	N/A	On-campus hybrid average	74.4%	N/A	Synchronous hybrid (fully remote) average	65.1%	N/A	Synchronous hybrid (50% zoom) average	69.3%	N/A	NOVA Online average	82.8%	N/A	Dual Enrollment average	85.1%	N/A	Results by SLO Criteria/Question Concepts	Current Results Semester Year	Previous Results Semester Year	1. Audience	73.9%	N/A	2. Purpose	76.2%	N/A	<p>1. Changes put in place since previous assessment to improve student learning and assessment: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement:</p> <p>While most modalities are meeting the target, students taking synchronous hybrid are falling short of the target.</p> <p>Students also seem to score slightly higher on purpose, showing some need to further their understanding of audience.</p> <p>4. Based on current results, new actions to improve student learning:</p> <p>Faculty should be trained in best practices for engaging students in the Zoom environment, since students who take on-campus classes or NOL courses tend to do better. The Assessment Lead will share the results with the Discipline Group in August and will make this recommendation. Recommendation will also be shared with LASS Deans so they may encourage faculty professional development.</p> <p>Additionally, faculty should focus on audience instruction in ENG 111, helping students understand how to target various audiences in their writing. QEP faculty development should improve this metric. All faculty are required to attend the QEP institute within the next four years.</p> <p>5. Next assessment of this CLO: 2025/2026</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																
On-campus	104	22	75																																																																
On-campus hybrid (50% in-person/50% hybrid)	49	13	43																																																																
Synchronous hybrid (fully remote)	49	9	33																																																																
Synchronous hybrid (50% zoom/50% hybrid)	86	28	101																																																																
NOVA Online	58	9	32																																																																
Off-Site Dual Enrollment	254	22	111																																																																
Total	600	103	395																																																																
Results by Modality	Current Results Semester Year	Results 2017-2018*																																																																	
All students assessed (weighted average)	75%	N/A																																																																	
On-campus average	69.3%	N/A																																																																	
On-campus hybrid average	74.4%	N/A																																																																	
Synchronous hybrid (fully remote) average	65.1%	N/A																																																																	
Synchronous hybrid (50% zoom) average	69.3%	N/A																																																																	
NOVA Online average	82.8%	N/A																																																																	
Dual Enrollment average	85.1%	N/A																																																																	
Results by SLO Criteria/Question Concepts	Current Results Semester Year	Previous Results Semester Year																																																																	
1. Audience	73.9%	N/A																																																																	
2. Purpose	76.2%	N/A																																																																	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Liberal Arts: English Specialization

	<p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: N/A – we assessed critical thinking in 2017/18</p> <p>Areas where students met the target: On-campus hybrid, NOL, Dual enrollment.</p> <p>Areas where students did NOT meet the target: On campus, Synchronous hybrid (fully remote); Synchronous hybrid (50% Zoom)</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Philosophy

<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 philosophy discipline provides the student with an opportunity to systematically develop a personal philosophical perspective on the great questions about meaning, knowledge, reality, and values. This opportunity will be provided through a study of the nature of philosophical questions, the differences between philosophy and other areas of learning, a survey of the way certain of the “great questions” have been treated by philosophers of various times and persuasions, and critical discussion of philosophy in its relation and application to our own lives and concerns.</p>																																																														
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalized Definition: Philosophy SLO used to operationalize this CLO “Construct philosophical arguments which deal with relevant situations.”</p>																																																														
Assessment Methods		Assessment Results		Use of Results																																																										
<p>Course Name/Number: Introduction to Philosophy (PHI 101); Logic (PHI 111); Ethics (PHI 220); Biomedical Ethics (PHI 227)</p> <p>Direct Measure Used: Writing assignment</p> <p>CLO/Rubric Criteria or Question Concepts: Writing assignments were evaluated at four levels of achievement across three criteria: 1) Explanation 2) Criticism/Defense 3) Objections</p> <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: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>8</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>11</td><td>6</td><td>146</td></tr> <tr><td>MA</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>12</td><td>4</td><td>118</td></tr> <tr><td>WO</td><td>4</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td>6</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>45</td><td>10</td><td>264</td></tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	8	0	0	AN	11	6	146	MA	4	0	0	ME	0	0	0	LO	12	4	118	WO	4	0	0	NOVA Online	6	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	45	10	264	<p>Semester/year data collected: Spring 2022</p> <p>Target: 75% of students scoring at the third level or better for each of the rubric criteria</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 30%;">Results 2017-2018*</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>83%</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>N/A</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><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 type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria No data provided.</p> <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: N/A</p> <p>Areas where students met the target: Most students met the target of scoring at a level three or better for each of the three criteria.</p>		Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	83%	N/A	On-campus average	N/A	N/A	Synchronous hybrid (remote) average	N/A	N/A	NOVA Online average	N/A	N/A	Dual Enrollment average	N/A	N/A	<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: More PHI faculty, particularly adjuncts need to report.</p> <p>4. Based on current results, new actions to improve student learning: Majority of students did well and our assessment average was well above our target. Improvements could be made in the “criticism/defense” criteria by providing students with more examples.</p> <p>5. Next assessment of this CLO: Not sure.</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																											
AL	8	0	0																																																											
AN	11	6	146																																																											
MA	4	0	0																																																											
ME	0	0	0																																																											
LO	12	4	118																																																											
WO	4	0	0																																																											
NOVA Online	6	0	0																																																											
Off-Site Dual Enrollment	N/A	N/A	N/A																																																											
Total	45	10	264																																																											
Results by Modality	Current Results Semester Year	Results 2017-2018*																																																												
All students assessed (weighted average)	83%	N/A																																																												
On-campus average	N/A	N/A																																																												
Synchronous hybrid (remote) average	N/A	N/A																																																												
NOVA Online average	N/A	N/A																																																												
Dual Enrollment average	N/A	N/A																																																												

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022
Philosophy

	<p>Areas where students did NOT meet the target: Some students did well on the assessment but did not score at or above a level three for all of the criteria.</p>	
--	---	--

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Religion

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																			
Program/Discipline Purpose Statement: N/A																																																																			
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication																																																																			
Operationalized Definition: Compare and contrast common themes across two or more religious traditions.																																																																			
Assessment Methods	Assessment Results		Use of Results																																																																
Course Name/Number: REL 231 – Religions of the World I Direct Measure Used: A writing assignment in which the students are asked to directly compare and/or contrast different religious traditions. They are asked to consider various themes/topics in this comparison, such as beliefs, practices, values, history, demographics, and geography. CLO/Rubric Criteria or Question Concepts: Students were evaluated based on the content (accuracy of comparisons) and composition (writing/syntax). Other Method (if used): Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>AN</td><td style="text-align: center;">4</td><td style="text-align: center;">4</td><td style="text-align: center;">74</td></tr> <tr><td>MA</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>ME</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>LO</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>WO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">16</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td style="text-align: center;">4</td><td style="text-align: center;">1</td><td style="text-align: center;">6</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td style="text-align: center;">9</td><td style="text-align: center;">6</td><td style="text-align: center;">96</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	0	0	0	AN	4	4	74	MA	0	0	0	ME	0	0	0	LO	0	0	0	WO	1	1	16	NOVA Online	4	1	6	Off-Site Dual Enrollment	0	0	0	Total	9	6	96	Semester/year data collected: Spring 2022 Target: For 70% of students to score 70% or higher 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> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 40%;">Results 2017-2018*</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">80%</td><td style="text-align: center;">N/A</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">74%</td><td style="text-align: center;">N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: center;">82%</td><td style="text-align: center;">N/A</td></tr> <tr><td>NOVA Online average</td><td style="text-align: center;">83%</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> <p style="font-size: small; margin-top: 5px;">*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.</p> Results by CLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by CLO Criteria/Question Concepts</th> <th style="width: 20%;">Current Results Semester Year</th> <th style="width: 40%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>1. Content and composition</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>		Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	80%	N/A	On-campus average	74%	N/A	Synchronous hybrid (remote) average	82%	N/A	NOVA Online average	83%	N/A	Dual Enrollment average	N/A	N/A	Results by CLO Criteria/Question Concepts	Current Results Semester Year	Results 2017-2018	1. Content and composition	80%	N/A	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: N/A 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: The students met the target, so for now we will continue to monitor student learning in this area. However, as discussed above, we really did not do this CLO assessment properly, so it's hard to draw any conclusions based on it. We need to develop assessments that have clear, consistent criteria that are specific to the CLO, so that we can make sure student learning in this area is being properly assessed. 4. Based on current results, new actions to improve student learning: It's not clear at this time that actions are needed to improve student learning. However, as discussed above, we are taking various steps to improve our assessment process, so that we can get a clearer picture of student learning and identify areas that may need improvement. Action plan: Religion chair attends SLO assessment workshop – October 2022 Religion chair meets with NOVA SLO coordinator – November 2022 Initial assessment discussion and planning – January 2023 Finalize 3-year assessment plan – August 2023 5. Next assessment of this CLO: This CLO will next be assessed in 2024-2025, but I'm not sure whether we will be assessing this one or the other CLO that year. We haven't made a 5-year plan for assessment yet, but plan to work on that at our next discipline group meeting.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																
AL	0	0	0																																																																
AN	4	4	74																																																																
MA	0	0	0																																																																
ME	0	0	0																																																																
LO	0	0	0																																																																
WO	1	1	16																																																																
NOVA Online	4	1	6																																																																
Off-Site Dual Enrollment	0	0	0																																																																
Total	9	6	96																																																																
Results by Modality	Current Results Semester Year	Results 2017-2018*																																																																	
All students assessed (weighted average)	80%	N/A																																																																	
On-campus average	74%	N/A																																																																	
Synchronous hybrid (remote) average	82%	N/A																																																																	
NOVA Online average	83%	N/A																																																																	
Dual Enrollment average	N/A	N/A																																																																	
Results by CLO Criteria/Question Concepts	Current Results Semester Year	Results 2017-2018																																																																	
1. Content and composition	80%	N/A																																																																	
Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially		Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A																																																																	
Narrative comparison of current results to previous results: N/A		Areas where students met the target: Content and composition																																																																	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: WRITTEN COMMUNICATION 2021-2022

Religion

	Areas where students did NOT meet the target: None	
--	--	--

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**

703-323-3000 | www.nvcc.edu