

Civic Engagement Core Competency Assessment Report: 2018-2019

Research Report No. 80-20

Office of Institutional Effectiveness and Student Success
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NORTHERN VIRGINIA COMMUNITY COLLEGE

Office of Institutional Effectiveness and Student Success

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

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

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Civic Engagement CORE COMPETENCY ASSESSMENT REPORT: 2018-2019

Introduction

In 2017-2018, Northern Virginia Community College (NOVA) began implementing course embedded assessment of General Education Core Competencies, which NOVA calls “Core Learning Outcomes.” Prior to 2017-2018, Virginia Community College System (VCCS) required NOVA to assess General Education Core Competencies using standardized assessments chosen by the VCCS. The State Council of Higher Education for Virginia (SCHEV) adopted the *Policy on Student Learning Assessment and Quality in Undergraduate Education in July 2017*¹ that mandates every Virginia public institution of higher education assess six general education competencies at least once in a six-year period. Four core competencies are mandated by SCHEV to be assessed by all institutions: Critical Thinking, Written Communication, Quantitative Literacy, and Civic Engagement. Two additional educational competencies, based upon SCHEV’s guidelines, were to be selected by the institutions themselves. The VCCS selected Professional Readiness and Scientific Literacy as their two additional core competencies. This document contains 16 Civic Engagement assessment reports for NOVA.

VCCS Policy: General Education (5.0.2) defines Civic Engagement as “the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.”²

Based on Northern Virginia Community College’s Ad Hoc Committee on General Education Assessment (Spring 2016) and recommendations from SCHEV (July 2017), NOVA employs embedded course assessment, which is a direct measure using students’ actual work or student performance. In 2018-2019, NOVA assessed Civic Engagement and Written Communication. Rather than select just one or two courses to assess, NOVA chose to examine the core competencies across the curriculum based on best practice.³

The assessment process at NOVA is faculty-driven as per best practice. As Tables One and Two make clear, the assessment process engages a significant number of teaching faculty, academic deans, and provosts. Table One details the Pathway Provosts and Deans and Program Lead Faculty for 2018-2019 when the assessments were conducted. Table Two lists Pathway Provosts and Deans and Discipline Chairs/CLO Contacts for 2018-2019. Such widespread faculty participation is not only in compliance with SACSCOC *Principles of Accreditation*, but is also integral to maintaining a culture of assessment and promoting data-driven decision-making.⁴

At the beginning of the 2018-2019 planning and evaluation cycle, each instructional program, select certificate, and discipline without a degree

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

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

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

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

determined which Core Learning Outcome (CLO) would be assessed for 2018-2019, and how they would operationalize the CLO and create a common assessment method. At the end of the planning and evaluation cycle, each instructional program, select certificate, and discipline analyzed and documented the results of their assessment activities. Based on their results, programs, select certificates, and disciplines determined actions to seek improvements to assessment and student learning, addressing Section 8.2.b (Student Achievement) of the *SACSCOC Principles of Accreditation*.⁵

This report documents the assessment of Civic Engagement by degree-granting programs, select certificates, and disciplines without degrees. It reports on the varied assessment methods and targets, the assessment results and analysis, and the ways in which the results will be used to seek improvement as reported in the *Annual Planning and Evaluation Report (APER)* for Instructional Programs/ select certificates, and disciplines without degrees. This report is one of two General Education/ Core Competency Assessment Reports completed for the 2018-2019 cycle. The second Core Learning Competency Assessment Report for 2017-2018 is a compilation of the Written Communication assessments. Each of these documents provides the CLO assessment reports for degree programs and standalone certificates first, followed by disciplines without degrees, and each section is presented alphabetically by program/discipline name.

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

CORE COMPETENCY ASSESSMENT REPORT: 2018-2019
Submitted by Instructional Programs/ Select Certificates: 2018-2019

Table 1. Program/Certificate Pathway Provosts, Deans, and SLO Lead Faculty: 2018-2019 Core Competency Assessed

Pathway Provost & Dean	Program/Certificate	SLO Lead Faculty	Core Competency	
			CE	WC
Business and Hospitality Management Annette Haggray, AL Ivy Beringer, AL	Accounting, A.A.S.	Pamela Parker, AL		X
	Business Administration, A.S.	Kabir Jamal, AL		X
	Business Management, A.A.S.	Kabir Jamal, AL		X
	Contract Management, A.A.S.	Nancy Severe, WO Charles Taylor, WO		X
	Hospitality Management, A.A.S.	Ben Wang, AN	X	
	Marketing, A.A.S.	Judy McNamee, AN		X
Education and Public Service, Molly Lynch, MA, Evette Hyder-Davis, MA	Administration of Justice, A.A.S.	Timothy Dickinson, AL	X	
	Drivers Education Career Studies Certificate ⁶	Nicole Mancini, MA		
	Early Childhood Development, A.A.S.	Susan Johnson, LO		X
	Paralegal Studies, A.A.S.	Kelly Hebron, AL		X
	Social Sciences, A.S. Teacher Educ. Specialization	Ashley Wilkins, MA	X	
	Substance Abuse Rehab. Counselor Certificate*	Chandell Miller, AL		
Engineering and Applied Technology Sam Hill, WO Abe Eftekhari, AN	Air Conditioning & Refrigeration, A.A.S.	Martin Kang, WO		X
	Architecture Technology, A.A.S.	Nazanin Saidi, AN		X
	Automotive Technology, A.A.S.	Laura Garcia-Moreyra, AL		X
	Construction Management Technology, A.A.S.	Siamak Ghorbanian, AL		X
	Engineering, A.S.	Rudy Napisa, AN	X	
	Welding: Basic Techniques Career Studies Certificate	Matthew Wayman, MA		X
General Studies, General Education Global Studies AVP Sharon Robertson, AN Barbara Hopkins, AN	General Studies, A.S.	Allison McElfresh, AN	X	X
Health Sciences Nicole Reaves, ME Shelly Powers, ME	Dental Assisting A.A.S.	Lisbeth Shewmaker, ME		X
	Dental Hygiene, A.A.S.	Marina McGraw, ME	X	
	Diagnostic Medical Sonography, A.A.S.	Leigh Giles-Brown, ME		X
	Emergency Medical Services, A.A.S.	Gary Sargent, ME	X	
	Health Information Management, A.A.S.	Jacqueline Gibbons, ME		X
	Medical Laboratory Technology, A.A.S.	Maria Torres-Pillot, ME		X

* Report not received.

⁶ Assessed Critical Thinking instead of Written Communication.

Pathway Provost & Dean	Program/Certificate	SLO Lead Faculty	Core Competency	
			CE	WC
	Occupational Therapy Assistant, A.A.S.	Kathi Skibek, ME		X
	Personal Training Career Studies Certificate	Dahlia Henry-Tett, MA		X
	Phlebotomy Career Studies Certificate	Maria Torres-Pillot, ME	X	
	Physical Therapist Assistant, A.A.S.	Jody Gundrum, ME		X
	Radiography, A.A.S. ⁷	Jarice Risper, ME		
	Respiratory Therapy, A.A.S.	Donna Oliver-Freeman, ME		X
	Veterinary Technology, A.A.S.*	Kiana Adkisson-Selby, LO		
Information & Engineering Technologies Chad Knights, AN Paula Ford, WO	Cybersecurity, A.A.S.	Margret Leary, AL		X
	Engineering Technology, A.A.S.	John Sound, MA		X
	Information Technology, A.S.	Moses Niwe, AL		X
	Information Systems Technology, A.A.S.	Moses Niwe, AL		X
Languages Pamela Hilbert, AN Jennifer Daniels, AN	American Sign Language to Eng. Interpretation	Paula Reece, AN		X
	Professional Writing Certificate	Jennifer Nardacci, AN		X
Life Sciences Julie Leidig, LO Diane Mucci, MA	Biotechnology, A.A.S.	Xin Zhou, MA	X	
	Horticulture Technology, A.A.S.	Anders Vidstrand, LO		X
Liberal Arts & Communications Pamela Hilbert, AN Jimmie McClellan, AL	Liberal Arts, A.A.	-	X	X
	Liberal Arts, Art History Specialization	Sarah Liberatore, AL		X
Mathematics & Computer Science Sam Hill, WO Alison Thimblin, WO	Computer Science, A.S.	Larry Shannon, AN		X
	Science, A.S. Mathematics Specialization	Martin Bredeck, AL; Veronica Carlan, AL (2019-2020)		X
Nursing & Surgical Technologies Nicole Reaves, ME Laura Dickson, ME	Nursing, A.A.S.	Brenda Clark, ME	X	
Physical Sciences Julie Leidig, LO Barbara Canfield, LO	Science, A.S.	Mitra Jahangeri, LO	X	X
Social Sciences, Molly Lynch, MA Katherine Hitchcock, LO	Public History & Historic Preservation Career Studies Certificate	Marc Dluger, LO	X	
	Social Sciences, A.S.	-	X	X
	Social Sciences, A.S. Geospatial Specialization	Michael Harman, LO		X
Visual, Performing & Media Arts Annette Haggray, AL David Epstein, WO	Cinema A.F.A.*	Bryan Brown, WO		
	Graphic Design, A.A.S.	Dwayne Treadway, LO		X
	Interior Design, A.A.S.	Kristine Winner, LO		X
	Theatre Studies Certificate*	David Tyson, WO		
	Music, A.A., A.A.A. Specialization	Lisa Eckstein, AL		X

⁷ Assessed Critical Thinking instead of Written Communication.

Pathway Provost & Dean	Program/Certificate	SLO Lead Faculty	Core Competency	
			CE	WC
	Music Recording Technology Certificate	Sanjay Mishra, LO		X
	Photography and Media, A.A.S.	Aya Takashima, AL		X
	Visual Art, A.F.A. (Fine Arts, A.A. in 2017-2018)	Fred Markham, AL	X	

CORE COMPETENCY ASSESSMENT REPORT: 2018-2019
Submitted by Disciplines without Degrees or Certificates: 2018-2019

Table 2. Discipline Pathway Provosts, Deans, and Faculty Chairs: 2018-2019 Core Competency Assessed

Pathway Provost & Dean	Discipline	Faculty Department Chair	Core Competency	
			CE	WC
Languages Pamela Hilbert, AN Jennifer Daniels, AN	English	Chris Kervina, AN		X
	World Languages: Chinese Spanish	Martha Davis, AL		X
Liberal Arts & Communications Jimmie McClellan, AL	Communication	Tamara Warren-Chinyani, WO		X
	Philosophy/Religion	Steven Stakland, AN/ Ann Stegner, AN		X
Life Sciences Julie Leidig, LO Diane Mucci, MA	Biology	Karla Henthorn, AN	X	
Physical Sciences Julie Leidig, LO Barbara Canfield, LO	Chemistry	Pirabalini Swaminathan, AN (Chair) Katherine Burton, AL (SLO Lead)		X
	Geology ⁸	William Bour, LO		
	Physics ⁹	Tatiana Stantcheva, AL (Chair) Francesca Viale, LO (SLO Lead)		
Social Sciences Molly Lynch, MA Katherine Hitchcock, LO	Economics	Ed Creppy, LO	X	
	Geography	Melinda Alexander		X
	History	Jennifer Winters, AN		X
	Political Science	Jack Lechelt, AL	X	
	Psychology	SLO Committee: Karen Livesey, AN (Chair) Deanna DeGidio, AN; Joan Passino, AN		X
	Sociology	SLO Lead: Nelson Kofie Chair: Erica Smith	X	
Student Development (SDV) Molly Lynch, MA Ellen Fancher-Ruiz, AN	SDV	Margarita Martinez, AN	X	

⁸ Assessed Quantitative Literacy for the Science, A.S.

⁹ Assessed Quantitative Literacy for the Science, A.S.

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Program and Select Certificates	1
ADMINISTRATION OF JUSTICE, A.A.S.	1
BIOTECHNOLOGY	3
DENTAL HYGIENE, A.A.S.	4
EMERGENCY MEDICAL SERVICES, A.A.S.	5
ENGINEERING, A.S.	7
HOSPITALITY MANAGEMENT, A.A.S.	8
NURSING, A.A.S.....	10
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PUBLIC HISTORY & HISTORIC PRESERVATION CAREER STUDIES CERTIFICATE	14
SOCIAL SCIENCE: TEACHER EDUCATION SPECIALIZATION, A.A.....	16
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Program and Select Certificates

Core Competency Assessment Report: Civic Engagement, 2018-2019

Administration of Justice, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																																	
Program Purpose Statement: The Administration of Justice program offers academic opportunities to students desiring to enter various phases of the Criminal Justice System and security related fields.																																																																																	
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Instead of an SLO, questions were developed from the ADJ ethics course relating to the criminal justice professional making proper moral decisions while interacting with the community. Police officers have the most interaction with the community – most of the questions focused on the police.																																																																																	
Assessment Methods	Assessment Results		Use of Results																																																																														
Course Name/Number: Ethics and the Criminal Justice Professional - ADJ 133 Direct Measure Used: 15 Question Multiple Choice Quiz Provide Rubric Criteria or Question Concepts: Students were assessed on the following areas: <ul style="list-style-type: none"> • ADJ professionals • Police • Philosophy Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td><td style="text-align: center;">12</td></tr> <tr><td>AN</td><td style="text-align: center;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">37</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;">7</td></tr> <tr><td>ME</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr><td>LO</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</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;">35</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td style="text-align: center;">1</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffff00;"><td>DE*</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: #d3d3d3;"><td>Total</td><td style="text-align: center;">8</td><td style="text-align: center;">5</td><td style="text-align: center;">91</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	1	12	AN	2	2	37	MA	2	1	7	ME	N/A	N/A	N/A	LO	N/A	N/A	N/A	WO	1	1	35	Online	1	0	0	DE*	N/A	N/A	N/A	Total	8	5	91	Semester/year data collected: Spring 2019 Target: 70% correct for each of the 15 questions. 70% represents a C for the NOVA grading scale. Results: 76% Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">76%</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 30%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1. ADJ professionals</td><td style="text-align: center;">87%</td></tr> <tr><td>2. Police</td><td style="text-align: center;">91%</td></tr> <tr><td>3. Philosophy</td><td style="text-align: center;">34%</td></tr> <tr><td>4. Police</td><td style="text-align: center;">84%</td></tr> <tr><td>5. ADJ professionals</td><td style="text-align: center;">87%</td></tr> <tr><td>6. Police</td><td style="text-align: center;">77%</td></tr> <tr><td>7. Police</td><td style="text-align: center;">42%</td></tr> <tr><td>8. Philosophy/Police</td><td style="text-align: center;">70%</td></tr> <tr><td>9. Philosophy</td><td style="text-align: center;">73%</td></tr> <tr><td>10. ADJ professionals</td><td style="text-align: center;">87%</td></tr> <tr><td>11. Philosophy</td><td style="text-align: center;">92%</td></tr> <tr><td>12. Police</td><td style="text-align: center;">82%</td></tr> <tr><td>13. Police</td><td style="text-align: center;">87%</td></tr> <tr><td>14. Police</td><td style="text-align: center;">71%</td></tr> <tr><td>15. Police</td><td style="text-align: center;">74%</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td style="text-align: center;">76%</td></tr> </tbody> </table>		Results by Modality	Current Results Spring 2019	In-class	76%	Results by SLO Criteria/Question Concepts	Current Results Spring 2019	1. ADJ professionals	87%	2. Police	91%	3. Philosophy	34%	4. Police	84%	5. ADJ professionals	87%	6. Police	77%	7. Police	42%	8. Philosophy/Police	70%	9. Philosophy	73%	10. ADJ professionals	87%	11. Philosophy	92%	12. Police	82%	13. Police	87%	14. Police	71%	15. Police	74%	Total	76%	1. Changes put in place since previous CLO assessment to improve student learning: This CLO was not assessed before. Members of the ADJ Discipline discussed the importance of ethics in all areas of ADJ, but particularly the police and their efforts to engage the community. ADJ 133 was chosen because of the daily interactions police have with the community and need for the community to trust the police motives during these interactions. The issue is discussed in the media on a daily basis in the U.S. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Any ethics course has foundations developed from philosophy. Question #3 is a question based on a philosophical system. Students typically have difficulty with this type question versus the applied questions. Question #7 is an applied question and needs additional time in the classroom. 4. Based on the results, current actions to improve CLO: The ADJ discipline will be made aware of deficiencies by receiving copies of the final report (including adjuncts). All ADJ students must understand the history of negative views of police interactions with the community and the importance of improving community views of the police. The online courses' return of information from the SLOs/CLOs have typically been very low. The SLO/CLO were added to the Spring 2020 semester courses. The instructors are asked to provide extra credit as an incentive to provide results. The ADJ Discipline will ask the NOVA Online staff to include the
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Administration of Justice, 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 – This is the first time this CLO was assessed.</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: N/A</p> <p>Strengths: Questions #2 and #11.</p> <p>Weaknesses: Question #3 and Question #7. Question #3 - in ethics courses philosophy is introduced to develop ethical decision making. The philosophical questions generally are more difficult for 100 level students. Question #7 is a police question and should have reflected a better score.</p>	<p>SLO/CLO as a graded assignment to increase return of results.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Biotechnology

<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: This program is designed to prepare graduates for employment in entry-level positions at biotechnology and pharmaceutical companies, as laboratory, research, or manufacturing technicians. Coursework will develop an understanding of basic scientific principles in biology and chemistry, and will emphasize laboratory techniques and procedures such as solution and media preparation, DNA purification and analysis, electrophoresis, chromatography, maintenance of cells in culture, and quality control techniques.</p>																																					
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Understand the application of biotechnology in treatment of environmental pollutants.</p>																																					
Assessment Methods	Assessment Results	Use of Results																																			
<p>Course Name/Number: Biotechnology Concepts - BIO 253</p> <p>Direct Measure Used: Environmental biotechnology chapter review worksheet containing 10 short answer questions</p> <p>Provide Rubric Criteria or Question Concepts: There were 10 short answer questions covering the following concepts: environmental challenges that can be treated with biotechnology, types of biotech approaches to environmental challenges, characteristics and differences among these approaches. Students needed to achieve 80% or higher to be demonstrate competency.</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>MA only</td> <td>1</td> <td>1</td> <td>10</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>DE</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MA only	1	1	10	Online	N/A	N/A	N/A	DE	N/A	N/A	N/A	Total	1	1	10	<p>Semester/year data collected: Fall 2018</p> <p>Target: 80% of the students achieve 80% or higher</p> <p>Results: All students got 80% or higher</p> <p>Overall Average/Mean Score by In-Class, Online, 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 Fall 2018</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td>100%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>1. environmental challenges that can be treated with biotechnology</td> <td>100%</td> </tr> <tr> <td>2. types of biotech approaches to environmental challenges</td> <td>100%</td> </tr> <tr> <td>3. characteristics and differences among these approaches</td> <td>100%</td> </tr> <tr> <td>Total</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 by criterion/concept to previous year's results: N/A</p> <p>Strengths: All students achieved 80% or higher.</p> <p>Weaknesses: None</p>	Results by Modality	Current Results Fall 2018	In-class	100%	Results by SLO Criteria/Question Concepts	Current Results Fall 2018	1. environmental challenges that can be treated with biotechnology	100%	2. types of biotech approaches to environmental challenges	100%	3. characteristics and differences among these approaches	100%	Total	100%	<p>1. Changes put in place since previous CLO assessment to improve student learning: This is the first time a CLO is assessed. There has always been a worksheet on this topic which fit for the assessment of this CLO perfectly.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Students did very well on this assessment partially because this assignment is open-note. They all correctly answered the short-answer questions using the textbook as reference. We will raise the level of difficulty by making it a closed-book quiz.</p> <p>4. Based on the results, current actions to improve CLO: We will raise the level of difficulty and obtain a better assessment of this CLO by making this worksheet a closed-book quiz.</p> <p>5. Next assessment of this CLO: A different CLO will be assessed next year.</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																		
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Dental Hygiene, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																					
Program Purpose Statement: The program is designed to prepare students to serve in a dynamic and growing health profession as members of the dental health team. After successful completion of the program, the student will be eligible to take the National Board Dental Hygiene Examination and professional licensure examinations. Upon successful completion of the licensing process, the title "Registered Dental Hygienist" (R.D.H.) is awarded.																																					
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Communicate the provision of oral health care services with diverse population groups.																																					
Assessment Methods	Assessment Results		Use of Results																																		
Course Name/Number: Public Health Dental Hygiene II - DNH 227 Direct Measure Used: Community Oral Health Program Presentation (Community): Students select a target population and develop, implement and evaluate a community oral health program. Provide Rubric Criteria or Question Concepts: 1. The type of program was suitable and teaching methods appropriate for the population (for example, did the student use appropriate language and materials based on population demographics, age, educational level, etc.) 2. The student used appropriate visual aids to reinforce topics (Were additional resources available to the population to enhance learning, for example, charts, graphics, etc.) 3. Evaluation of teaching was done at the last visit with an appropriate evaluation tool (Was the method to evaluate the presentation appropriate to determine success or needed improvement to the program presentation) Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">34</td> </tr> <tr> <td>Online GCC Distance Site</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">5</td> </tr> <tr> <td>DE</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;">39</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	34	Online GCC Distance Site	1	1	5	DE	N/A	N/A	N/A	Total	1	1	39	Semester/year data collected: Spring 2019 Target: 85% of students will pass with 85% or higher Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>In-class MEC</td> <td style="text-align: center;">Range: 96%-100% Avg. 98.9%</td> </tr> <tr> <td>Online GCC</td> <td style="text-align: center;">Range: 98%-100% Avg. 99%</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 40%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. The type of program was suitable and teaching methods appropriate for the population</td> <td style="text-align: center;">MEC: 100% GCC: 100%</td> </tr> <tr> <td>2. The student used appropriate visual aids to reinforce topics</td> <td style="text-align: center;">MEC: 100% GCC: 100%</td> </tr> <tr> <td>3. Evaluation of teaching was done at the last visit with an appropriate evaluation tool</td> <td style="text-align: center;">MEC: 88.25 GCC: 100%</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first time that this CLO was assessed. Narrative comparison of current results by criterion/concept to previous year's results: N/A Strengths: According to the results, students are understanding how to select appropriate topics and teaching methods for target populations. Weaknesses: According to the results, some additional understanding of appropriate choice of evaluative tools to assess community oral health programs is necessary.		Results by Modality	Current Results Spring 2019	In-class MEC	Range: 96%-100% Avg. 98.9%	Online GCC	Range: 98%-100% Avg. 99%	Results by SLO Criteria/Question Concepts	Current Results Spring 2019	1. The type of program was suitable and teaching methods appropriate for the population	MEC: 100% GCC: 100%	2. The student used appropriate visual aids to reinforce topics	MEC: 100% GCC: 100%	3. Evaluation of teaching was done at the last visit with an appropriate evaluation tool	MEC: 88.25 GCC: 100%	1. Changes put in place since previous CLO assessment to improve student learning: This CLO was not previously assessed. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: The area needed improvement would be in the evaluative method used to evaluate the community oral health program. 4. Based on the results, current actions to improve CLO: Further explanation of the importance of choosing an appropriate evaluative tool for community health programs. 5. Next assessment of this CLO: Academic year 2020-2021
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																		
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Emergency Medical Services, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																										
Program/Discipline Purpose Statement: The curriculum is designed to develop the competencies needed to prepare the student to be certified as a Nationally Registered Emergency Medical Technician-Intermediate and/or Paramedic.																																																																										
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: The EMS Advanced Life Support Student will demonstrate competent affective behavior, related to emergency medical care, as measured by the Northern Virginia Community College EMS Program Affective Behavior Assessment tool.																																																																										
Assessment Methods	Assessment Results			Use of Results																																																																						
<p>Course Name/Number: Students from the following advanced life support level EMS sections were assessed: EMS 151: Introduction to Advanced Life Support EMS 159: Professional Development EMS 207: Advanced Patient Assessment EMS 245: Advanced Pathophysiology</p> <p>Direct Measure: Assessments were completed by full-time faculty based upon direct student observation as well as any applicable peer reported incidents occurring during the relevant term. Faculty were assigned students based on the student's primary ALS class level. The affective behavior assessment tool utilized was developed, in part, from information gained from the Joint Review Committee on Educational Programs for the EMT-Paramedic and incorporates eleven relevant affective domain topic areas that directly reflect content from the roles and responsibilities portion of our national paramedic level curriculum. Accompanying each topic area were expectations to guide faculty in appropriate scoring. Faculty were advised to assign scores based on behavioral patterns and not on remote atypical occurrences.</p> <p>Scoring: Each of the eleven topic areas was scored via a Likert scale of 0-2:</p> <ul style="list-style-type: none"> • 2 = Competent • 1 = Needs Improvement • 0 = Not yet Competent 	<p>Semester/year data collected: Spring 2019</p> <p>Target: ≥ 80% of all students assessed will achieve ≥ 80% for each of the eleven individual topic areas.</p> <p>Results: Overall Average/Mean Score</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2019</th> <th style="width: 35%;">Previous Results Spring 2018</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">90.5%</td> <td style="text-align: center;">89.1%</td> </tr> </tbody> </table> <p>Results by CLO Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Results by Individual CLO Criteria/ Question Topics</th> <th colspan="2" style="width: 20%;">Current Results Spring 2019</th> <th colspan="2" style="width: 30%;">Past Results Spring 2018</th> </tr> <tr> <th style="width: 10%;">Average Score</th> <th style="width: 10%;">% of all students ≥ 80%</th> <th style="width: 10%;">Average Score</th> <th style="width: 10%;">% of all students ≥ 80%</th> </tr> </thead> <tbody> <tr><td>1. 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SELF-CONFIDENCE</td><td style="text-align: center;">72%</td><td style="text-align: center;">53%</td><td style="text-align: center;">73.5%</td><td style="text-align: center;">51.0%</td></tr> <tr><td>6.COMMUNICATIONS</td><td style="text-align: center;">87.5%</td><td style="text-align: center;">79.3%</td><td style="text-align: center;">83.7%</td><td style="text-align: center;">69.4%</td></tr> <tr><td>7. TIME MANAGEMENT</td><td style="text-align: center;">84%</td><td style="text-align: center;">69%</td><td style="text-align: center;">91.8%</td><td style="text-align: center;">83.7%</td></tr> <tr><td>8. TEAMWORK AND DIPLOMACY</td><td style="text-align: center;">87.5%</td><td style="text-align: center;">76%</td><td style="text-align: center;">95.9%</td><td style="text-align: center;">91.8%</td></tr> <tr><td>9. RESPECT</td><td style="text-align: center;">98%</td><td style="text-align: center;">96.6%</td><td style="text-align: center;">98.9%</td><td style="text-align: center;">98.0%</td></tr> <tr><td>10. PATIENT ADVOCACY</td><td style="text-align: center;">94%</td><td style="text-align: center;">84.5%</td><td style="text-align: center;">91.8%</td><td style="text-align: center;">83.7%</td></tr> <tr><td>11. CAREFUL DELIVERY OF SERVICE</td><td style="text-align: center;">83.5%</td><td style="text-align: center;">70.7%</td><td style="text-align: center;">83.7%</td><td style="text-align: center;">85.7%</td></tr> </tbody> </table>			Results by Modality	Current Results Spring 2019	Previous Results Spring 2018	In-class	90.5%	89.1%	Results by Individual CLO Criteria/ Question Topics	Current Results Spring 2019		Past Results Spring 2018		Average Score	% of all students ≥ 80%	Average Score	% of all students ≥ 80%	1. INTEGRITY	99%	98%	95.9%	91.8%	2. EMPATHY	94.5%	89.6%	88.8%	77.6%	3. SELF-MOTIVATION	91%	82.8%	83.7%	69.4%	4. APPEARANCE & PERSONAL HYGIENE	100%	100%	98.0%	95.9%	5. SELF-CONFIDENCE	72%	53%	73.5%	51.0%	6.COMMUNICATIONS	87.5%	79.3%	83.7%	69.4%	7. TIME MANAGEMENT	84%	69%	91.8%	83.7%	8. TEAMWORK AND DIPLOMACY	87.5%	76%	95.9%	91.8%	9. RESPECT	98%	96.6%	98.9%	98.0%	10. PATIENT ADVOCACY	94%	84.5%	91.8%	83.7%	11. CAREFUL DELIVERY OF SERVICE	83.5%	70.7%	83.7%	85.7%	<p>1. Changes put in place since previous CLO assessment to improve student learning: Starting with the Fall 2018 term, all faculty ensured that whenever a student's affect (regarding any of the sub-target regions) begins to trend in a declining fashion said faculty will attempt to reverse the trend via a formal one on one meeting with the student to actively discuss the area(s) of potential concern. Also beginning with the Fall 2018 term, the EMS faculty worked with each student in order to determine if internal or external causative factors are at play. Utilizing this knowledge, the student and faculty members collaborated to develop individualized strategies to assist the student. These could include program or college resources or the assigning of a fellow student as a peer mentor.</p> <p>The above prescribed collaborative faculty/student strategizing sessions were documented (when legally/ethically permissible and adhering to all college policies) within our behavioral assessment tool. These processes were enacted by all EMS program faculty starting in Fall 2018.</p> <p>2. Impact of changes on current results: Although overall averages displayed marked improvement, specific topic areas 7, 8, 9, and 11 displayed a reduction when compared to our last assessment results.</p>
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Emergency Medical Services, A.A.S.

	towards those in need; be supportive and reassuring.	Totals	90%	81.8%	89.1%	81.6%	<p>3. According to current results, areas needing improvement: Specific topic areas 7, 8, 9, and 11 displayed a reduction, when compared to our last assessment results.</p> <p>4. Based on the results, current actions to improve CLO: Beginning with the Spring 2020 term, all EMS faculty will continue to utilize the processes initiated during the Fall 2018 term. Additionally, beginning with the Spring 2020 term, all EMS faculty will begin to utilize an affective evaluation tool during each simulated patient encounter to gauge how students are performing in regards to applicable clinical affective conduct as it relates to client care. Furthermore, the EMS program faculty will actively begin to initiate a mentorship program, whereby final semester Paramedic students will be given the opportunity to act as mentors to those students not as far along in the program. To be executed by EMS faculty, with the assistance of final semester paramedic students, beginning with the Spring 2020 semester.</p> <p>5. Next assessment of this CLO: This CLO to be reassessed, utilizing the same evaluation instruments. The reassessment will be conducted by EMS program faculty during the Spring 2020 term.</p>
3. SELF-MOTIVATION	Take initiative to learn how to deliver quality patient care. Seek the assistance of instructors in the learning process. Work with peers to assure mutual success in the learning environment.	<p>Current 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 by criterion/concept to previous year's results: See Strengths and Weaknesses below.</p> <p>Strengths by Criterion/ Question/Topic: The program's overall assessment score average showed an appreciable elevation noting an improvement from 89.1% to 90.5% respectively. Our assessment results showed several regions that achieved or surpassed our bench marked target ranges. These areas included: 1-Integrity 2-Empathy 3-Self-Motivation 4-Appearance & Personal Hygiene 9 -Respect 10-Patient Advocacy</p> <p>Weaknesses by Criterion/ Question/Topic: Our target score was not met in the following topic areas: Area 5- Self-Confidence Area 6- Communications Area 7-Time Management Area 8-Teamwork and Diplomacy Area 11- Careful Delivery of Service</p>					
4.APPEARANCE and PERSONAL HYGIENE	Take the initiative to be seen as a professional medical care provider. Seek the assistance of the Instructors for guidance as to professional expectations.						
5. SELF-CONFIDENCE	Be aware of personal limitations, and work to build strengths within your chosen career field. Use sound judgment when making decisions, seek assistance when necessary and do not create the risk of harm to others.						
6.COMMUNICATIONS	Have the ability to speak and write clearly with the correct inflection and tone to others. Be able to "actively listen" and assimilate information into appropriate interpersonal interactions.						
7. TIME-MANAGEMENT	Arrives on time, prepared and ready to participate fully in a learning environment. Complete the assigned tasks and assignments in a timely manner, implementing strategies for planning and completion of larger assignments.						
8 TEAMWORK AND DIPLOMACY	Productively interact with peers in the learning environment. Place the success of the group above self-interest, supporting others, showing respect, remaining flexible.						
9. RESPECT	Be polite in interactions with others in the learning environment, behaving in a manner that brings credit to the profession.						
10. PATIENT ADVOCACY	Be attentive to patient needs, placing them above all else, and show compassion and respect for others, not allowing personal bias or feelings to interfere with patient care.						
11. CAREFUL DELIVERY OF SERVICE	Grow in proficiency within scope of practice, Understanding pathophysiology as well as the equipment used in delivery of medical care, always exercising safe practices in all aspects						
Sample:							
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed				
ME only	4	4				58	
Online	N/A	N/A				N/A	
DE	N/A	N/A				N/A	
Total	4	4				58	

Core Competency Assessment Report: Civic Engagement, 2018-2019 Engineering, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																			
Program Purpose Statement: The curriculum is designed to prepare the student to transfer into a baccalaureate degree program in engineering fields such as mechanical engineering, civil engineering, chemical engineering, aeronautical engineering, and naval architecture/marine engineering.																																			
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Student will demonstrate their knowledge of engineers' professional responsibility and ethics.																																			
Assessment Methods	Assessment Results		Use of Results																																
<p>Course Name/Number: Topics in Engineering Design - EGR 295</p> <p>Direct Measure Used: Ethics Questionnaire - 5 Questions from NSPE (National Society of Professional Engineers) Ethics Review Questions: 3 Questions on Fundamental Canons and 2 Questions from Rules of Practice.</p> <p>Provide Rubric Criteria or Question Concepts: See attached questionnaire 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>AN only</td> <td>2</td> <td>2</td> <td>42</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>DE</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>42</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN only	2	2	42	Online	N/A	N/A	N/A	DE	N/A	N/A	N/A	Total	2	2	42	<p>Semester/year data collected: Spring 2019</p> <p>Target: 75%</p> <p>Results: Note: The data acquired was for the individual SLO Criteria/ Question Concepts and no Overall Average/Mean Score was collected.</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="width: 50%;"></th> <th>Results by SLO Criteria/ Question Concepts</th> <th>Current Results Spring 2019</th> <th>Previous Results Spring 2016</th> </tr> </thead> <tbody> <tr> <td>1. Fundamental Canons</td> <td></td> <td>91%</td> <td>87%</td> </tr> <tr> <td>2. Rules of Practice</td> <td></td> <td>82%</td> <td>67%</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 by criterion/concept to previous year's results: There was a 4% increase in the students' responses to the Fundamental Canons category of the NSPE Ethics questions. The Rules of Practice category of questions showed a higher increase of 18%.</p> <p>Strengths: In both Fundamental Canons and Rules of Practice, the data showed significant increases meeting the target for both categories.</p> <p>Weaknesses: None identified in this semester's result.</p>			Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	Previous Results Spring 2016	1. Fundamental Canons		91%	87%	2. Rules of Practice		82%	67%	<p>1. Changes put in place since previous CLO assessment to improve student learning: In the previous assessment, the recommendation was to provide additional discussions on the engineering ethics cases and whenever possible provide historical footage and/or video to define the incident that led to the engineering ethics issues. Also, regarding the question that students get incorrect, the instructor will facilitate discussions that clarify the Rules of Practices.</p> <p>2. Impact of changes on current results: The results showed increases in both SLO Criteria/Question Concepts. In the Fundamental Canons, there was a 4% increase and in the Rules of Practice had a more significant increase of 15%.</p> <p>3. According to current results, areas needing improvement: With both increases, it is important to determine whether the numbers are sustainable. The next assessment of this Core Learning Outcome will determine if the action taken previously will have similar continuous improvements.</p> <p>4. Based on the results, current actions to improve CLO: To ensure that the students learned about the opportunities to contribute to the civic life and well-being of their communities, lectures will incorporate engineering ethics discussions throughout the engineering design cycle. In addition to the historical examples of engineering ethics, the latest incidents in engineering ethics will be incorporated so that students will realize that engineering ethics are required throughout the practice of engineering and are not just historical incidents studied in textbooks. Inclusion of some of the current events regarding the lapse of engineering ethics will provide an understanding of the civic engagement and moral values required in the degree program.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																
AN only	2	2	42																																
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Hospitality Management, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																											
Program Purpose Statement: The curriculum is designed to enable the student to enter management and management training positions in the hospitality industry and for those presently employed who desire updating in the field.																											
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Students will apply approved food handling/safety standards in the preparation, service and storage of food																											
Assessment Methods	Assessment Methods	Assessment Methods																									
Course Name/Number: Sanitation and Safety - HRI 158 Direct Measure Used: Results of the national standardized National Restaurant Association (NRA) ServSafe Food Managers Certification Exam. The exam is a numbered, highly controlled exam booklet sent only to our certified instructor who is able to administer the exam. For security purposes, copies of the exam are not available for reference. Provide Rubric Criteria or Question Concepts: Exam sections: D-1 Implement food Safety SOPs D-2 Employee Hygiene & Health D-3 Receipt, Storage and Transport D-4 Food Prep, Display & Service D-5 Compliance with Regulatory D-6 Cleanliness and Sanitation D-7 Facilities & Equipment Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN only</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>DE*</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;">45</td> </tr> </tbody> </table> *Off-site Dual-enrollment	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN only	2	2	45	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	2	2	45	Semester/year data collected: Fall 2018 and Spring 2019 Achievement target: A passing score earned by 75% of our students. The NRA requires an exam score of 75% or higher to obtain the ServSafe certification. Results: Results of the NRA ServSafe exam at NOVA are the combined results of 2 sections. 17/45 NOVA students successfully passed the exam with average passing scores of 80.8%. This is a decline from last year with a previous pass rate of 83%. Exam Pass Rates Compared to Previous Years: <ol style="list-style-type: none"> 1. 2013-2014: 78.5% pass rate for the exam. 2. 2014-2015: 52% pass rate for the exam 3. 2015-2016: 70% pass rate for the exam 4. 2016-2017: 71% pass rate for the exam 5. 2017-2018: 75% pass rate for the exam 6. 2018-2019: 37.7% pass rate for the exam 	1. Changes put in place since previous CLO assessment to improve student learning: The exam content has not changed but every year new questions are added while others are removed. Faculty do not get a copy of the exam so we don't teach to the exam. We teach to cover best food handling practices. 2. Impact of changes on current results: Students scored very well in D-7 Facilities and Equipment, almost hitting the 75% target. No section of the exam did hit 75% target this year 3. According to current results, areas needing improvement: Exam sections are being expanded and we continue to examine all areas in 2018, including: D-6 Cleaning and Sanitation, and D-7 Facility and Equipment 4. Based on the results, current actions to improve CLO: Faculty will motivate students to attend class regularly and provide weekly quizzes for a grade to emphasize and review sanitation principles, especially food prep and display standards to try to improve this skill area. These actions will be implemented beginning in the Fall 2019 semester. 5. Next assessment of this CLO: We will reassess this SLO in Fall Semester 2020					
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																								
AN only	2	2	45																								
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Summary of average raw scores per skill section: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Exam Section</th> <th style="width: 10%;">2014-2015</th> <th style="width: 10%;">2015-2016</th> <th style="width: 10%;">2016- 2017 NOVA</th> <th style="width: 10%;">2016- 2017 Dual Enroll</th> <th style="width: 10%;">2017-2018</th> </tr> </thead> <tbody> <tr> <td>D-1 Implement food Safety SOPs</td> <td style="text-align: center;">80.9%</td> <td style="text-align: center;">80.3%</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">79.5%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>D-2 Employee Hygiene & Health</td> <td style="text-align: center;">82.9%</td> <td style="text-align: center;">86.0%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">94.7%</td> </tr> <tr> <td>D-3 Receipt, Storage and Transport</td> <td style="text-align: center;">79.0%</td> <td style="text-align: center;">68.9%</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">68.8%</td> </tr> </tbody> </table>				Exam Section	2014-2015	2015-2016	2016- 2017 NOVA	2016- 2017 Dual Enroll	2017-2018	D-1 Implement food Safety SOPs	80.9%	80.3%	76%	79.5%	80%	D-2 Employee Hygiene & Health	82.9%	86.0%	82%	87%	94.7%	D-3 Receipt, Storage and Transport	79.0%	68.9%	77%	93%	68.8%
Exam Section	2014-2015	2015-2016	2016- 2017 NOVA	2016- 2017 Dual Enroll	2017-2018																						
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Hospitality Management, A.A.S.

D-4 Food Prep, Display & Service	78.0%	78.2%	74%	76%	77.5%	64.6%
D-5 (New)*	77.3%	80.2%	81%	82%	76.9%	72.4%
D-6 Cleanliness and Sanitation	N/A	N/A	N/A	N/A	N/A	65.2%
D-7 Facilities & Equipment	N/A	N/A	N/A	N/A	N/A	72.9%

* D-5 was changed this year (2018-2019) Safe Service and Display of Food

Target Met: Yes No Partially

Current Results improved vs. Previous Results?
 Yes No Partially N/A

Narrative comparison of current results by criterion/concept to previous year's results: The results from 2018-2019 were significantly lower than the previous year.

Core Competency Assessment Report: Civic Engagement, 2018-2019 Nursing, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																							
Program/Discipline Purpose Statement: The program is designed to prepare students to participate as contributing members of the healthcare team, rendering direct care to patients in a variety of healthcare facilities and agencies. Upon satisfactory completion of the program, students will be eligible to take the National Council Licensure Examination (NCLEX-RN®) leading to state licensure as a registered nurse (RN) and are qualified to assume registered nurse positions in hospitals, nursing homes, clinics, physicians' offices, HMOs, and other community-based settings.																							
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Student scores on the Community Assessment Windshield Survey and teaching project of a Healthy People 2020 vulnerable population.																							
Assessment Methods	Assessment Results		Use of Results																				
<p>Course Name/Number: Health Care Participant - NSG 152</p> <p>Measure A: NSG 152 Final exam will be used as a measurement of civic engagement with items that analyze community-based practice. Three final exam items will be used that have 80 percent of students answering the question correctly.</p> <p>Measure B: Student scores on the Community Assessment Windshield Survey and teaching project of a Healthy People 2020 vulnerable population. Justification: No standardized exam given in the spring semester directly addressed the concepts of civic engagement. Community Nursing best fits the core learning outcome for civic engagement. Tests and projects within the course best reflect how the outcome was addressed.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Campus/Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">ME only (Hybrid)</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">90</td> </tr> <tr> <td style="text-align: left;">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 style="text-align: left;">DE</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 style="text-align: left;">Total</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">90</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only (Hybrid)	5	5	90	Online	N/A	N/A	N/A	DE	N/A	N/A	N/A	Total	5	5	90	<p>Semester/Year Data Collected: Spring 2019</p> <p>Target: This is the first time NSG 152 was instructed in this program. NSG 152 is a VCCS common nursing curriculum level 2 course which includes the following concepts:</p> <ol style="list-style-type: none"> 1. Community based practice 2. Patient education 3. Family Dynamics 4. Culture 5. Health Care Disparities 6. Stress & Coping 7. Grief and Loss 8. Spirituality <p>Results: The final exam statistics included 90 students who tested through Blackboard, of the 92 students who were enrolled in NSG 152. The following test items from the final exam were rated:</p> <ul style="list-style-type: none"> • # 27. PHN presentation on risk of meningitis outbreak: P 72%, pt. bi serial: 0.32 • #31. Community Health Nurse teaching a client recovering from pneumonia: P 64%, pt. bi serial: 0.24 • #56. Community Health Nurse plan of care for a family of a client with terminal illness: P 50%, pt. bi serial: 0.21 <p>All scores for the Community Assessment Windshield Survey and teaching project of a Health People 2020 vulnerable population project which is weighted as 35% of the final course grade ranged between 93% and 100%.</p>		<p>1. Changes put in place since previous CLO assessment to improve student learning: In Fall 2018, the Nursing Program implemented the VCCS Nursing Common Curriculum. This is the first time NSG 152 has been delivered in the nursing program.</p> <p>2. Impact of changes on current results: Non-applicable: VCCS Nursing Common Curriculum implemented Fall 2018.</p> <p>3. According to current results, areas needing improvement: General community-based nursing concepts should be improved within this course. Community based concepts have been integrated among various concepts within this course which is not strictly limited to community nursing.</p> <p>4. Based on the results, current actions to improve CLO: The NSG 152 faculty will integrate a direct measure of civic engagement with specific parameters to meet as well as a method of evaluation for both students and community partners. This will be embedded into the curriculum the next time the course is offered, Spring 2020.</p> <p>5. Next assessment of this CLO: Spring 2021</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																				
ME only (Hybrid)	5	5	90																				
Online	N/A	N/A	N/A																				
DE	N/A	N/A	N/A																				
Total	5	5	90																				

Nursing, A.A.S.

	<p>Target met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>This is a new concept-based curriculum with no prior benchmark. Exam questions, although community based, were not a direct measure of civic engagement. Test responses did indicate a need to better address and strengthen this concept. The community project was a better measure of civic engagement and the students performed well in this area.</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 - Spring 2019 was the first time this course was instructed.</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: N/A - Spring 2019 was the first time this course was instructed.</p> <p>Strengths: The strength of the new concept-based curriculum is that it addresses psychosocial concerns that affect the clients across the lifespan, while incorporating Community nursing information. The Windshield Survey and teaching project provides a measure of community engagement while attempting to provide a service to the communities it targets.</p> <p>Weaknesses: The weakness of NSG 152 is that the curriculum for this course has only been implemented one time and is in the process of being refined.</p>	
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Phlebotomy Career Studies 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 Purpose Statement: The Career Studies Certificate in Phlebotomy is designed to prepare personnel who collect and process blood and other samples for medical laboratory analysis. Phlebotomists work in hospitals, medical clinics, commercial laboratories, and in other settings where blood is collected from patients. The curriculum includes learning experiences in both on-campus laboratories and affiliated clinical laboratories. Graduates are eligible to sit for the national examinations to become certified as a Phlebotomy Technician.</p>																																			
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication</p> <p>Operationalize your CLO here: Phlebotomy students should demonstrate civic engagement by contributing to the well-being of their community by becoming certified to show their commitment to lifelong learning process of maintaining their competency by periodic recertification and abiding to their professional code of ethics.</p>																																			
Assessment Methods		Assessment Results																																	
<p>Course Name/Number: External Certification Test - BOC (ASCP) for PBT</p> <p>Direct Measure Used: Number of students sitting for the certification test demonstrates agreement with commitment to a lifelong learning process requiring continued education for maintenance of certification as well as accepting the social responsibility of becoming a role model of healthy behavior and responsibility to follow the professional code of ethics.</p> <p>Provide Rubric Criteria or Question Concepts: BOC PBT Program Performance Report</p> <p>Other Method: PBT Student Manual signed page of agreement to follow program policies and Code of Ethics of the profession. This includes the expected behavior and responsibilities of phlebotomists related to the duties to the patient, duties to colleagues and the profession and duties to society:</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: 25%;">Total # of Sections Offered</th> <th style="width: 25%;"># Sections Assessed</th> <th style="width: 25%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only Fall 2018 & Spring 2019</td> <td>2</td> <td>2</td> <td>24</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>DE</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>24</td> </tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only Fall 2018 & Spring 2019	2	2	24	Online	N/A	N/A	N/A	DE	N/A	N/A	N/A	Total	2	2	24	<p>Semester/year data collected: Examinees sitting for BOC PBT during 2019 that includes students from the PBT Fall 2018 ad Spring 2019 groups</p> <p>Target: About 50% or higher of the students finishing the Phlebotomy courses should sit for the categorical PBT BOC exam. A total of 12 students from the Fall 2018 and Spring 2019 signed up to sit for the test. The SIS list of the Fall group is 10 and for the Spring 2019 group is 14 for a total of 24 students taking the core courses of MDL 105 and MDL 106.</p> <p>Results: A total of 12 out of 24 students from the Fall 2018 and Spring 2019. This comprises that 50% sat for the PBT certification test.</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="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results 2018-19</th> <th style="width: 20%;">Previous Results 2017-18</th> </tr> </thead> <tbody> <tr> <td>3. Code of Ethics -Duty to patients</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>4. Code of Ethics -Duty to peers</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>5. Code of Ethics- Duty to community</td> <td>100%</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 checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: The results evaluated for the students sitting for the PBT Certification in 2019 include the phlebotomy students</p>		Results by SLO Criteria/ Question Concepts	Current Results 2018-19	Previous Results 2017-18	3. Code of Ethics -Duty to patients	100%	100%	4. Code of Ethics -Duty to peers	100%	100%	5. Code of Ethics- Duty to community	100%	100%
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																
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		<p>Use of Results</p> <p>1. Changes put in place since previous CLO assessment to improve student learning: This CLO has not been previously assessed.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: The percentage of students sitting for the ASCP PBT Certification depends on those that will be seeking employment as phlebotomists. The certification requires knowledge of their professional responsibilities and duties to maintain their competence and abide to all regulations pertaining to their professional role in the healthcare scenario.</p> <p>Some students program placed in phlebotomy have the goal to be admitted to healthcare programs in other areas like nursing or emergency medicine, but do not sit for PBT certification. They may also have goals that will be consistent with demonstration of civic engagement but are not measured by the selected criteria used this year for this CLO.</p> <p>4. Based on the results, current actions to improve CLO: Faculty will keep records of the phlebotomy students participating in the program's MELT club activities. All student's from programs under Medical Laboratory Technology area: MLT, MLA and PBT are members of the MELT club and provide support to pre-professional activities in campus and community service related to their profession.</p> <p>Data for the degree of participation of phlebotomy students in these activities will be gathered for each</p>																																	

Phlebotomy Career Studies Certificate

	<p>taking the core courses during the Fall of 2018 and the ones of the 2019 Spring class. All of these students signed the handbook and established by their agreement to uphold the profession's code of Ethics. They pledge to establish cooperative and respectful working relationships with the primary objective of ensuring a high standard of care for the patients they serve. Phlebotomists have the responsibility to maintain professional competence, abide to laws protecting patient's rights, and to promote the wellbeing of their community.</p> <p>Strengths: The students that sit for the PBT Certification test reaffirm their professional commitment that implies their willingness to set forth the principles and standards listed in their Code of Ethics by which Phlebotomists practice their profession. They have to maintain their certification active by obtaining 9 hours of continued education in their specialty and they need to demonstrate ethical conduct in handling patient personal information and maintaining the confidentiality of all the information to which they have access. They need to follow institutional policies on safety and respect patient's rights.</p> <p>Weaknesses: All of the measures utilized are indirectly demonstrating their professional commitment. Direct measures will be selected in the future to measure this core learning outcome.</p>	<p>academic year beginning in the Fall 2018-Spring 2019 and will continue to be collected on annual basis. This is the first step to demonstrate their civic engagement.</p> <p>A survey to students finishing the core PBT courses will be developed for the 2019-2020 academic year to learn their opinions of how they achieve civic engagement.</p> <p>5. Next assessment of this CLO: This CLO will be assessed again in the 2021-2022 cycle</p>
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Public History & Historic Preservation Career Studies Certificate

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																				
Program Purpose Statement: This curriculum is designed for persons seeking to develop research, analytical, and field skills in historic preservation, archaeology, and museum studies sufficient for the student to continue or to participate in local community-based projects.																				
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Students attended local government committees, panels, and/or board meetings.																				
Assessment Methods	Assessment Results	Use of Results																		
<p>Course Name/Number: Introduction to Historic Preservation - HIS 181</p> <p>Direct Measure Used: Hybrid Discussion Board Assignment - Local Historic Preservation Committee or Architectural Review Board Meeting</p> <p>Provide Rubric Criteria or Question Concepts: Students must attend two Local Historic Preservation Committee or Architectural Review Board Meetings anytime during the course of the class; Once students have attended the meeting, they complete the Discussion Assignment 4 – Commission Meeting Review and Evaluation, answering the following questions: what are the powers and jurisdiction of the commission, what role does the commission play in local preservation efforts, and what happened at the meetings? Here is a summarized version of the rubric used for this assignment:</p> <ul style="list-style-type: none"> • An "A" grade specifically and fully answers all parts of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by appropriate analysis and a good range of specific facts; and the assignment is well written. • A "B" grade specifically and fully answers all parts of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by adequate understanding of the text and common sense; and the assignment is well written without major grammar errors. • A "C" grade only answered part of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by some understanding of the text; there may include factual 	<p>Semester/year data collected: Spring 2019</p> <p>Target: Students will score 80% or higher on each criterion and overall</p> <p>Results: 91%; 10 out of 11 students reached the target criterion.</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">In-class</td> <td style="padding: 5px;">91%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > 80% per criteria</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by SLO Criteria/ Question Concepts</th> <th style="padding: 5px;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. 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HIS 181 students had</p>	Results by Modality	Current Results Spring 2019	In-class	91%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. A	73%	2. B	18%	3. C	0	4. D	9%	5. F	0	Total		<p>1. Changes put in place since previous CLO assessment to improve student learning: As a way to maintain institutional memory and records, we have kept information recorded here longer than a one year assessment window. Before the Fall 2015 semester the program was revised and renamed, helping to streamline the learning process, scale back the required courses, and produce more graduates. During the past four years, we have hired a full-time faculty member with a Ph.D. in public history to teach these classes (hired in August 2015), revised our SLOs twice (Spring 2017 / Fall 2018), improved the curriculum map (Fall 2018), updated course content summaries (July 2016 & August 2018), and stabilized the program. We have used the SLOs as a way to measure the program's and courses strengths and weaknesses, always looking for ways to improve, especially in regard to content delivery (on campus, hybrid, and online) and maintaining professional awareness. A challenge we have had is trying to recognize an appropriate sample size for the SLO assessment, using multiple years as a way to indicate whether the data collected is solid or not.</p> <p>This is the first time we have attempted to measure this CLO – Civic Engagement, using the hybrid discussion board assignment as a way for students to participate in their local preservation movements.</p> <p>2. Impact of changes on current results: Again, we have not measured this CLO before, but believe that this course and assignment fits very well with the ideas behind this CLO.</p> <p>3. According to current results, areas needing improvement: The assignment gives students real, hands-on experience at understanding how local government works when it comes to historic</p>
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Public History & Historic Preservation Career Studies Certificate

<p>errors, or not demonstrate adequate understanding of the historical period; and it maybe poorly written.</p> <ul style="list-style-type: none"> • A “D” grade is defined as an assignment that provided only opinions, or evaluations given are not called for in the question or are not supported by an understanding or the period; and assignment may be poorly written, and contain many spelling and grammatical errors. • A “F” grade is defined as an essay that ignores the question or questions; contains many serious factual errors; poorly written, making it difficult to understand; and sentences directly copied from other sources. <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: 25%;">Total # of Sections Offered</th> <th style="width: 25%;"># Sections Assessed</th> <th style="width: 25%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN only</td> <td>1</td> <td>1</td> <td>10</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>DE</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>10</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN only	1	1	10	Online	N/A	N/A	N/A	DE	N/A	N/A	N/A	Total	1	1	10	<p>to attend two local preservation board or architectural review board meetings, engaging their local communities and understanding how the preservation movement works at the local level. The hybrid discussion assignment gave students an opportunity to read and learn about other student experiences, as well.</p> <p>Weaknesses: This assignment proved to be very successful in having our students participate in civic engagement and will be repeated when we evaluate this CLO again. Even the one student who did not reach the target threshold still attended one out of the two required local government entities.</p>	<p>preservation. As of this time, and according to the data, the assignment successfully measures this CLO.</p> <p>4. Based on the results, current actions to improve CLO: Again, the assignment gives students real, hands-on experience at understanding how local government works when it comes to historic preservation. As of this time, and according to the data, the assignment successfully measures this CLO. Even the one student below the target threshold still attended one of the two required local government entities dealing with historic preservation. Not completing all aspects of the assignment hindered this one student’s grade. The assignment provided a valuable learning experience for the students, because they were able to witness how preservation works in the real world.</p> <p>5. Next assessment of this CLO: This CLO will be measured again during the 2021-2022 academic year.</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																			
AN only	1	1	10																			
Online	N/A	N/A	N/A																			
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Social Science: Teacher Education Specialization, A.A.

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

Program Purpose Statement: This curriculum prepares students to transfer to a 4-year college or university teacher preparation program. It is specifically designed for students who plan to seek endorsement and licensure as teachers in PK-3, PK-6, middle school, or special education.

Core Learning Outcome: **Civic Engagement** **Written Communication**
Operationalize your CLO here: Students will complete a 40-hour field placement in a public school setting.

Assessment Methods	Assessment Results	Use of Results																																																				
<p>Course Name/Number: Introduction to Teaching as a Profession - EDU 200</p> <p>Direct Measure Used: Field Placement. During the field placement, students have an opportunity to interact with the local community and provide support services. Students volunteer to assist teachers with tutoring, classroom preparations, and lesson implementation. The field placement serves as both an opportunity to observe schools and an opportunity to provide an important service to local teachers. Our supervising teachers regularly ask for students to return to their classrooms because the students are such a valuable asset.</p> <p>Provide Rubric Criteria or Question Concepts: Field Placement Journal</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>16</td></tr> <tr><td>AN</td><td>1</td><td>1</td><td>15</td></tr> <tr><td>MA</td><td>2</td><td>2</td><td>25</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>1</td><td>1</td><td>13</td></tr> <tr><td>WO</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>1</td><td>1</td><td>21</td></tr> <tr style="background-color: #ffff00;"><td>DE</td><td>1</td><td>0</td><td>0</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>7</td><td>6</td><td>80</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	16	AN	1	1	15	MA	2	2	25	ME	N/A	N/A	N/A	LO	1	1	13	WO	N/A	N/A	N/A	Online	1	1	21	DE	1	0	0	Total	7	6	80	<p>Semester/year data collected: Spring 2019 Target: 85% of students will successfully complete their 40-hour field placement, engage with students, and assist their cooperating teachers. Students will summarize their experiences by complete a daily field placement journal.</p> <p>Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by Modality</th> <th>Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>97%</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>95%</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 style="background-color: #e0e0e0;"> <th>Results by SLO Criteria/ Question Concepts</th> <th>Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>6. Summary of Experiences</td><td>100%</td></tr> <tr><td>7. Daily Journal Entry</td><td>93%</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input 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: N/A – This was the first assessment of this CLO.</p> <p>Strengths: Students successfully completed their 40-hour field placements. Students were able to assist instructors, work with small groups of students, and conduct observations in classroom settings.</p> <p>Weaknesses: Some students had difficulty remembering to take notes at each visit.</p>	Results by Modality	Current Results Spring 2019	In-class	97%	Online	95%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	6. Summary of Experiences	100%	7. Daily Journal Entry	93%	<p>1. Changes put in place since previous CLO assessment to improve student learning: This was the first time assessing a Civic Engagement SLO.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Students will complete teacher interviews during their field placement to learn more. EDU faculty will meet to discuss the current results and share ideas for making the field placements more meaningful.</p> <p>4. Based on the results, current actions to improve CLO: These actions will be implemented in Fall 2019.</p> <p>5. Next assessment of this CLO: Fall 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																			
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Social Sciences: Political Science Specialization

<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 designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree. Graduates will have the knowledge, skills, and abilities equivalent with students entering the junior level at four-year colleges and universities.</p>																																																																										
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to describe the political institutions and processes of the government of the United States.</p>																																																																										
Assessment Methods		Assessment Results		Use of Results																																																																						
<p>Course Name/Number: PLS 135 American National Politics.</p> <p>Direct Measure Used: We pulled questions from the citizenship test to test our students' knowledge of American government. Knowing basic information about the US government is a key indicator of how likely someone is to engage in civic matters. As we ask the questions at the end of the semester, and they are important matters for PSL 135, American National Politics, we can also gauge whether or not we are helping to provide out students with that basic information.</p> <p>Provide Rubric Criteria or Question Concepts: This is the SLO that is being assessed, "Students will be able to describe the political institutions and processes of the government of the United States." The set of questions are attached. They are multiple choice.</p> <p>Sample: <i>(Specify N/A where not offered)</i></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;">2</td> <td style="text-align: center;">34</td> </tr> <tr> <td>AN</td> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">67</td> </tr> <tr> <td>MA</td> <td></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></td> <td style="text-align: center;">2</td> <td style="text-align: center;">34</td> </tr> <tr> <td>WO</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Online</td> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">34</td> </tr> <tr> <td>DE</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td style="text-align: center;">7</td> <td style="text-align: center;">198</td> </tr> </tbody> </table> <p>The data indicates that 7 sections across NOVA were assessed.</p>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL		2	34	AN		2	67	MA		1	29	ME				LO		2	34	WO				Online		2	34	DE				Total		7	198	<p>Semester/year data collected: Spring 2019 Target: Across the board, in every category, we hope for 80% success rate; the questions are basic citizenship questions, so there should be a high success rate.</p> <p>Results: For all in-class students, the average is 83% Overall Average/Mean Score:</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: Political Science Specialization</th> <th style="text-align: center;">Current Results: Discipline</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">76%</td> </tr> <tr> <td>DE</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p>Note: The NOVA Online data is not broken up by specialization/discipline.</p> <p>SLO Criteria: (Check type of score) <input checked="" type="checkbox"/> Average/Mean Score per criteria or</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by CLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results: Political Science Specialization</th> <th style="text-align: center;">Current Results: Discipline</th> </tr> </thead> <tbody> <tr> <td>1. 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Legislative	83%	77%	3. Executive	90%	86%	4. Judiciary	88%	84%	Total	87%	83%	<p>1. Changes put in place since previous CLO assessment to improve student learning: We have not tested this CLO before. We have used this approach to analyze the SLO.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Thankfully in almost all areas, all targets are met. However, the lowest score across the board regards Legislative questions. Granted, the score is not much lower, but it reflects a problem throughout American society: the legislative branch is the first branch mentioned in the US Constitution and it is supposed to be the premier area of our government. We will need to step up our discussion of this branch of government.</p> <p>4. Based on the results, current actions to improve CLO: PLS DG will discuss approaches to make sure the Legislative Branch is discussed in more detail. Perhaps through extended lectures and increased information presented in this area, or a mock-legislative session.</p> <p>5. Next assessment of this CLO: To be determined. In Spring 2020, we will be assessing Scientific Literacy via social science use of samples to perform public opinion polls.</p>
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Visual Art, A.F.A.

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Program Purpose Statement: This studio-arts intensive curriculum is designed for students who seek transfer into a Bachelor of Fine Arts (BFA) program or similar baccalaureate program in fine arts at a college or university.																																																													
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Recognize the role of social, community and global connections to understand historical and/or contemporary art. Operationalized as: Students were asked to create an artwork that explores social/cultural concepts that uses thoughtful proportions, well-considered composition, and deliberate use of medium.																																																													
Assessment Methods	Assessment Results	Use of Results																																																											
Course Name/Number: Fundamentals of Design I - ART 131 Direct Measure Used: Students were asked to create an artwork that explores social/cultural concepts that uses thoughtful proportions, well-considered composition, and deliberate use of medium. See attached rubrics. 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A score of 70 or better is "Competent" as reflected on the attached General Rubric. Results: 134 students, or nearly 94% of students met goal. 117 students, or 81.8% of students, scored in at least the Proficient range (80 – 100). Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results Spring 2019</th> <th style="text-align: center;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">86.8</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> Results by SLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">SLO Criteria/Concepts</th> <th style="text-align: center;">Average</th> </tr> </thead> <tbody> <tr><td>8. Proportion</td><td style="text-align: center;">21.6</td></tr> <tr><td>9. Composition</td><td style="text-align: center;">21.7</td></tr> <tr><td>10. 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Changes put in place since previous CLO assessment to improve student learning: The Associate of Fine Arts in Visual Art was initiated Fall 2018 and the Associate of Arts in Fine Art and Associate of Applied Art in Fine Art were discontinued. In Fall 2018, Art History separated from Fine Art. Art History and Visual Art shared a set of SLOs until this separation. In Fall 2018, the new visual art discipline group agreed to create a set of six new SLOs. These will be used to assess student learning in the Visual Arts (which excludes art history) and help the discipline meet goals of the new Associate of Fine Arts in Visual Art degree. 2. Impact of changes on current results: The new Visual Art SLOs make it impossible to compare current result with previous assessment results. 3. According to current results, areas needing improvement: See above. In Spring 2020, the Discipline Group discussed lack of participation. The Discipline Group Chair will work with Discipline Group Dean to communicate to the Associate Deans and Deans to encourage greater participation from adjunct and full time faculty. In addition, the Discipline Group Chair will contact non-reporting faculty directly to acquire data. 4. Based on the results, current actions to improve CLO: SLO and CLO data has been shared with the Discipline Group. A March 2020 meeting will be held to discuss the 2018-2019 APER report and data. Strategies will be discussed, implemented and reported in the 2019-2020 AEPR. 5. Next assessment of this CLO: Fall 2020	
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Visual Art, A.F.A.

Strengths: Average student scores by criteria were consistent and were in the Proficient range (20 – 22).

Weaknesses: Social/Cultural Understanding accounted for 25% of overall student score. This perhaps inflated scores and did not clearly determine student's understanding of social/cultural components in the assignment. The scoring system will be examined to better determine weaknesses in student learning. In addition, the Discipline Group will examine prompts for the assessed project and revise to add an increased emphasis on social/cultural understanding.

Disciplines

Core Competency Assessment Report: Civic Engagement, 2018-2019

Biology

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.												
Program Purpose Statement:												
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication CLO: Sustainability Students will assess their own environmental impact using an online tool and evaluate ways to reduce personal consumption and its impact on the environment.												
Assessment Methods	Assessment Methods	Uses of Results										
<p>Course Name/Number: General Biology II/ BIO 102.</p> <p>Direct Measure Used: The survey consisted of 10 multiple-choice questions that assessed student awareness of campus sustainability efforts, consumer behavior and its environmental impact, and the willingness and ability of the student to make meaningful changes to their own consumer behavior.</p> <p>Survey questions were scored for completion (1 point per completed question). The survey was available on Blackboard to the 1779 BIO 102 students enrolled in all BIO 102 sections at NOVA (students from all campuses, NovaOnline, and DE) at the end of the Spring 2019 semester. Depending upon which question is analyzed, between 249 and 278 students responded.</p> <p>The survey questions were: #1: Student sustainability awareness #2: Concern for environment #3: Changes in concern for environment #4: Campus awareness of sustainability efforts Questions 5-9 were answered after the student completed a global and carbon footprint exercise at https://www.footprintcalculator.org/. #5: Number of planet Earths needed to sustain all people at student's level of consumption #6: Percentage of student's global footprint that is due to carbon emissions #7: Likelihood of making more careful food and other purchases in the future #8: Likelihood of choosing public transportation one more time per month</p>	<p>Data Collection: Spring 2019 The assessment tool was deployed on Blackboard to all students taking BIO 102 on campus (AL, AN, LO, MA, WO), through NovaOnline, or as dual enrolled students. 285 students took part in this assessment. There were 1779 students enrolled in BIO 102 during Spring 2019. Approximately 16% of the BIO 102 students responded to the Blackboard notice and took all or part of the Sustainability survey. 4.6% of the students who took the assessment were DE students and 9.2% were NovaOnline students.</p> <p>Achievement Target: For the whole quiz: Students completing 70% of the survey questions. For each item: 70% of students completing each survey question.</p> <p>Results: For the whole quiz: Average percentage of survey questions completed by each student: 93.1%. Target achieved. For each item: Percentage of students completing at least 70% of survey questions: 92.3% (263/285) Target achieved. Average/Mean Score</p> <p style="text-align: center;">Percentage of Students Completing Each Question</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Results by Question</th> <th style="padding: 2px;">Results Spring '19</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1. n=278</td> <td style="padding: 2px; text-align: right;">97.5%</td> </tr> <tr> <td style="padding: 2px;">2. n=275</td> <td style="padding: 2px; text-align: right;">96.5%</td> </tr> <tr> <td style="padding: 2px;">3. n=270</td> <td style="padding: 2px; text-align: right;">94.7%</td> </tr> <tr> <td style="padding: 2px;">4. n=272</td> <td style="padding: 2px; text-align: right;">95.4%</td> </tr> </tbody> </table>	Results by Question	Results Spring '19	1. n=278	97.5%	2. n=275	96.5%	3. n=270	94.7%	4. n=272	95.4%	<p>Changes put in place since previous CLO assessment to improve student learning as documented on this CLO assessment: New CLO Assessment</p> <p>Impact of changes on current results: New CLO Assessment</p> <p>According to current results, areas needing improvement:</p> <ol style="list-style-type: none"> 1) Faculty could learn more about sustainability efforts at NOVA and share this information in class (BIO 102 has a unit on ecology). Leaders in the department (Ecology/Sustainability Club, SLO Lead, etc) could email faculty updates about campus conservation efforts. 2) Improved software is needed. In the current Blackboard format, each question is posed as a separate quiz. This is not the typical user experience when taking online quizzes and surveys and it takes more time for students. There is also an annoyance factor - one student even emailed to complain about the "ridiculous" format that made each question a separate quiz. As shown in the numbers of student responses, fewer students answered each successive question. With the retirement of Blackboard, changing the platform to a Google Form embedded in Canvas will allow the entire
Results by Question	Results Spring '19											
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Biology

#9: Likelihood of walking or riding a bike one more time per month

#10: Choose one sustainable practice to try in the next month

All assessment data were gathered through Blackboard. Students from all campuses participated:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	% of Total Sample
AL	all	all	69/269	25.6
AN	all	all	93/269	34.6
MA	all	all	35/269	13
ME	all	all	0/269	0
LO	all	all	37/269	13.8
WO	all	all	32/269	11.9
Online	all	all	24/262	9.2
DE*	all	all	12/262	4.6
Total	all	all	N/A	N/A

Students answered separate questions about home campus, NovaOnline status, and dual enrollment status, so percentages do not total to 100%.

5.	n=262	91.9%
6.	n=249	87.4%
7.	n=261	91.6%
8.	n=259	90.9%
9.	n=260	91.2%
10.	n=267	93.7%
Total		93.1%

Target Met?

Yes No Partially

Current Results improved vs. Previous Results?

Yes No Partially NA

Strengths by Criterion/ Question Concept: Generally, students completed most or all of the questions in the survey.

Student strengths include:

- 86% of students are aware of campus recycling and 75% are aware of the campus shuttle (public transportation).
- 78% of students are concerned or very concerned about environmental issues.
- 50% of students have grown more concerned about environmental issues due to NOVA courses and activities.
- 45% of students agree or strongly agree that the NOVA community is aware of NOVA's sustainability efforts.
- 12% of students maintain a lifestyle that is compatible with the resources available on our 1 plant Earth.
- More than 50% of students have a global footprint that is primarily due to carbon dioxide emissions.

After completing the Global Footprint Calculator activity:

- 64% of students are likely or very likely to make eco-friendly purchases of food and other products.
- 36% of students are likely or very likely to take public transportation one additional time per month.
- 48% of students are likely or very likely to walk or ride a bike one additional time per month.
- 32% of students would be willing to try using no straw or a reusable straw instead of a plastic straw within the

quiz to be deployed as a single quiz and will still allow individual item analysis.

- In addition, due to the limitations of the Blackboard software, it was not possible to analyze each question separately for NovaOnline and DE students.

Based on the results, proposed actions to improve SLO assessment:

- The retirement of Blackboard is an opportunity to deliver each SLO assessment as a Google Form embedded in Canvas. This platform will be less cumbersome for students and more suited to SLO and CLO assessment and item-by-item data analysis. One specific result will be the availability of scores segregated by NovaOnline and Dual Enrollment status.
- Sharing the SLO assessment results with faculty at the next BIO-NAS Discipline Meeting would allow faculty to brainstorm teaching strategies to improve student learning. There is also a club/interest group for environmental issues that could send an email update about college sustainability efforts to faculty. Faculty could include this information in class lectures, announcements, and activities.

The next assessment for the CLO on Community Engagement is scheduled for 2021-2022 (Most likely Spring '22).

Biology

next month and 32% of students would be willing to use reusable grocery bags instead of disposable plastic grocery bags within the next month.

Weaknesses by Criterion/ Question Concept:

- 1) Only 36% of students are aware of NOVA efforts to reduce carbon emissions and improve air quality.
- 2) 5% of students are slightly concerned or not concerned about environmental issues.
- 3) 16% of students have NOT grown more concerned about environmental issues due to NVCC courses and activities.
- 4) 21% of students disagree or strongly disagree that the NOVA community is aware of NOVA's sustainability efforts.
- 5) 86% of students maintain a lifestyle that, if everyone maintained this lifestyle, would require more resources than what our 1 planet Earth provides.
- 6) Fewer than 50% of students have a global footprint that is primarily due to carbon dioxide emissions.

After completing the Global Footprint Calculator activity:

- 7) 12% of students are still not likely or only slightly likely to make eco-friendly purchases of food and other products.
- 8) 37% of students are still not likely or only slightly likely to take public transportation one additional time per month.
- 9) 35% of students are still not likely or only slightly likely to walk or ride a bike one additional time per month.
- 10) Only 6% of students are willing to try riding a bike to work in the next month.

Core Competency Assessment Report: Civic Engagement, 2018-2019

Economics

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<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.</p>																																																					
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Students will understand the following concepts as they apply to the United States Economic system: Gross Domestic Product, Unemployment, and Consumer Price Index.</p>																																																					
Assessment Methods	Assessment Results		Use of Results																																																		
<p>Course Name/Number: Principles of Macroeconomics - ECON 201</p> <p>Direct Measure Used: Multiple Choice Exam</p> <p>Provide Rubric Criteria or Question Concepts: Gross Domestic Product, Unemployment and Consumer price Index.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Campus/Modality</th> <th style="text-align: center;"># of Total 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;">10</td><td style="text-align: center;">7</td><td style="text-align: center;">107</td></tr> <tr><td>AN</td><td style="text-align: center;">13</td><td style="text-align: center;">3</td><td style="text-align: center;">108</td></tr> <tr><td>MA</td><td style="text-align: center;">9</td><td style="text-align: center;">9</td><td style="text-align: center;">158</td></tr> <tr><td>ME</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr><td>LO</td><td style="text-align: center;">9</td><td style="text-align: center;">4</td><td style="text-align: center;">41</td></tr> <tr><td>WO</td><td style="text-align: center;">8</td><td style="text-align: center;">3</td><td style="text-align: center;">51</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">11</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</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: #d3d3d3;"><td>Total</td><td style="text-align: center;">60</td><td style="text-align: center;">26</td><td style="text-align: center;">465</td></tr> </tbody> </table>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	10	7	107	AN	13	3	108	MA	9	9	158	ME	N/A	N/A	N/A	LO	9	4	41	WO	8	3	51	Online	11	0	0	DE*	N/A	N/A	N/A	Total	60	26	465	<p>Semester/year data collected: Spring 2019 Target: 75% average grade Results: 69% average grade.</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results</th> </tr> </thead> <tbody> <tr><td>In-class</td><td style="text-align: center;">69%</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">-</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #d3d3d3;"><td>Total Average</td><td style="text-align: center;">69%</td></tr> </tbody> </table> <p>Target Met? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results:</p> <p>Strengths: Sample size improved from last year.</p> <p>Weaknesses: Students did not meet our set target.</p>		Results by Modality	Current Results	In-class	69%	Online	-	DE*	N/A	Total Average	69%	<p>1. Changes put in place since previous CLO assessment to improve student learning:</p> <p>a. At the Fall 2018 Discipline meeting, some the group raised concerns about the declining performance of students in economics. One of the factors attributed to this was the likelihood that financial rewards associated with high enrollments in course sections could be incentivizing some instructors to lower standards to increase enrollment.</p> <p>b. Proposed the formation of a Committee to identify factors that could be causing the decline in standards and to make proposals to address the problem. The Committee will also be charged with analyzing the results of Spring 2019 CLO assessment figure out ways that instructors that instructors can integrate Civic Engagement exercises in their assignments to help develop CE skills of students.</p> <p>c. Considering the fact that faculty are usually sensitive to issues related to standardization, we need to think through this exercise carefully in order to get the largest possible buy-in from colleagues. Still in the process of working out the terms of reference of the work of this Committee to be presented to the Steering Committee for its consideration.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: A preliminary review of the current results reveals that students need an improvement in their CE skill set. Considering the low rate of participation by faculty and students, care must be exercised in the interpretation of the results and using them as a basis for any meaningful recommendations.</p> <p>4. Based on the results, current actions to improve CLO: Formation of a Committee to propose ways to introduce some standardization in instruction and testing as well as make recommendations on ways to integrate more CE exercises in the teaching of economics.</p> <p>5. Next assessment of this CLO: Spring 2020</p>
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Social Sciences: Political Science Specialization

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Program/Discipline Purpose Statement: This program is designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree. Graduates will have the knowledge, skills, and abilities equivalent with students entering the junior level at four-year colleges and universities.																																																							
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to describe the political institutions and processes of the government of the United States.																																																							
Assessment Methods		Assessment Results																																																					
Course Name/Number: PLS 135 American National Politics. Direct Measure Used: We pulled questions from the citizenship test to test our students' knowledge of American government. Knowing basic information about the US government is a key indicator of how likely someone is to engage in civic matters. As we ask the questions at the end of the semester, and they are important matters for PSL 135, American National Politics, we can also gauge whether or not we are helping to provide our students with that basic information. Provide Rubric Criteria or Question Concepts (attach Rubric): This is the SLO that is being assessed, "Students will be able to describe the political institutions and processes of the government of the United States." The set of questions are attached. They are multiple choice. Sample: <i>(Specify N/A where not offered)</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <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;">2</td><td style="text-align: center;">34</td></tr> <tr><td>AN</td><td></td><td style="text-align: center;">2</td><td style="text-align: center;">67</td></tr> <tr><td>MA</td><td></td><td style="text-align: center;">1</td><td style="text-align: center;">29</td></tr> <tr><td>ME</td><td style="text-align: center;">NA</td><td style="text-align: center;">-</td><td style="text-align: center;">-</td></tr> <tr><td>LO</td><td></td><td style="text-align: center;">2</td><td style="text-align: center;">34</td></tr> <tr><td>WO</td><td></td><td></td><td></td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td></td><td style="text-align: center;">2</td><td style="text-align: center;">34</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 style="text-align: center;">7</td><td style="text-align: center;">198</td></tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL		2	34	AN		2	67	MA		1	29	ME	NA	-	-	LO		2	34	WO				Online		2	34	DE*				Total		7	198	Semester/year data collected: Spring 2019 Target: Across the board, in every category, we hope for 80% success rate; the questions are basic citizenship questions, so there should be a high success rate. Results: For all in-class students, the average is 83% Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered):</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results: Political Science Specialization</th> <th style="text-align: center;">Current Results: Discipline</th> </tr> </thead> <tbody> <tr><td>In-class</td><td style="text-align: center;">87%</td><td style="text-align: center;">83%</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">NA</td><td style="text-align: center;">76%</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td style="text-align: center;">NA</td><td style="text-align: center;">NA</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">* Off-site Dual-enrollment Note: The NOVA Online data is not broken up by specialization/discipline.</p> SLO Criteria: (Check type of score) <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > [target] per criteria		Results by Modality	Current Results: Political Science Specialization	Current Results: Discipline	In-class	87%	83%	Online	NA	76%	DE*	NA	NA
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Social Sciences: Political Science Specialization

	<p><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 by criterion/concept to previous year's results: NA; First year we assessed PLS 120.</p>	
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Sociology

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.

Discipline Purpose Statement:

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

Operationalize your CLO here: (SLO) Students will identify core concepts of civic engagement. Students will identify core concepts of cultural analysis such as cultural relativism, ethnocentrism, material culture, values.

Assessment Method	Assessment Results	Use of Results																																																																																
<p>Course Name/Number: Principles of Sociology – SOC 200</p> <p>Direct Measure Used: The Culture SLO were measured using 12 Multiple Choice Questions.</p> <ol style="list-style-type: none"> 1. All cultures use artifacts and behaviors in everyday life to signal cultural rules/expectations. 3. Multicultural feminism 4. Comparative research 5. Economics and cultural values. 6. Ideology 7. Multiculturalism 8. Benefits of sociological study 9. The importance of family in society. 10. Concepts of race and racism. 11. Civic Engagement 12. Civic engagement and service learning? <p style="text-align: center;">Sample (Specify NA where not offered):</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>5</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>17</td><td>11</td><td>250</td></tr> <tr><td>MA</td><td>5</td><td>3</td><td>67</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>9</td><td>7</td><td>105</td></tr> <tr><td>WO</td><td>6</td><td>6</td><td>130</td></tr> <tr><td>Online</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>DE</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>42</td><td>27</td><td>552</td></tr> </tbody> </table>	Campus/Modality	# of Total Sections Offered	# Sections assessed	# Students Assessed	AL	5	0	0	AN	17	11	250	MA	5	3	67	ME	N/A	N/A	N/A	LO	9	7	105	WO	6	6	130	Online	N/A	N/A	N/A	DE	N/A	N/A	N/A	Total	42	27	552	<p>Semester/year data collected: Spring 2019</p> <p>Target: 70% average score</p> <p>Results: 83% average score All tests were administered online with the exception of 2 instructors who administered the test in class at the Annandale and Manassas Campuses.</p> <p>Average/Mean Score by In-Class, Online, Dual Enrollment: (Specify N/A where not offered)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Campus/Modality</th> <th>Results Spring 2018</th> <th>Results Fall 2018</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>83%</td><td>78%</td></tr> <tr><td>Online</td><td>N/A</td><td>N/A</td></tr> <tr><td>DE</td><td>N/A</td><td>N/A</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Question</th> <th>Current Results Spring 19</th> </tr> </thead> <tbody> <tr><td>1</td><td>84%</td></tr> <tr><td>2</td><td>46%</td></tr> <tr><td>3</td><td>92%</td></tr> <tr><td>4</td><td>96%</td></tr> <tr><td>5</td><td>84%</td></tr> <tr><td>6</td><td>84%</td></tr> <tr><td>7</td><td>96%</td></tr> <tr><td>8</td><td>88%</td></tr> <tr><td>9</td><td>96%</td></tr> <tr><td>10</td><td>76%</td></tr> <tr><td>11</td><td>100%</td></tr> <tr><td>12</td><td>56%</td></tr> <tr><td>Total</td><td>83%</td></tr> </tbody> </table> <p>Target Met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>	Results by Campus/Modality	Results Spring 2018	Results Fall 2018	In-class	83%	78%	Online	N/A	N/A	DE	N/A	N/A	Results by Question	Current Results Spring 19	1	84%	2	46%	3	92%	4	96%	5	84%	6	84%	7	96%	8	88%	9	96%	10	76%	11	100%	12	56%	Total	83%	<p>Changes put in place since previous SLO assessment to improve student learning: We added 2 extra questions.</p> <p>Try to implement a standard method of testing for all sections and all campuses (SLOs administered via Blackboard).</p> <p>Impact of changes on current results: We pinpointed the areas in which most students struggle: Application of Sociological Theories to real life situations.</p> <p>According to current results, areas needing improvement: Question 2 stands out as it has the lowest percentage of correct responses. This question deals with Sociological theory and major theoretical perspectives and their application. Students tend to understand the theories but struggle with application. This is precisely why we decided at our Discipline meeting in August to design the Spring SLO around theoretical perspectives in Sociology.</p> <p>Based on the results, current actions to improve SLO: Based on overall results there were fewer sections that produced test results compared to Fall 2018, however all 4 campuses (no results from Alexandria Campus) achieved above our target score of 70%.</p> <p>The next assessment will be administered in Fall 2020 the topic that was agreed upon was Sociological Perspectives and their application.</p>
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Sociology

	<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 Yes there seems to be improvement. However, it must be pointed out that we couldn't use 2017-18 data for comparative purposes. The results from 2017-18 could not be added because the CLO and SLO questions were administered separately so we have two different sets of data.</p> <p>Narrative comparison of current results by criterion/concept to previous year's results:</p> <p>Strengths: Students performed well on questions that were knowledge based and required recollection verses application, Such as questions 4, 7, 9. They were able to retain the information from instruction and to recall it to correctly respond to these questions.</p> <p>Weaknesses: According to current results, areas needing improvement: We pinpointed the areas in which most students struggle: Application of Sociological Theories to real life situations.</p> <p>Question 2 stands out as it has the lowest percentage of correct responses. This question deals with Sociological theory and major theoretical perspectives and their application. Students tend to understand the theories but struggle with application. This is precisely why we decided at our Discipline meeting in August to design the Spring SLO around theoretical perspectives in Sociology.</p>	
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Core Competency Assessment Report: Civic Engagement, 2018-2019

Student Development

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																																																																																			
Program Purpose Statement: As part of the Achieving the Dream initiative SDV 100+101 incorporates four categories of student learning outcomes: Campus/college community policies and procedures; Skills for academic success; Self-management; Decision-making (academic, personal and career).																																																																																																																																			
Core Learning Outcome: <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Written Communication Operationalize your CLO here: Identify the benefits to the academic community of a diverse and inclusive environment.																																																																																																																																			
Assessment Methods	Assessment Results			Use of Results																																																																																																																															
Course Name/Number: SDV 100/101 Direct Measure Used: A Civic Engagement Quiz (Survey) was given. Provide Rubric Criteria or Question Concepts: We asked diversity/engagement questions based on the Chapter in our OER textbook that addresses diversity and engagement. Sample: (Specify N/A where not offered)	Semester/year data collected: Spring 2019 Target: 70% of students or more would answer questions 1-4 accurately. Results: Questions 1, 3, and 4 met the mark with question 4 being the easiest. Question 2, a true/false question did not reach 70% accuracy. Overall Average/Mean Score by In-Class, Online, Dual Enrollment: (Specify N/A where not offered):			1. Changes put in place since previous CLO assessment to improve student learning: New assessment 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Due to the nature of the CLO assessment we're unsure if it's lack of understanding from students or a poor assessment tool. At this time we're not going to make any changes until we assess again. We are being proactive as a curriculum to remind SDV 101 instructors to include the CLO assessment into their courses so we can pull the data for our report. We hope to share these finalized reports with all instructors at the SDV In-Service on May 12 th 2020 that is required attendance for all SDV Instructors. We will also share this report in the SDV Instructors Canvas site.																																																																																																																															
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ME	7: SDV 101	7: SDV 101	50: SDV 101																																																																																																																																
LO	19: SDV 100 5: SDV 101	18: SDV 100 0: SDV 101	288: SDV 100																																																																																																																																
WO	20: SDV 100 5: SDV 101	19: SDV 100 0: SDV 101	364: SDV 100																																																																																																																																
Online	22: SDV 100 14: SDV 101	22: SDV 100 10: SDV 101 (Healthcare)	524: SDV 100 137: SDV 101 (Healthcare)																																																																																																																																
DE	9: SDV 100 10: SDV 101	9: SDV 100 0: SDV 101	82: SDV 100																																																																																																																																
Total	100: 145 101: 52	100: 140 101: 17	All students: 2773 100: 2586 101: 187																																																																																																																																
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In-class***	83%	50%	84%																																																																																																																																
Online	82%	53%	85%																																																																																																																																
DE	87%	54%	90%																																																																																																																																
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AL	84%	53%	85%	89%																																																																																																																															
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MA	83%	48%	84%	90%																																																																																																																															
WO	84%	47%	81%	90%																																																																																																																															
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In-class	76%	56%	86%	96%	N/A																																																																																																																														
Online	87%	69%	90%	95%	N/A																																																																																																																														
Total Average	84%	65%	89%	95%	N/A																																																																																																																														
SLO Criteria: (Check type of score) <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > [target] per criteria																																																																																																																																			

Student Development

	<p>Target Met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: CLO's aren't assessed year to year, we only assess in the Spring semester and the following year a new CLO is selected to be assessed. There isn't a way to check improvement or change through the semesters.</p> <p>Strengths: Questions 1 and 4 that were adopted carefully to reflect the textbook definition were answered very well which allows an assumption that the textbook was referenced.</p> <p>Weaknesses: Even though Questions 2 and 3 where multiple choice, Questions 2 gave most students difficulty. The wording of the question contains two negatives which may prove difficult in reading comprehension and understanding. If reworded the question may get better results. It is not believed that students think that different people should be avoided.</p> <p>Question 5 which required students to order a college activity, all students were presented the 10 options in the same order and the first two were the most selected, the second option "Join a Cultural club" was the winning option across all campuses. The reason may be it was the first answer that said the word "culture" and the question asks about cultural awareness.</p>	<p>Q1 overall had a high correct answer response, we're going to change the wording so it's not an "All of the Above" response. Q4 is a definition question, we're going to apply that definition in a new statement to see if the question will still have high correct answer response. Q2 will remove the double negatives and go from True/False to multiple choice or Likert Q3 will change to multiple choice. Q5 will be randomized in the future to see if the choices and answers change.</p> <p>5. Next assessment of this CLO: Fall 2021 and Spring 2022</p>
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PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

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

THE STRATEGIC PLAN GOALS AND OBJECTIVES

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

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

GOAL 1: Every Student Succeeds

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

GOAL 2: Every Program Achieves

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

GOAL 3: Every Community Prospers

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

NOVA

**Northern Virginia
Community College**

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