

Written Communication Core Competency Assessment Report: 2018-2019

Research Report No. 81-20

Office of Institutional Effectiveness and Student Success
FEBRUARY 2020

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.

4001 Wakefield Chapel Road
Annandale, Virginia 22003-3796
703-323-3129
www.nvcc.edu/oieess

Written Communication

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 45 Written Communication assessment reports for NOVA.

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

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.

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 Written Communication 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 Civic Engagement 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.

Written Communication

CORE COMPETENCY ASSESSMENT REPORT: 2018-2019

TABLE OF CONTENTS

Introduction	ii
Table 1. Program/Certificate Pathway Provosts, Deans, and SLO Lead Faculty: 2018-2019 Core Competency Assessed	iv
Table 2. Discipline Pathway Provosts, Deans, and Faculty Chairs: 2018-2019 Core Competency Assessed	vii
Program and Select Certificates.....	1
ACCOUNTING, A.A.S.....	1
AIR CONDITIONING AND REFRIGERATION, A.A.S.	2
ARCHITECTURE TECHNOLOGY A.A.S.	3
ASL TO ENGLISH INTERPRETATION, A.A.S.	4
AUTOMOTIVE TECHNOLOGY, A.A.S.....	6
BUSINESS ADMINISTRATION A.S.	8
BUSINESS MANAGEMENT A.A.S.....	11
COMPUTER SCIENCE, A.S.....	14
CONSTRUCTION MANAGEMENT TECHNOLOGY, A.A.S.....	16
CONTRACT MANAGEMENT, A.A.S.	17
CYBERSECURITY, A.A.S.....	19
DENTAL ASSISTING, A.A.S.	21
DIAGNOSTIC MEDICAL SONOGRAPHY A.A.S.	22
EARLY CHILDHOOD DEVELOPMENT	24
ENGINEERING TECHNOLOGY, A.A.S.....	25
GRAPHIC DESIGN, A.A.S.....	26
HEALTH INFORMATION MANAGEMENT A.A.S.....	28
HORTICULTURE TECHNOLOGY A.A.S.....	30
INFORMATION SYSTEMS TECHNOLOGY, A.A.S.....	32
INFORMATION TECHNOLOGY, A.S.	33
INTERIOR DESIGN	35
MARKETING A.A.S.	37
MEDICAL LABORATORY TECHNOLOGY, A.A.S.	38
MUSIC RECORDING TECHNOLOGY CERTIFICATE	40
MUSIC A.A., A.A.A., & A.A.A. JAZZ/POPULAR MUSIC SPECIALIZATION.....	42
OCCUPATIONAL THERAPY ASSISTANT, A.A.S.	44
PARALEGAL STUDIES, A.A.S.	47
PERSONAL TRAINING CAREER STUDIES CERTIFICATE	49
PHOTOGRAPHY AND MEDIA A.A.S.	51
PHYSICAL THERAPIST ASSISTANT, A.A.S.	52

PROFESSIONAL WRITING CERTIFICATE.....	56
RESPIRATORY THERAPY A.A.S.....	58
SOCIAL SCIENCE: GEOSPATIAL SPECIALIZATION, A.S.....	60
WELDING: BASIC TECHNIQUES, C.S.C.	62
Disciplines.....	63
ART HISTORY	63
CHEMISTRY	65
COMMUNICATION	68
ENGLISH	70
GEOGRAPHY	72
HISTORY	73
MATHEMATICS.....	75
PHILOSOPHY	77
PSYCHOLOGY	79
WORLD LANGUAGES - CHINESE	81
WORLD LANGUAGES - SPANISH	83
NOVA's Strategic Plan 2017-2023	85

Program and Select Certificates
Core Competency Assessment Report: Written Communication, 2018-2019
Accounting, 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 for persons who seek employment in the accounting field or for those presently in accounting who wish to increase their knowledge and update their skills. The occupational objectives include accounting trainees, accounting technician, junior accountant, and accountant.																																																					
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Write and speak English well enough to communicate accounting procedures and concepts in a professional environment.																																																					
Assessment Methods	Assessment Results	Use of Results																																																			
<p>Course Name/Number: Principles of Accounting I - ACC 211</p> <p>Direct Measure Used: A scenario regarding different types of depreciation methods was given to the students and the student was asked to write a memo to a client explaining the depreciation methods. This was done through discussion boards and in-class assignments.</p> <p>Provide Rubric Criteria or Question Concepts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">1. Organization</td></tr> <tr><td style="padding: 2px;">2. Development</td></tr> <tr><td style="padding: 2px;">3. Grammar</td></tr> <tr><td style="padding: 2px;">4. Relevance</td></tr> </table> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/ Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>5</td><td>3</td><td>64</td></tr> <tr><td>AN</td><td>11</td><td>4</td><td>52</td></tr> <tr><td>MA</td><td>7</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>10</td><td>0</td><td>0</td></tr> <tr><td>WO</td><td>11</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>10</td><td>4</td><td>61</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td>54</td><td>11</td><td>177</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	1. Organization	2. Development	3. Grammar	4. Relevance	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	5	3	64	AN	11	4	52	MA	7	0	0	ME	N/A	N/A	N/A	LO	10	0	0	WO	11	0	0	Online	10	4	61	DE*	N/A	N/A	N/A	Total	54	11	177	<p>Semester/year data collected: Spring 2019</p> <p>Target: 70% for individual students and 70% for overall SLO assessment.</p> <p>Results:</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 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>93.98%</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>95%</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: First year this CLO was assessed.</p> <p>Strengths: Students were assessed on writing ability not necessarily content of questions.</p> <p>Weaknesses: Many instructors did not provide results for the assessment.</p>	Results by Modality	Current Results Spring 2019	In-class	93.98%	Online	95%	<p>The new SLO Lead will examine the data from 2018-2019 and make recommendations going forward.</p>	
1. Organization																																																					
2. Development																																																					
3. Grammar																																																					
4. Relevance																																																					
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																		
AL	5	3	64																																																		
AN	11	4	52																																																		
MA	7	0	0																																																		
ME	N/A	N/A	N/A																																																		
LO	10	0	0																																																		
WO	11	0	0																																																		
Online	10	4	61																																																		
DE*	N/A	N/A	N/A																																																		
Total	54	11	177																																																		
Results by Modality	Current Results Spring 2019																																																				
In-class	93.98%																																																				
Online	95%																																																				

Core Competency Assessment Report: Written Communication, 2018-2019

Air Conditioning and Refrigeration, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																															
Program Purpose Statement: This curriculum is designed to prepare students for jobs in the air conditioning and refrigeration field. The second year provides students with skills that lead to leadership positions in the HVACR industry. Occupational objectives include industry licensing, advanced critical thinking skills and state tradesman licenses in HVACR.																															
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication CLO Written Communication: Students will demonstrate the ability to communicate by applying those written skills while writing the sequence of operations for 80% Natural Gas Furnace.																															
Assessment Methods	Assessment Results		Use of Results																												
Course Name/Number: Heating I - AIR 154 Direct Measure Used: Students were assessed at the final exam. Assessment scale is 0 - 100% - Pass or Fail for the CLO. Provide Rubric Criteria or Question Concepts: Students write in plain English the correct sequence of operations. CLO Task Final Assessment: Questions 92-100: Write-in the Sequence of Operations of an 80% Natural Gas Furnace. 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>WO only</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</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;">5</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> *Off-site Dual-enrollment	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	WO only	5	2	30	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	5	2	30	Semester/year data collected: Fall 2018 & Spring 2019- there were 5 sections in total but only 2 written samples out of 5 sections were collected. Target: Students will score 80% or higher overall on each criterion as well as the overall score. Results: The questions 92-100 were not graded or computed individually to a percentage for the CLO. Rather it was assess as a pass or fail (0% or 100%). See the data below. 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 2018-19</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">30</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: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Current Results 2018-19</th> </tr> </thead> <tbody> <tr> <td>5.</td> <td style="text-align: center;">87%</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 Overall SLO score averaged 87% and the target score was 80%. There are no comparisons to previous results since this CLO was the first of its kind. Strengths: The instructor has made the effort to convey the importance of the topic to students. They have understood the content and used written communication skills in a final exam to pass the course. Weaknesses: 4 students did not met the standards.		Results by Modality	Current Results 2018-19	In-class	30	Results by SLO Criteria/ Question Concepts	Current Results 2018-19	5.	87%	<ol style="list-style-type: none"> 1. Changes put in place since previous CLO assessment to improve student learning: None, since there is not comparable data to other years. 2. Impact of changes on current results: The impact cannot be stated since there is not comparable data. 3. According to current results, areas needing improvement: The program needs to focus on the 13% that did not do so well by creating other activities where all of the students can practice again and again to meet those standards. Outside of the classrooms, HVAC Technicians write emails and invoices to communicate with customers and coworkers. In AIR 154, we are creating portfolios where students are writing more on invoices and lab reports. 4. Based on the results, current actions to improve CLO: The Program Head is collecting final exams to get a better data sample for next year's report. To continue with Written Communication skills, there should be more data. Will need to get better data for next years' report. 5. Next assessment of this CLO: Fall 2019 and continued to Spring 2020
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																												
WO only	5	2	30																												
Online	N/A	N/A	N/A																												
DE*	N/A	N/A	N/A																												
Total	5	2	30																												
Results by Modality	Current Results 2018-19																														
In-class	30																														
Results by SLO Criteria/ Question Concepts	Current Results 2018-19																														
5.	87%																														

Core Competency Assessment Report: Written Communication, 2018-2019

Architecture Technology A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																			
Program Purpose Statement: This program is designed to prepare students for employment. Students must see their Architecture Technology advisor to satisfy individual goals. Graduates may find employment in the field of architecture, construction, and urban design utilizing their construction knowledge, graphic communication, and problem solving skills.																																																			
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication CLO operation: Humanities elective courses provide opportunities for students to develop different form of communications. ARC 200 provides a significant opportunity to implement sketching skills side by side with written communication. Students will learn to effectively place notes with diagrams and tabulate key information.																																																			
Assessment Methods	Assessment Results		Use of Results																																																
Course Name/Number: History of Architecture - ARC 200 Direct Measure Used: Sketch books, tests, survey, review. See attachments. Students' ability to research building types, ability to assemble building components, ability to graphically communicate with different structures. 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;">0</td><td style="text-align: center;">0</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;">36</td></tr> <tr><td>MA</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>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;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #ffffcc;"><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 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: #ffffcc;"><td>Total</td><td style="text-align: center;">4</td><td style="text-align: center;">2</td><td style="text-align: center;">36</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	0	0	AN	2	2	36	MA	N/A	N/A	N/A	ME	N/A	N/A	N/A	LO	N/A	N/A	N/A	WO	N/A	N/A	N/A	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	4	2	36	Semester/year data collected: Fall 2018 Target: 85% average Results: 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 Fall 2018</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">100</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results Fall 2018</th> </tr> </thead> <tbody> <tr> <td>1. Complement sketches with notes/ Written communication</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		Results by Modality	Current Results Fall 2018	In-class	100	Results by SLO Criteria/ Question Concepts	Current Results Fall 2018	1. Complement sketches with notes/ Written communication	100%	<ol style="list-style-type: none"> 1. Changes put in place since previous CLO assessment to improve student learning: Written Communication was not assessed for ARC 200 previously. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: According to current results, we have met the Target of above 85%. 4. Based on the results, current actions to improve CLO: To improve the participation of both campuses, the questions of all 2019-2020 assessments have been distributed, and we will have full cooperation. 5. Next assessment of this CLO: Spring 2020 with participation of both Architecture programs of Annandale and Alexandria Campuses
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																
AL	2	0	0																																																
AN	2	2	36																																																
MA	N/A	N/A	N/A																																																
ME	N/A	N/A	N/A																																																
LO	N/A	N/A	N/A																																																
WO	N/A	N/A	N/A																																																
Online	N/A	N/A	N/A																																																
DE*	N/A	N/A	N/A																																																
Total	4	2	36																																																
Results by Modality	Current Results Fall 2018																																																		
In-class	100																																																		
Results by SLO Criteria/ Question Concepts	Current Results Fall 2018																																																		
1. Complement sketches with notes/ Written communication	100%																																																		
Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first assessment of this CLO. Narrative comparison of current results by criterion/concept to previous year's results: N/A Strengths: Students have demonstrated the ability to write effective notes for architectural analysis. Weaknesses: None - Architecture is a good vehicle to encourage written communication. ARC 200 is a good gateway class to increase the joy of writing.																																																			

Core Competency Assessment Report: Written Communication, 2018-2019

ASL to English Interpretation, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																	
Program Purpose Statement: Designed for students who have limited, if any, previous experience with interpreting for Deaf people, this degree program provides the comprehensive training in theory and practical interpreting skills necessary for employment as an educational or community interpreter. Successful completion of this program prepares the student to pursue either a Virginia Quality Assurance Screening Level, or national certification either through the Registry of Interpreters for the Deaf or the Educational Interpreter's Performance Assessment. These credentials qualify the student to interpret in either educational or community settings.																																																	
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will demonstrate the ability to evaluate an interpreting situation, choose the appropriate language/ communication method, and manage the environment by writing responses to given scenarios.																																																	
Assessment Methods	Assessment Results	Use of Results																																															
Course Name/Number: Interpreting in Safe Settings - INT 237 This course was chosen because the majority of the courses are primarily skills courses in the interpreting program. While this course is also a skills course, the structure of this course gives students the opportunity to analyze their performance, and therefore we required students to document this analysis in writing. 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</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">9</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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">9</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	9	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	9	Semester/year data collected: Spring 2019 Target: 80% of students will score 80% or higher overall and on each parameter. Results: Overall Average/Mean <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Final Grades</th> <th style="width: 50%;">Spring 2019</th> </tr> </thead> <tbody> <tr> <td>90%-100%</td> <td style="text-align: center;">7</td> </tr> <tr> <td>80%-89%</td> <td style="text-align: center;">1</td> </tr> <tr> <td>70%-79%</td> <td style="text-align: center;">1</td> </tr> <tr> <td>60%-69%</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Below 59%</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> Results by SLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 30%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Identify language/ possible technical terms</td> <td style="text-align: center;">96</td> </tr> <tr> <td>2. Description of challenges/ethical considerations</td> <td style="text-align: center;">96</td> </tr> <tr> <td>3. Describe necessary skills for the interpreter</td> <td style="text-align: center;">93</td> </tr> <tr> <td>4. Describe how to manage environment</td> <td style="text-align: center;">93</td> </tr> <tr> <td>5. Planning for Internship</td> <td style="text-align: center;">91</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">93.8</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 assessment of this CLO. Narrative comparison of current results by criterion/concept to previous year's results:	Final Grades	Spring 2019	90%-100%	7	80%-89%	1	70%-79%	1	60%-69%	0	Below 59%	0	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Identify language/ possible technical terms	96	2. Description of challenges/ethical considerations	96	3. Describe necessary skills for the interpreter	93	4. Describe how to manage environment	93	5. Planning for Internship	91	Total	93.8	<ol style="list-style-type: none"> 1. Changes put in place since previous CLO assessment to improve student learning: This is the first time that this CLO was assessed. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: All areas of this CLO were achieved. Therefore a more difficult scenario could be introduced to encourage students expand their writing. 4. Based on the results, current actions to improve CLO: While students demonstrated an overall success with this CLO, going through the process of collecting information sparked faculty discussions regarding the program and the lack of writing opportunities for our students. In addition, when students are asked to write, the faculty focus primarily on the content and not the writing process. In addition to acknowledging the importance of writing as an overall life skill, we also recognized its importance in our profession. As a result, we have determined that the faculty will work to promote more writing opportunities starting in Spring 2020 especially in the INT 237 and INT 130 courses. These both ask students to analyze their own work as well as the work of others. The faculty will develop rubrics that focus both on content and writing skills. 5. Next assessment of this CLO: N/A 	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																														
AN	1	1	9																																														
Online	N/A	N/A	N/A																																														
DE*	N/A	N/A	N/A																																														
Total	1	1	9																																														
Final Grades	Spring 2019																																																
90%-100%	7																																																
80%-89%	1																																																
70%-79%	1																																																
60%-69%	0																																																
Below 59%	0																																																
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																																
1. Identify language/ possible technical terms	96																																																
2. Description of challenges/ethical considerations	96																																																
3. Describe necessary skills for the interpreter	93																																																
4. Describe how to manage environment	93																																																
5. Planning for Internship	91																																																
Total	93.8																																																

ASL to English Interpretation, A.A.S.

Students demonstrated that they were able to correctly identify the situation and the challenges it presented, while also discussing the necessary skill set and ability to manage the environment. In addition, they were able to apply this to their own life as they planned for the upcoming internship class.

Strengths: Students were effectively able to analyze and interpret situations and effectively communicate the appropriate response through writing. Interpreting students constantly discuss word choice as a part of this field. That is an aspect that was discussed as a part of writing skills. Precise word choice as it related to meaning and register enhanced the students' writing overall.

Weaknesses: Students needed practice with this CLO before actually doing it because the program is very skills-based and does not focus as heavily on written communication. Students were asked to write weekly journals that documented their progress throughout the semester. This is the information that they then used to assist them in writing the final paper. Feedback throughout the semester was provided by the instructor regarding the clarity and organization of the information.

Core Competency Assessment Report: Written Communication, 2018-2019

Automotive Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																													
Program Purpose Statement: This curriculum is designed to train technicians for the automotive field. Students completing this program will be ready for full-time employment as automotive technicians. The occupational objectives include line technician, new car make-ready, and customer service representative.																																																													
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Along with their regular SLO, students will also turn in a properly written repair order as a part of their CLO assessment to ensure they can properly communicate what is needed to repair/adjust the vehicle to the service writer or customer. Student Learning Outcome 5: Students will perform preliminary inspections and procedures needed to prepare a vehicle for an alignment by checking and assessing vehicle ride height, tire condition, and inflation.																																																													
Assessment Methods	Assessment Results		Use of Results																																																										
Course Name/Number: Auto Alignment, Suspension and Steering – AUT 266 Direct Measure Used: CLO Written Repair Order Documentation Provide Rubric Criteria or Question Concepts: For CLO – Rubric attached Sample: <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 style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">13</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;">33</td></tr> <tr><td>MA</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>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;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</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;">4</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Total</td><td style="text-align: center;">7</td><td style="text-align: center;">3</td><td style="text-align: center;">46</td></tr> </tbody> </table> *Off-site Dual-enrollment	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	13	AN	2	2	33	MA	N/A	N/A	N/A	ME	N/A	N/A	N/A	LO	N/A	N/A	N/A	WO	N/A	N/A	N/A	Online	N/A	N/A	N/A	DE*	4	0	0	Total	7	3	46	Semester/year data collected: Spring 2019 Target: Student average on each SLO/CLO and sub-scores will be at or above 80%. Results: 63% 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> </tr> </thead> <tbody> <tr> <td style="text-align: center;">In-class</td> <td style="text-align: center;">63%</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > 80% per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Results by CLO Criteria</th> <th style="text-align: center;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>6. Customer Name /Year/Make/Model/VIN</td><td style="text-align: center;">95%</td></tr> <tr><td>7. Diagnostic steps, specs & measurements</td><td style="text-align: center;">43%</td></tr> <tr><td>8. Concern, Cause, Correction, and Estimate</td><td style="text-align: center;">43%</td></tr> <tr><td>9. Language & Mechanics</td><td style="text-align: center;">76%</td></tr> <tr><td>10. Clarity for target audience</td><td style="text-align: center;">61%</td></tr> <tr><td>Total</td><td style="text-align: center;">63%</td></tr> </tbody> </table> Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – First assessment of this CLO.		Results by Modality	Current Results Spring 2019	In-class	63%	Results by CLO Criteria	Current Results Spring 2019	6. Customer Name /Year/Make/Model/VIN	95%	7. Diagnostic steps, specs & measurements	43%	8. Concern, Cause, Correction, and Estimate	43%	9. Language & Mechanics	76%	10. Clarity for target audience	61%	Total	63%	1. Changes put in place since previous CLO assessment to improve student learning: There are no changes; this is a new CLO assessment. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Students are comfortable filling out the year, make, model, VIN, and other pertinent data at the top of their repair order before entering the lab, but it appears that once they are in the lab performing the activity, they are not stopping in-between measurements or diagnostic steps to write down their results. At the end of the lab, they have forgotten the specific details and measurements they've taken. 4. Based on the results, current actions to improve CLO: Due to the reasons mentioned above, a sample repair order which specifically identifies the written components needed to complete a well-articulated repair order that can then be brought to the service advisor or customer so they'll be able to understand the needed repairs and how best to proceed given each customer's individual needs has been created by an instructor. Also, it was unfortunate that the Dual Enrolled High Schools did not participate. Although detailed instructions on how to perform the SLO/CLO with attached assessments and results sheets via e-mail, the DE instructors were not familiar with the SLO cycles and were under the impression that they were to complete the previous year's SLO in brakes, which they did complete. This year, an all DE instructors will
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																										
AL	1	1	13																																																										
AN	2	2	33																																																										
MA	N/A	N/A	N/A																																																										
ME	N/A	N/A	N/A																																																										
LO	N/A	N/A	N/A																																																										
WO	N/A	N/A	N/A																																																										
Online	N/A	N/A	N/A																																																										
DE*	4	0	0																																																										
Total	7	3	46																																																										
Results by Modality	Current Results Spring 2019																																																												
In-class	63%																																																												
Results by CLO Criteria	Current Results Spring 2019																																																												
6. Customer Name /Year/Make/Model/VIN	95%																																																												
7. Diagnostic steps, specs & measurements	43%																																																												
8. Concern, Cause, Correction, and Estimate	43%																																																												
9. Language & Mechanics	76%																																																												
10. Clarity for target audience	61%																																																												
Total	63%																																																												

Automotive Technology, A.A.S.

	<p>Narrative comparison of current results by criterion/concept to previous year's results: N/A</p> <p>Strengths: Students do fairly well communicating the information on paper in a logical sequence when the information is available to them. Most students also have the basic language and grammar ability required to complete the repair order write up.</p> <p>Weaknesses: Students are challenged when it comes to slowing down while working in the lab in order to take enough time to write down each diagnostic step they're taking with the results of their tests. Understandably, students prefer to focus on one task at a time. With additional practice, they'll be able to incorporate the documentation into their regular routine.</p>	<p>have all the SLO materials they need to complete the assessment delivered in-person to prevent miscommunication from happening again.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
--	--	--

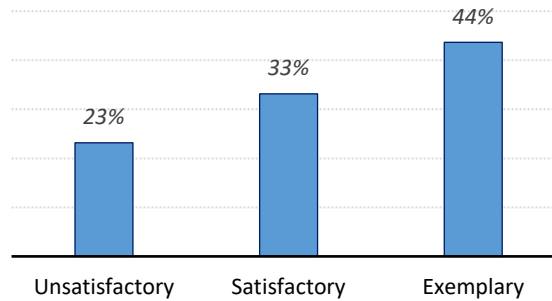
Core Competency Assessment Report: Written Communication, 2018-2019

Business Administration A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																												
Program Purpose Statement: The Associate of Science degree curriculum in Business Administration is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in Business Administration with a major in Accounting, Business Management, Decision Science and Management, Information Systems, Finance, Marketing, etc.																																																												
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to describe the various theories related to the development of leadership skills, motivation techniques, teamwork and effective communication																																																												
Assessment Methods		Assessment Results		Use of Results																																																								
Course Name/Number: Introduction to Business - BUS 100 Direct Measure Used: Short answer questions. Criteria: a) Clarity and conciseness: Answer the question, succinct, appropriate complexity b) Development of Ideas: Develop the main idea c) Technical writing skills: Spelling, capitalization, punctuation, grammar, general proofreading Provide Rubric Criteria or Question Concepts: See Appendix Sample: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>7</td><td>3</td><td>58</td></tr> <tr><td>AN</td><td>17</td><td>7</td><td>14</td></tr> <tr><td>MA</td><td>6</td><td>2</td><td>27</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>11</td><td>4</td><td>91</td></tr> <tr><td>WO</td><td>10</td><td>0</td><td>0</td></tr> <tr style="background-color: yellow;"><td>Online</td><td>11</td><td>0</td><td>0</td></tr> <tr style="background-color: yellow;"><td>DE*</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: yellow;"><td>Total</td><td>62</td><td>16</td><td>190</td></tr> </tbody> </table> <p style="font-size: small;">*Off-site Dual-enrollment</p> Note: Proportional allocation method was used to determine the sample size for each campus and online. The campus WO was supposed to assess 4 sections. The modality Online was supposed to assess 5 sections.		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	7	3	58	AN	17	7	14	MA	6	2	27	ME	N/A	N/A	N/A	LO	11	4	91	WO	10	0	0	Online	11	0	0	DE*	N/A	N/A	N/A	Total	62	16	190	Semester/year data collected: Spring 2019 Target: See the Table below <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">SLO Criteria</th> <th style="width: 50%;">Will earn Satisfactory or Exemplary</th> </tr> </thead> <tbody> <tr><td>Clarity and conciseness</td><td>80% or more</td></tr> <tr><td>Development of Ideas</td><td>80% or more</td></tr> <tr><td>Technical writing skills</td><td>80% or more</td></tr> </tbody> </table> Results: See the graphs below Results by CLO Criteria: Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1. Clarity and conciseness</td><td>77% scored satisfactory or exemplary</td></tr> <tr><td>2. Development of Ideas</td><td>77% scored satisfactory or exemplary</td></tr> <tr><td>3. Technical writing skills</td><td>78% scored satisfactory or exemplary</td></tr> </tbody> </table>		SLO Criteria	Will earn Satisfactory or Exemplary	Clarity and conciseness	80% or more	Development of Ideas	80% or more	Technical writing skills	80% or more	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Clarity and conciseness	77% scored satisfactory or exemplary	2. Development of Ideas	77% scored satisfactory or exemplary	3. Technical writing skills	78% scored satisfactory or exemplary	1. Changes put in place since previous CLO assessment to improve student learning: The Steering Committee members representing all campuses were responsible for collecting and reporting CLO assessment data from their campuses. But a few instructors reported that they did not receive communication from the Steering Committee member about the CLO assessment. As a result, these instructors did not give assessments to their students. The role/responsibility of the Steering Committee member was discussed in the Fall 2019 Discipline Group meeting. This issue will be addressed later at the College level. In the meantime, the SLO Lead was instructed to contact faculty directly rather than through the Steering Committee members. The biggest challenge is getting help from all the faculty whose section was randomly selected for student assessment. No data were reported from the WO campus. There were also no data reported from online sections. In the previous semester (Fall 2018), the Academic Dean of the WO campus was notified of the lack of data reporting from her department. Though she assured better cooperation going forward (beginning Spring 2019), that did not happen. 2. Impact of changes on current results: The SLO Lead contacted faculty directly whose section was randomly selected for CLO assessment. Previously, they were contacted through the Steering Committee member. As a result, the MA campus reported the CLO assessment data for Spring 2019 term.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																									
AL	7	3	58																																																									
AN	17	7	14																																																									
MA	6	2	27																																																									
ME	N/A	N/A	N/A																																																									
LO	11	4	91																																																									
WO	10	0	0																																																									
Online	11	0	0																																																									
DE*	N/A	N/A	N/A																																																									
Total	62	16	190																																																									
SLO Criteria	Will earn Satisfactory or Exemplary																																																											
Clarity and conciseness	80% or more																																																											
Development of Ideas	80% or more																																																											
Technical writing skills	80% or more																																																											
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																																											
1. Clarity and conciseness	77% scored satisfactory or exemplary																																																											
2. Development of Ideas	77% scored satisfactory or exemplary																																																											
3. Technical writing skills	78% scored satisfactory or exemplary																																																											

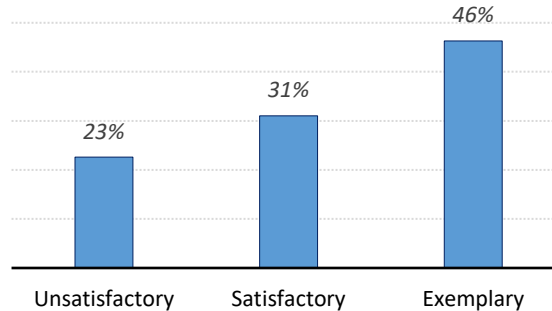
Business Administration A.S.

Result: CLO Criteria
Clarity and Conciseness



The target is barely missed for CLO criteria: clarity and conciseness. The target is 80% of the students will earn satisfactory or Exemplary, but the actual result is 77% (i.e. 33% + 44%).

Result: CLO Criteria
Development of Ideas



The target is barely missed for CLO criteria: development of ideas. The target is 80% of the students will earn satisfactory or Exemplary, but the actual result is 77% (i.e. 31% + 46%).

Since no data were reported from WO campus, the Provost of the WO campus was informed in May 2019 of the ongoing data collection issues from his campus. He assured that beginning Fall 2019, WO would do a much better job on collecting and reporting SLO/CLO assessment data. The Associate Dean of the WO campus reiterated at the beginning of Fall 2019 that WO campus would collect and report learning outcomes assessment data from in-class and online sections by the end of the Fall 2019.

3. According to current results, areas needing improvement:

Areas of improvement on data collection/reporting

- Cooperation from the faculty whose section was randomly selected for student assessment. For example, no data were reported from WO campus. There were also no data reported from NOVA online.

The target is barely missed for all three CLO criteria

- For all three CLO Criteria, the target is 80% of the students will earn satisfactory or Exemplary. The target is barely missed for all three criteria.

4. Based on the results, current actions to improve CLO:

Actions to improve future data collection/reporting

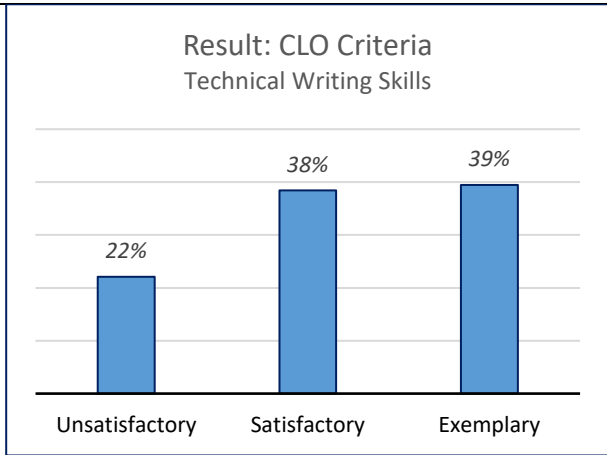
- The College Dean for Business and Hospitality provided assurance that he would stay in better contact with other deans to ensure the assessment data are reported from Fall 2019 for both in-class and online sections.

Actions to improve performance on the CLO criteria

The Discipline Group discussed these results at the Fall 2019 meeting and agreed (beginning Fall 2019) to the following actions to improve results:

- Spend more time to explain how the leadership styles differ

Business Administration A.S.



The target is barely missed for CLO criteria: technical writing skills. The target is 80% of the students will earn satisfactory or Exemplary, but the actual result is 78% (i.e. 38.42% + 39.47%).

Target Met: Yes No Partially
The target was barely missed for all three criteria.

Current Results improved vs. Previous Results?
 Yes No Partially N/A - This is a SLO used as a CLO for the first time. No basis for comparison.

SLO/CLO Criteria "Clarity and conciseness": Of these 190 responses, 77% were graded satisfactory or exemplary. The target (80%) was not met.

SLO/CLO Criteria "development of ideas": Of these 190 responses, 77% were graded satisfactory or exemplary. The target (80%) was not met.

SLO/CLO Criteria "technical writing skills": Of these 190 responses, 78% were graded satisfactory or exemplary. The target (80%) was not met.

This is a SLO used as a CLO for the first time. There is no basis for comparison.

- Use interactive classroom exercises
- Encourage students to use Canvas Online Tutoring: English writing skills

5. Next assessment of this CLO: The Discipline Group has not decided when this CLO will be assessed again. The Discipline Group plans to meet in Spring 2020 to decide on the learning outcomes to be assessed for the coming years.

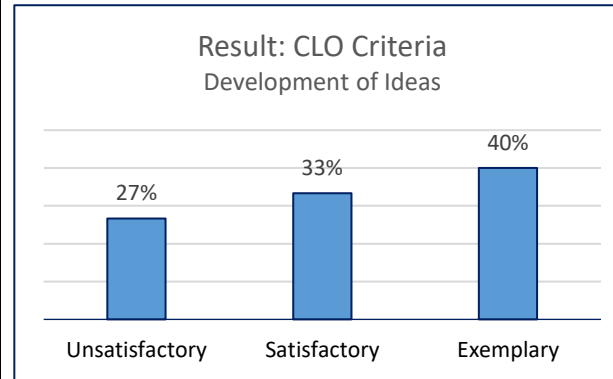
Core Competency Assessment Report: Written Communication, 2018-2019

Business Management A.A.S.

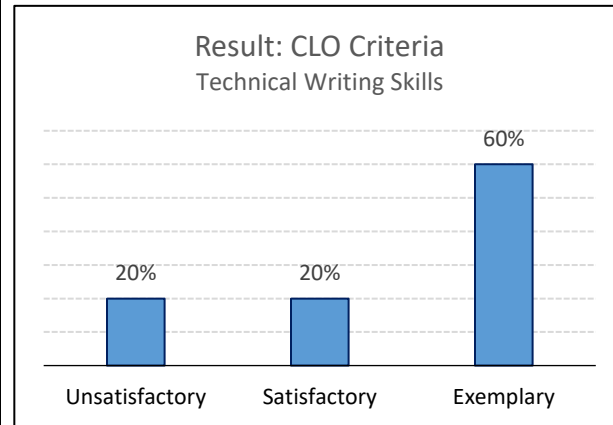
NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																															
Program Purpose Statement: The Associate of Applied Science degree curriculum in Business Management is designed for persons who seek employment in business management or for those presently in management who are seeking promotion. The occupational objectives include administrative assistant, management trainee, department head, branch manager, office manager, manager of small business, and supervisor.																																															
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to generate a summary report of sample data using graphs and descriptive measures.																																															
Assessment Methods	Assessment Results	Use of Results																																													
<p>Course Name/Number: Introduction to Business Statistics - BUS 220</p> <p>Direct Measure Used: Case study. Criteria:</p> <p>d) Clarity and conciseness: Answer the question, succinct, appropriate complexity</p> <p>e) Development of Ideas: Uses of statistics/data</p> <p>f) Technical writing skills: Spelling, capitalization, punctuation, grammar, general proofreading</p> <p>Provide Rubric Criteria or Question Concepts: See Appendix</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Campus/Modality</th> <th style="padding: 5px;">Total # of Sections Offered</th> <th style="padding: 5px;"># Sections Assessed</th> <th style="padding: 5px;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">LO only</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px; background-color: #ffffcc;">Online</td> <td style="padding: 5px; background-color: #ffffcc;">2</td> <td style="padding: 5px; background-color: #ffffcc;">2</td> <td style="padding: 5px; background-color: #ffffcc;">15</td> </tr> <tr> <td style="padding: 5px; background-color: #ffffcc;">DE*</td> <td style="padding: 5px; background-color: #ffffcc;">N/A</td> <td style="padding: 5px; background-color: #ffffcc;">N/A</td> <td style="padding: 5px; background-color: #ffffcc;">N/A</td> </tr> <tr> <td style="padding: 5px; background-color: #e0e0e0;">Total</td> <td style="padding: 5px; background-color: #e0e0e0;">3</td> <td style="padding: 5px; background-color: #e0e0e0;">3</td> <td style="padding: 5px; background-color: #e0e0e0;">15</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p> <p>Note: Data were requested from all sections of BUS 220 offered across all campuses and online. There was no data reported from LO campus.</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	0	0	Online	2	2	15	DE*	N/A	N/A	N/A	Total	3	3	15	<p>Semester/year data collected: Spring 2019</p> <p>Target: See the Table below</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">SLO Criteria</th> <th style="padding: 5px;">Will earn Satisfactory or Exemplary</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Clarity and conciseness</td> <td style="padding: 5px;">80% or more</td> </tr> <tr> <td style="padding: 5px;">Development of Ideas</td> <td style="padding: 5px;">80% or more</td> </tr> <tr> <td style="padding: 5px;">Technical writing skills</td> <td style="padding: 5px;">80% or more</td> </tr> </tbody> </table> <p>Results: See the graphs below</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="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. Clarity and conciseness</td> <td style="padding: 5px;">80% scored satisfactory or exemplary</td> </tr> <tr> <td style="padding: 5px;">2. Development of Ideas</td> <td style="padding: 5px;">73% scored satisfactory or exemplary</td> </tr> <tr> <td style="padding: 5px;">3. Technical writing skills</td> <td style="padding: 5px;">80% scored satisfactory or exemplary</td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 20px;"> <p>Result: CLO Criteria Clarity and Conciseness</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unsatisfactory</td> <td>20%</td> </tr> <tr> <td>Satisfactory</td> <td>20%</td> </tr> <tr> <td>Exemplary</td> <td>60%</td> </tr> </tbody> </table> </div>	SLO Criteria	Will earn Satisfactory or Exemplary	Clarity and conciseness	80% or more	Development of Ideas	80% or more	Technical writing skills	80% or more	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Clarity and conciseness	80% scored satisfactory or exemplary	2. Development of Ideas	73% scored satisfactory or exemplary	3. Technical writing skills	80% scored satisfactory or exemplary	Category	Percentage	Unsatisfactory	20%	Satisfactory	20%	Exemplary	60%	<p>1. Changes put in place since previous SLO assessment to improve student learning: The Steering Committee members representing all campuses were responsible for collecting and reporting CLO assessment data from their campuses. But a few instructors reported that they did not receive communication from by the Steering Committee member about the CLO assessment. As a result, these instructors did not give assessments to their students.</p> <p>The role/responsibility of the Steering Committee member was discussed in the Fall 2019 Discipline Group meeting. This issue will be addressed later at the College. In the meantime, the SLO Lead was instructed to contact faculty directly rather than through the Steering Committee members.</p> <p>The biggest challenge is getting help from all the faculty whose section was randomly selected for student assessment. No data were reported from the LO campus: only one in-class section offered in Spring 2019. As a result, no data were reported from in-class section.</p> <p>2. Impact of changes on current results: No impact on current results. Since no data were reported from LO campus, the Associate Dean of LO was notified in May 2019. The Associate Dean provided assurance that he would work closely with the faculty members in the future (beginning Spring 2019).</p> <p>3. According to current results, areas needing improvement: Areas of improvement on data collection/reporting</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																												
LO only	1	0	0																																												
Online	2	2	15																																												
DE*	N/A	N/A	N/A																																												
Total	3	3	15																																												
SLO Criteria	Will earn Satisfactory or Exemplary																																														
Clarity and conciseness	80% or more																																														
Development of Ideas	80% or more																																														
Technical writing skills	80% or more																																														
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																														
1. Clarity and conciseness	80% scored satisfactory or exemplary																																														
2. Development of Ideas	73% scored satisfactory or exemplary																																														
3. Technical writing skills	80% scored satisfactory or exemplary																																														
Category	Percentage																																														
Unsatisfactory	20%																																														
Satisfactory	20%																																														
Exemplary	60%																																														

Business Management A.A.S.

The target is met for CLO criteria: clarity and conciseness. The target is 80% of the students will earn satisfactory or Exemplary. The actual result is 80% (i.e. 20% + 60%).



The target is missed for CLO criteria: development of ideas. The target is 80% of the students will earn satisfactory or Exemplary, but the actual result is 73% (i.e. 33% + 40%).



The target is met for CLO criteria: technical writing skills. The target is 80% of the students will earn satisfactory or Exemplary. The actual result is 80% (i.e. 20% + 60%).

- To remove/decrease non-response bias, the faculty must cooperate to collect and report SLO/CLO assessment data.

The target is missed for CLO criteria “development of ideas”

- For CLO criteria “development of ideas”, only 73% were graded satisfactory or exemplary. The target (80%) was not met.

4. Based on the results, current actions to improve SLO:

Actions to improve future data collection/reporting

- The College Dean for Business and Hospitality provided assurance that he would stay in better contact with other deans to ensure the assessment data are reported from Fall 2019 for both in-class and online sections.

Actions to improve performance on the CLO criteria “development of ideas”

The Discipline Group discussed these results at the Fall 2019 meeting and agreed (beginning Fall 2019) to the following actions to improve results:

- Spend more time teaching numerical measures
- Spend more time explaining when to use mean or median as measure of the central tendency
- Use interactive classroom exercises
- Encourage students to use Canvas Online Tutoring: English writing skills

5. Next assessment of this SLO: The Discipline Group has not decided when this CLO will be assessed again. The Discipline Group plans to meet in Spring 2020 to decide on the learning outcomes to be assessed for the coming years.

Business Management A.A.S.

	<p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially - The target was met for criteria clarity and conciseness, and technical writing skills, but missed for development of ideas.</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 a SLO used as a CLO for the first time. No basis for comparison.</p> <p>SLO/CLO Criteria “Clarity and conciseness”: Of these 15 responses, 80% were graded satisfactory or exemplary. The target (80%) was met.</p> <p>SLO/CLO Criteria “development of ideas”: Of these 15 responses, 73% were graded satisfactory or exemplary. The target (80%) was not met.</p> <p>SLO/CLO Criteria “technical writing skills”: Of these 15 responses, 80% were graded satisfactory or exemplary. The target (80%) was met.</p> <p>This is a SLO used as a CLO for the first time. There is no basis for comparison. Though 80% scored satisfactory or exemplary on the CLO criteria “clarity and consciousness”, and “technical writing skills”, only 73% scored satisfactory or exemplary on CLO criteria “development of ideas”. This means approximately 27% provided minimal supporting information (insufficient statistics) to develop the main idea.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

Computer Science, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																											
Program/Discipline Purpose Statement: The Computer Science curriculum is designed primarily for students who wish to transfer to a four-year college or university to complete the baccalaureate degree in Computer Science. The curriculum emphasizes the study of the science of computing and the use of computing in a scientific setting while learning to use a high-level programming language to implement concepts.																																																											
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: The same measure as SLO 2 was used, with the CLO stated as "Perform elementary file and directory-related activities using command-line interfaces" with different concepts, as developed to specifically address "written communication."																																																											
Assessment Methods	Assessment Results		Use of Results																																																								
<p>Course Name/Number: Introduction to Computer Science - CSC 200</p> <p>Direct Measure Used: Programming Project: Develop the algorithm for a program, which determines if a user-entered whole number is a Prime number.</p> <p>Provide Rubric Criteria or Question Concepts: Students were assessed based on their ability to perform each of the following four criteria: 1. Algorithm Flows Logically 2. Statements are clear and unambiguous 3. Each statement consists of a single step 4. Algorithm solves the problem</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>10</td><td>4</td><td>57</td></tr> <tr><td>MA</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>WO</td><td>3</td><td>1</td><td>17</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>4</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>DE*</td><td>3</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Total</td><td>30</td><td>5</td><td>74</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	0	0	AN	10	4	57	MA	4	0	0	ME	N/A	N/A	N/A	LO	3	0	0	WO	3	1	17	Online	4	0	0	DE*	3	0	0	Total	30	5	74	<p>Semester/year data collected: Spring 2019</p> <p>Target: To achieve an average of 80% competency across all students assessed.</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> <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>76.57</td> </tr> </tbody> </table> <p>Results by SLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 75%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 25%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1. Algorithm Flows Logically</td><td>64.38</td></tr> <tr><td>2. Statements are clear and unambiguous</td><td>89.19</td></tr> <tr><td>3. Each statement consists of a single step</td><td>93.24</td></tr> <tr><td>4. Algorithm solves the problem</td><td>59.46</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>76.57</td></tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first assessment of this CLO.</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: The relative profile of student data vs. student population may not provide a representative sample of overall student-curriculum performance.</p>		Results by Modality	Current Results Spring 2019	In-class	76.57	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Algorithm Flows Logically	64.38	2. Statements are clear and unambiguous	89.19	3. Each statement consists of a single step	93.24	4. Algorithm solves the problem	59.46	Total	76.57	<p>1. Changes put in place since previous CLO assessment to improve student learning: This the first time that the Computer Science discipline has assessed this CLO. We modified an existing assignment and developed the rubrics for Written Communication. In the future, we will develop a finer granularity in our rubrics to better assess this CLO.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: The overall average of 76.57% was below the target of 80%. In addition, the following 2 (of 4) concepts fell below the target: - Algorithm Flows Logically - Algorithm solves the problem</p> <p>4. Based on the results, current actions to improve CLO: Data was collected from only 2 campuses for this SLO, so it is difficult to determine what actions should be implemented to improve student learning. However, the Computer Science faculty is discussing ways to address the writing of logical steps, and how to test an algorithm and state the results of that algorithm. Actions will be put in place to improve collection of data, such as working with associate deans to help keep faculty accountable for submitting data, including sections taught by adjuncts in data collection and including online sections in data collection.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																								
AL	3	0	0																																																								
AN	10	4	57																																																								
MA	4	0	0																																																								
ME	N/A	N/A	N/A																																																								
LO	3	0	0																																																								
WO	3	1	17																																																								
Online	4	0	0																																																								
DE*	3	0	0																																																								
Total	30	5	74																																																								
Results by Modality	Current Results Spring 2019																																																										
In-class	76.57																																																										
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																																										
1. Algorithm Flows Logically	64.38																																																										
2. Statements are clear and unambiguous	89.19																																																										
3. Each statement consists of a single step	93.24																																																										
4. Algorithm solves the problem	59.46																																																										
Total	76.57																																																										

Computer Science, A.S.

	<p>Strengths: Based on the results of #2 and #3, the students appear to understand how to break their problem into simple clear steps.</p> <p>Weaknesses: Based on the results of #1, the students appear to have difficulty communicating in a logical order their steps. Based on the results of #4, the students appear to be weak in evaluating and communicating their solution for solving the targeted problem.</p>	
--	--	--

Core Competency Assessment Report: Written Communication, 2018-2019

Construction Management Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																			
Program/Discipline Purpose Statement: The curriculum is designed to qualify personnel in both engineering technology and management for employment in many areas of a construction firm. Occupational objectives include engineering aide, construction project manager, construction supervisor, estimator, and facilities planning and supervision.																																			
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students are assessed on Written Communication. This CLO will be an extension of the SLO 3 which measures students' ability to communicate.																																			
Assessment Methods	Assessment Results	Use of Results																																	
<p>Course Name/Number: Construction Management III - BLD 241</p> <p>Direct Measure Used: Students were assessed through a written paper which is form-based, with a of minimum 5-6 paragraphs, depending on the project size. The new text book Chapter 6 deals with Communication tools.</p> <p>Topic: Safety Analysis Activity: Identify: Hazard, Safety Measures, Preventive measure put in place Present: oral (digital, Power point or alike) and written, plus any audience hand-out for visual aid</p> <p>Provide Rubric Criteria or Question Concepts: Students are assessed on their ability to provide technical writing skills and communicate the topic in a clear, correct, and concise manner. Criteria are Content Coverage & Mechanics of writing and presentation.</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 only</td> <td>1</td> <td>1</td> <td>33</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>33</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	1	1	33	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	33	<p>Semester/year data collected: Fall 2018</p> <p>Target: Student average score is a minimum of 75%</p> <p>Results: Students Average score 81% (40.5/50)</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>79</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>11. Communicate Resource Management issues in Field</td> <td>83</td> </tr> <tr> <td>12. Short & Concise Description of Solutions</td> <td>80</td> </tr> <tr> <td>Total (Average)</td> <td>81.5</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first assessment of this CLO.</p> <p>Strengths: The form-based paper closely simulates an activity which is part of the safety planning, and it encourages students to review those requirements.</p> <p>Weaknesses: However, if too structured and formatted, students do not experience fluid thinking.</p>	Results by Modality	Current Results Fall 2018	In-class	79	Results by SLO Criteria/ Question Concepts	Current Results Fall 2018	11. Communicate Resource Management issues in Field	83	12. Short & Concise Description of Solutions	80	Total (Average)	81.5	<p>1. Changes put in place since previous CLO assessment to improve student learning: Form-based paper is used for this learning activity.</p> <p>2. Impact of changes on current results: Students are assisted with a structure and are more focused on information communication.</p> <p>3. According to current results, areas needing improvement: Writing Mechanics. Encourage more Technical Writing integration into this activity.</p> <p>4. Based on the results, current actions to improve CLO: Students are encouraged to have Technical Writing integration in this activity. Based on recent results, students will continue to be given this paper assignment and to promote increased written communication practices. Currently, the program revision that was proposed and approved provided an option for students to be equally encouraged to take ENG 115 Technical Writing for their ENG requirement (ENG111).</p> <p>5. Next assessment of this CLO: Spring 2021</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																
AL only	1	1	33																																
Online	N/A	N/A	N/A																																
DE*	N/A	N/A	N/A																																
Total	1	1	33																																
Results by Modality	Current Results Fall 2018																																		
In-class	79																																		
Results by SLO Criteria/ Question Concepts	Current Results Fall 2018																																		
11. Communicate Resource Management issues in Field	83																																		
12. Short & Concise Description of Solutions	80																																		
Total (Average)	81.5																																		

Core Competency Assessment Report: Written Communication, 2018-2019

Contract 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: This program is designed for individuals who plan to seek employment in contract management positions and for those presently in contract management positions who seek career advancement. The program is designed to create opportunities for positions in contract management for both government agencies and private industry. Instruction includes both the theoretical concepts and the practical applications needed for future success in the contract management field. This will provide a greater understanding of acquisition, life cycle management, and contracting processes. Occupational objectives include project manager, procurement analyst, contract administrator, contract specialist, contract negotiator, contract price analyst, and contract termination specialist.																																																																															
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to conduct market research and write a report in accordance with the Federal Acquisition Regulation (FAR).																																																																															
Assessment Methods	Assessment Results	Use of Results																																																																													
Course Name/Number: Contract Execution - CON 124 Direct Measure Used: The assignment to the students was to conduct and prepare a complete and thorough market research report. Provide Rubric Criteria or Question Concepts: The evaluation method utilized by the Contract Management was the Direct Evaluation Method to assess the SLO. The program RUBRIC utilized 7 criteria: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 5%;">1</td><td>Define the overall objectives for conducting market research</td></tr> <tr><td>2</td><td>Define the market research steps</td></tr> <tr><td>3</td><td>Apply market research</td></tr> <tr><td>4</td><td>Demonstrate a solid understanding of the industry</td></tr> <tr><td>5</td><td>Analyze and identify commercial practices</td></tr> <tr><td>6</td><td>Analyze and identify level of market competition.</td></tr> <tr><td>7</td><td>Identify efficiency standards in marketplace</td></tr> </table> <p style="margin-top: 10px;">Performance levels are as follows:</p> <ul style="list-style-type: none"> 4: Exemplary 3: Good/Solid 2: Acceptable 1: Unacceptable <p style="margin-top: 10px;">Sample:</p> <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>WO only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">12</td> </tr> </tbody> </table>	1	Define the overall objectives for conducting market research	2	Define the market research steps	3	Apply market research	4	Demonstrate a solid understanding of the industry	5	Analyze and identify commercial practices	6	Analyze and identify level of market competition.	7	Identify efficiency standards in marketplace	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	WO only	1	1	12	Semester/year data collected: Fall 2018 Target: The achievement target of 95% of the students should score 3 or higher. Results by SLO Criteria: <input checked="" type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 15%;">Criteria</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 15%;">% of Students who met target</th> </tr> </thead> <tbody> <tr> <td>1 Define the overall objectives for conducting market research</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">11</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>2 Define the market research steps</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">11</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>3 Apply market research</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">9</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>4 Demonstrate a solid understanding of the industry</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">10</td> <td style="text-align: center;">1</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>5 Analyze and identify commercial practices</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>6 Analyze and identify level of market competition.</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">8</td> <td style="text-align: center;">92%</td> </tr> <tr> <td>7 Identify efficiency standards in marketplace</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> <td style="text-align: center;">92%</td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="6">Total Overall Score: 92% of students achieved the target 3 or higher in each category</td> </tr> </tbody> </table> <p style="margin-top: 10px;">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>	Criteria	1	2	3	4	% of Students who met target	1 Define the overall objectives for conducting market research	0	1	0	11	92%	2 Define the market research steps	1	0	0	11	92%	3 Apply market research	1	0	2	9	92%	4 Demonstrate a solid understanding of the industry	1	0	10	1	92%	5 Analyze and identify commercial practices	1	0	5	6	92%	6 Analyze and identify level of market competition.	0	1	3	8	92%	7 Identify efficiency standards in marketplace	1	0	1	10	92%	Total Overall Score: 92% of students achieved the target 3 or higher in each category						<p>1. Changes put in place since previous CLO assessment to improve student learning: To improve the learning outcomes from Fall 2014 and Spring 2018, the Contract Management Program placed a greater emphasis on market research in its CON 100 and 104 classes. The Contract Management program has decided to measure student learning outcomes in CON 124 to assess the students' overall understanding of the concepts. Instructors have implemented the following:</p> <ul style="list-style-type: none"> Targeted essays that research and target the identified areas of commercial and industry practices. Implemented in Fall 2018. Additional emphasis placed on the identified areas in the CON 100 course in order to ensure the student has a better understanding of commercial practices. Implemented in Fall 2018. More student and professor led discussions and involvement in the identified area of marketplace efficiencies. Implemented in Spring 2019. Targeted case scenarios that focus on the identified area of the analysis of the marketplace. Implemented in Spring 2019. Oral presentations on the common practices in private and commercial industries. Implemented in Spring 2019. <p>2. Impact of changes on current results: The percentage of 92% demonstrates that students understand the concepts; however, the target of 95% was not met so there are some evident weaknesses in: defining the overall objectives for conducting market research, defining market research steps,</p>	
1	Define the overall objectives for conducting market research																																																																														
2	Define the market research steps																																																																														
3	Apply market research																																																																														
4	Demonstrate a solid understanding of the industry																																																																														
5	Analyze and identify commercial practices																																																																														
6	Analyze and identify level of market competition.																																																																														
7	Identify efficiency standards in marketplace																																																																														
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																												
WO only	1	1	12																																																																												
Criteria	1	2	3	4	% of Students who met target																																																																										
1 Define the overall objectives for conducting market research	0	1	0	11	92%																																																																										
2 Define the market research steps	1	0	0	11	92%																																																																										
3 Apply market research	1	0	2	9	92%																																																																										
4 Demonstrate a solid understanding of the industry	1	0	10	1	92%																																																																										
5 Analyze and identify commercial practices	1	0	5	6	92%																																																																										
6 Analyze and identify level of market competition.	0	1	3	8	92%																																																																										
7 Identify efficiency standards in marketplace	1	0	1	10	92%																																																																										
Total Overall Score: 92% of students achieved the target 3 or higher in each category																																																																															

Contract Management, A.A.S.

Online	N/A	N/A	N/A
DE*	N/A	N/A	N/A
Total	1	1	12
*Off-site Dual-enrollment			
<p>Narrative comparison of current results by criterion/concept to previous year's results: For 2014-15, the students achieved an overall 86.9% (the established benchmark). Students in 2015-16 achieved an overall 95.9%. Students in 2016-17 achieved an overall 97%. Students in 2017-18 achieved an overall success rate of 96.9%. For SLO criteria 1, 2, 3, 6 and 7, the students demonstrated a clear understanding of the market research process. For the basic concepts of Market Research (criteria 1, 2, 3, 6 and 7), the students performed at or above the 92% level. Although improvement was not demonstrated, 92% demonstrates advance understanding of the concepts.</p> <p>Strengths: The results above clearly demonstrate that the students in the Contract Management Program are grasping the concepts of market research at the CON 100 level classes. The students demonstrated the ability to define market research (criteria 1), the overall steps needed to implement market research (2), applying market research (3), analyze and identify levels of market competition (6), and identify efficiency standards in marketplace (7).</p> <p>Weaknesses: The students did not meet the target of 95%; however, with 92% comprehension, students are grasping the concepts.</p>			
<p>demonstrating solid understanding of the industry, analyzing and identifying commercial practices, and identifying efficient standards in the marketplace.</p> <p>3. According to current results, areas needing improvement: Following the 2015-16 SLO, the Contract Management Program established a target of 95% or score of 3 or better.</p> <ul style="list-style-type: none"> Based on the evaluation, criteria 1, 2, 3, 6, and 7, the results were not met. The program achieved 92% score of 3 or higher of the 95% target. <p>4. Based on the results, current actions to improve CLO: To improve the learning outcomes. The Contract Management Program Instructors will take the following steps:</p> <ul style="list-style-type: none"> We will continue to target and develop essays that research the identified areas of commercial and industry practices. This will be implemented in Fall 2019. Additional practical exercises will be utilized to ensure the student has a better understanding of commercial practices. Implemented in Spring 2020. More student and professor led discussions and involvement in the identified area of marketplace efficiencies. Implemented in Spring 2020. Presentations on the common practices in private and commercial industries. Implemented in Spring 2020. The Associate Dean currently managing the Contracts Management program will ensure that instructors are adhering to these changes by providing updated information from DAU, conducting observations to make sure key concepts are taught, and meeting with instructors and steering committee members to make certain concepts match real-life processes. <p>5. Next Assessment of this CLO: Spring 2022</p>			

Core Competency Assessment Report: Written Communication, 2018-2019 Cybersecurity, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																	
A.A.S. in Information Technology Program Purpose Statement: This curriculum is designed for those who seek employment in the field of Cybersecurity (information assurance), for those who are presently in IT or a security field and who desire to increase their knowledge and update their skills, and for those who must augment their abilities in other fields with knowledge and skills in information security. The curriculum is mapped to the NSA/DHS Knowledge Units necessary for NOVA's designation as a Center of Academic Excellence.																																																																	
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Be able to identify correct syntax and logic in a programming language.																																																																	
Assessment Methods	Assessment Results	Use of Results																																																															
Course Name/Number: Software Design - ITP 100 Direct Measure Used: Students were assessed based on three (3) questions with question 1 having five parts including open ended coding questions and multiple choice type questions. Provide Rubric Criteria or Question Concepts: Students were assessed on the following topics: 1. Students had to write the output of a code. The question was worth 12 points total and the five parts of the question were worth, respectively, 4, 6, 2, 2, and 2 points. 2. Operations (2 points) 3. Representation and matching (2 points) Sample: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>6</td><td>1</td><td>10</td></tr> <tr><td>AN</td><td>9</td><td>5</td><td>91</td></tr> <tr><td>MA</td><td>7</td><td>1</td><td>25</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>7</td><td>2</td><td>34</td></tr> <tr><td>WO</td><td>3</td><td>1</td><td>29</td></tr> <tr style="background-color: yellow;"><td>Online</td><td>5</td><td>0</td><td>0</td></tr> <tr style="background-color: yellow;"><td>DE*</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>37</td><td>10</td><td>189</td></tr> </tbody> </table> *Off-site Dual-enrollment	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	6	1	10	AN	9	5	91	MA	7	1	25	ME	N/A	N/A	N/A	LO	7	2	34	WO	3	1	29	Online	5	0	0	DE*	N/A	N/A	N/A	Total	37	10	189	Semester/year data collected: Fall 2018 Target: 70% for the both overall average and each question Results: 73.4% of students scored above the target <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>73.4</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > target per criteria <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. Q1-Part 1</td><td>81.94</td></tr> <tr><td>2. Q1-Part 2</td><td>71.63</td></tr> <tr><td>3. Q1-Part 3</td><td>84.52</td></tr> <tr><td>4. Q1-Part 4</td><td>52.26</td></tr> <tr><td>5. Q1-Part 5</td><td>73.54</td></tr> <tr><td>6. Q2</td><td>76.72</td></tr> <tr><td>7. Q3</td><td>73.02</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>73.4</td></tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Narrative comparison of current results by criterion/concept to previous year's results: This was the first time this CLO was assessed using the specific test and format.	Results by Modality	Current Results Fall 2018	In-class	73.4	Results by SLO Criteria/ Question Concepts	Current Results Fall 2018	1. Q1-Part 1	81.94	2. Q1-Part 2	71.63	3. Q1-Part 3	84.52	4. Q1-Part 4	52.26	5. Q1-Part 5	73.54	6. Q2	76.72	7. Q3	73.02	Total	73.4	1. Changes put in place since previous CLO assessment to improve student learning: It was proposed to structure questions both opened ended and multiple choice. Additionally, course coordinators were assigned to help with supervision of course consistency. 2. Impact of changes on current results: The changes contribute towards better results across the different campuses. Results by questions provided a more detailed analysis showing areas of strength and areas of weaknesses. 3. According to current results, areas needing improvement: Online assessment is a challenge because the online master course shell is designed and created by the online division. This makes it hard to add a new exam to the course without the master shell being re-designed. In addition, students did not meet the target on Q1, Part 4. 4. Based on the results, current actions to improve CLO: Revise the assessment tool to accommodate the online assessment in the following ways: Students being able to write the output of a code in the course shell. This will be implemented in Spring 2021. In addition, students did not meet the target on Q1, Part 4, so the program will do the following in Spring 2020 to improve student learning in this area: Displaying color code program message. 5. Next assessment of this CLO: Spring 2021	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																														
AL	6	1	10																																																														
AN	9	5	91																																																														
MA	7	1	25																																																														
ME	N/A	N/A	N/A																																																														
LO	7	2	34																																																														
WO	3	1	29																																																														
Online	5	0	0																																																														
DE*	N/A	N/A	N/A																																																														
Total	37	10	189																																																														
Results by Modality	Current Results Fall 2018																																																																
In-class	73.4																																																																
Results by SLO Criteria/ Question Concepts	Current Results Fall 2018																																																																
1. Q1-Part 1	81.94																																																																
2. Q1-Part 2	71.63																																																																
3. Q1-Part 3	84.52																																																																
4. Q1-Part 4	52.26																																																																
5. Q1-Part 5	73.54																																																																
6. Q2	76.72																																																																
7. Q3	73.02																																																																
Total	73.4																																																																

Cybersecurity, A.A.S.

	<p>Strengths: More than 70% of students correctly answered the following questions: Q1, Part 1, 2, 3, and 5; Q2; and Q3.</p> <p>Weaknesses: It was difficult to collect data for online assessment because of the online master course shell issue. The shell being designed and created by the online division makes it hard to add a new exam to the course without the master shell being re-designed. Also, fewer than 70% of students answered Q1, Part 4 correctly. This area required that students know how to displaying color code program message.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

Dental Assisting, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																															
Program/Discipline Purpose Statement: This curriculum is designed to prepare students to perform chairside assisting, minor laboratory, and basic office procedures. Students learn the theory and skills to assist in the dental operator through course work in the areas of chairside assisting, radiology, dental materials, dental and biomedical sciences, as well as clinical practice. Graduates can perform certain additional tasks allowing them to become productive and valued members of the dental health team. Upon successful completion of this program, students are eligible to sit for the Dental Assisting National Board Examination (DANB). After successful completion of this examination, the credential "Certified Dental Assistant" (CDA) is awarded.																																															
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication																																															
Assessment Methods	Assessment Results		Use of Results																																												
Course Name/Number: Dental Science – DNA 108 Direct Measure Used: Oral Embryology and Histology Oral and Powerpoint Presentation Provide Rubric Criteria or Question Concepts: Rubric 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>ME only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	10	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	10	Semester/year data collected: Fall 2018 Target: 100% of the students will meet the 75% competency level on the evaluation Results: 100% met the 75% competency level 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: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Fall 2018</th> <th style="width: 30%;">Previous Results Fall 2017</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">92%</td> </tr> </tbody> </table> Results by CLO Criteria: 100% Percent of Students > 75% criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 20%;">Current Results Fall 2018</th> <th style="width: 20%;">Previous Results Fall 2017</th> </tr> </thead> <tbody> <tr> <td>1. General Formatting</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>2. Content</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td>3. Presentation</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>4. Assignment Ready</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">89%</td> </tr> </tbody> </table> Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results by criterion/concept to previous year's results: There was a slight decrease from 2017 to 2018 but students continued to be above the 75% competency level. Strengths: Students gave presentations on a variety of disease entities which educated and informed the class. Weaknesses: Even though the instructor explained and discussed the objectives, some students completed minimal work for the assignment.		Results by Modality	Current Results Fall 2018	Previous Results Fall 2017	In-class	91%	92%	Results by SLO Criteria/Question Concepts	Current Results Fall 2018	Previous Results Fall 2017	1. General Formatting	85%	85%	2. Content	89%	87%	3. Presentation	85%	85%	4. Assignment Ready	90%	100%	Total	87%	89%	1. Changes put in place since previous CLO assessment to improve student learning: No changes were made because the students continued to meet the 75% competency level. 2. Impact of changes on current results: No changes were made. 3. According to current results, areas needing improvement: Students need more direction when researching content for their topic. The CLO for written communication was met because students also had to develop and present a written Powerpoint presentation along with their oral presentation. 4. Based on the results, current actions to improve CLO: Engage the librarian at the campus who will give a lecture on how to research medical information topics to improve the quality of the presentation and to adhere to the objectives of the assignment. Have students work on this project throughout the semester and provide feedback as the presentation and objectives are met. 5. Next assessment of this CLO: This CLO will be assessed in Spring 2020 by the Program Director.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																												
ME only	1	1	10																																												
Online	N/A	N/A	N/A																																												
DE*	N/A	N/A	N/A																																												
Total	1	1	10																																												
Results by Modality	Current Results Fall 2018	Previous Results Fall 2017																																													
In-class	91%	92%																																													
Results by SLO Criteria/Question Concepts	Current Results Fall 2018	Previous Results Fall 2017																																													
1. General Formatting	85%	85%																																													
2. Content	89%	87%																																													
3. Presentation	85%	85%																																													
4. Assignment Ready	90%	100%																																													
Total	87%	89%																																													

Core Competency Assessment Report: Written Communication, 2018-2019

Diagnostic Medical Sonography A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																
<p>Program Purpose Statement: This curriculum is designed to prepare students to produce diagnostic images of the human body using special equipment to direct high frequency sound waves into different anatomic structures in a patient's body. The sonographer is a central member of the healthcare team and assists the radiologist in gathering diagnostic data for interpretation. NOVA's program emphasizes didactic and "hands-on" practice of sonographic techniques in a well-equipped scanning laboratory at the Medical Education Campus in Springfield, Virginia. Clinical experience is acquired at numerous area hospitals and private medical affiliates.</p>																																
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Integrate patient history, current medical condition, and sonographic findings to provide accurate diagnostic information.</p>																																
Assessment Methods	Assessment Results	Use of Results																														
<p>Course Name/Number: Clinical Education I - DMS 231 and Vascular Case Study Review - DMS 265</p> <p>Direct Measure Used: DMS 231: Timed On Campus Competency DMS 265: Case Study #1</p> <p>Provide Rubric Criteria or Question Concepts: DMS 231 students were graded as follows on their Technical Observation Report:</p> <ul style="list-style-type: none"> • Exceptional (10 points) – The report is delivered in an organized manner and well thought out as it pertains to the anatomy/anomalies/pathology. Proper sonographic language and medical terminology was employed. • Acceptable (7.5 points) – Minimal explanations of anatomy/anomalies and pathology. Minimal use of sonographic terms to describe the above. • Unacceptable (0 points) – Disorganized report with minimal sonographic terminology used. <p>DMS 265 Questions – 5 points each:</p> <ol style="list-style-type: none"> 1. Patient Information Briefing (Demographics, History, Physical Exam, Lab Studies, etc.) 2. Exam Findings Briefing and Diagnosis (descriptive appearance(s) and measurement information) 	<p>Semester/year data collected: Summer 2019</p> <p>Targets:</p> <ol style="list-style-type: none"> 1. 80% of DMS program students scoring > 7.5 points 2. 80% of DMS Vascular Specialization students scoring > 5 points per question <p>Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Current Results Summer 2019</th> <th style="padding: 5px;">Previous Results Summer 2018</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">In-class - DMS</td> <td style="padding: 5px; text-align: center;">9.85</td> <td style="padding: 5px; text-align: center;">N/A</td> </tr> <tr> <td style="padding: 5px;">In-class – DMS Vascular Specialization</td> <td style="padding: 5px; text-align: center;">4.67</td> <td style="padding: 5px; text-align: center;">4.0</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; margin-bottom: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by SLO Criteria/ Question Concepts - DMS Program</th> <th style="padding: 5px;">Current Results - DMS Program Summer 2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">5. Scored > 7.5 points</td> <td style="padding: 5px; text-align: center;">100%</td> </tr> <tr> <td style="padding: 5px;">Total</td> <td style="padding: 5px; text-align: center;">100%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by SLO Criteria/ Question Concepts – DMS Vascular Specialization</th> <th style="padding: 5px;">Current Results – DMS Vascular Specialization Summer 2019</th> <th style="padding: 5px;">Previous Results – DMS Vascular Specialization Summer 2018</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Scored > 5 points</td> <td style="padding: 5px; text-align: center;">80%</td> <td style="padding: 5px; text-align: center;">80%</td> </tr> <tr> <td style="padding: 5px;">2. Scored > 5 points</td> <td style="padding: 5px; text-align: center;">100%</td> <td style="padding: 5px; text-align: center;">80%</td> </tr> <tr> <td style="padding: 5px;">3. Scored > 5 points</td> <td style="padding: 5px; text-align: center;">100%</td> <td style="padding: 5px; text-align: center;">80%</td> </tr> <tr> <td style="padding: 5px;">Total</td> <td style="padding: 5px; text-align: center;">93.3%</td> <td style="padding: 5px; text-align: center;">80%</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?</p>	Results by Modality	Current Results Summer 2019	Previous Results Summer 2018	In-class - DMS	9.85	N/A	In-class – DMS Vascular Specialization	4.67	4.0	Results by SLO Criteria/ Question Concepts - DMS Program	Current Results - DMS Program Summer 2019	5. Scored > 7.5 points	100%	Total	100%	Results by SLO Criteria/ Question Concepts – DMS Vascular Specialization	Current Results – DMS Vascular Specialization Summer 2019	Previous Results – DMS Vascular Specialization Summer 2018	1. Scored > 5 points	80%	80%	2. Scored > 5 points	100%	80%	3. Scored > 5 points	100%	80%	Total	93.3%	80%	<p>1. Changes put in place since previous CLO assessment to improve student learning: This Written Communication CLO was not assessed for the 2017-2018 academic year, and this is the first assessment of this CLO for this academic program. However, the SLO used for this CLO was evaluated as a Critical Thinking CLO during the 2017-18 academic year. Recommendations for the Critical Thinking CLO involved providing more detailed examples for students so they may better understand the level of analysis required.</p> <p>2. Impact of changes on current results are not applicable as this is the first assessment of this CLO for this academic program. DMS Clinical Coordinators provided detailed examples of technical reports for DMS program students in the Fall 2018 DMS 206 course and Spring 2019 DMS 196 clinical course which enabled students to perform well on the Summer 2019 On Campus Graded Competency assessment. For the DMS Vascular Specialization students, the 2017-18 recommendation for the Critical Thinking CLO is similar to what may be useful for the Written Communication CLO for the 2018-19 academic year. A more detailed explanation of expectations for quality writing of case studies may help students improve assessment outcomes.</p> <p>3. According to current results, areas needing improvement: According to current results, DMS program students performed well for this criteria. However, areas needing improvement include breaking out the data for each broad criteria more fully to better determine specific areas of weakness. For the DMS Vascular Specialization students, current results indicate that areas needing improvement include clarifying expectations for quality of written briefings for the DMS</p>
Results by Modality	Current Results Summer 2019	Previous Results Summer 2018																														
In-class - DMS	9.85	N/A																														
In-class – DMS Vascular Specialization	4.67	4.0																														
Results by SLO Criteria/ Question Concepts - DMS Program	Current Results - DMS Program Summer 2019																															
5. Scored > 7.5 points	100%																															
Total	100%																															
Results by SLO Criteria/ Question Concepts – DMS Vascular Specialization	Current Results – DMS Vascular Specialization Summer 2019	Previous Results – DMS Vascular Specialization Summer 2018																														
1. Scored > 5 points	80%	80%																														
2. Scored > 5 points	100%	80%																														
3. Scored > 5 points	100%	80%																														
Total	93.3%	80%																														

Diagnostic Medical Sonography A.A.S.

<p>3. Post-Exam Options Briefing (possible follow-up, treatments, and/or interventions)</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 5px;">Campus/ Modality</th> <th style="padding: 5px;">Total # of Sections Offered</th> <th style="padding: 5px;"># Sections Assessed</th> <th style="padding: 5px;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">DMS 231: ME only</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">13</td> </tr> <tr> <td style="padding: 5px;">DMS 265: ME only</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">5</td> </tr> <tr style="background-color: #ffff00;"> <td style="padding: 5px;">Online</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> </tr> <tr style="background-color: #ffff00;"> <td style="padding: 5px;">DE*</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> </tr> <tr style="background-color: #d3d3d3;"> <td style="padding: 5px;">Total</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">18</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	DMS 231: ME only	1	1	13	DMS 265: ME only	1	1	5	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	2	2	18	<p>[] Yes [] No [X] Partially [] N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: See below.</p> <p>Strengths: For the DMS program students, the Summer 2019 assessment results exceeded the target score by 2.31 points.</p> <p>For the DMS Vascular Specialization students, Student outcomes for Question 1 met the target goal for both the 2017-18 and 2018-19 cohorts. Student outcomes for Question 2 met the target goal for the 2017-18 cohort and exceeded the target goal for the 2018-19 cohort. Student outcomes for Question 3 met the target goal for the 2017-18 cohort and exceeded the target goal for the 2018-19 cohort.</p> <p>Weaknesses: For the DMS program students, due to all students exceeding the target criteria, there are no identified weaknesses in the findings at this time.</p> <p>For the DMS Vascular Specialization students, although the target goal was met in both years, there was no improvement in student outcomes for Question 1 when comparing the 2017-2018 cohort to the 2018-2019 cohort.</p>	<p>265 Case Study assessments. In particular, these clarifications may help improve student outcomes for the integration of patient history in relation to accurate diagnosis.</p> <p>4. Based on the results, current actions to improve CLO: For students in the DMS program, current instruction related to expectations for completing written technical reports appears to have been sufficient for this cohort. DMS Clinical faculty will continue to prepare students in the Fall semester DMS 206 course and the Spring semester DMS 196 clinical course to create proper written technical reports for every patient exam that integrates patient history, current medical condition, and sonographic findings to aid diagnosis. To ensure that future assessment results are more meaningful, the rubric criteria will be amended to include sub-criteria for more specific analysis.</p> <p>For students in the DMS Vascular Specialization, current actions to improve this CLO include developing a more defined rubric with designated categories of evaluation for the questions requiring briefing paragraphs. The DMS Program Director will redesign the Case Study report worksheet to include points for each question and a breakdown of expectations for the briefing questions according to the following scoring: Proper Grammar = 1 point, Organization = 2 points, Information Detail and Quality = 2 points. The redesigned grading rubric will be implemented in the Summer 2020 DMS 265 Vascular Case Study Review course.</p> <p>5. Next assessment of this CLO will be for the 2020-21 academic year.</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																							
DMS 231: ME only	1	1	13																							
DMS 265: ME only	1	1	5																							
Online	N/A	N/A	N/A																							
DE*	N/A	N/A	N/A																							
Total	2	2	18																							

Core Competency Assessment Report: Written Communication, 2018-2019

Early Childhood 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: The curriculum is designed for individuals who seek employment involving the care and education of young children, or for those persons presently employed in these situations who wish to update and enhance their competencies. Occupational opportunities include program leaders, supervisors, and/or directors in child development programs.																																																		
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: We used an assignment in our Capstone Class which is also used to measure some of the Professional Development SLO #6 Criteria but we did not collect data directly on those SLO criteria. SLO#6: Using the basic tenets of professionalism, and best practices, demonstrate one's growth and development.																																																		
Assessment Methods		Assessment Results		Use of Result																																														
Course Name/Number: Advanced Observation and Participation CHD 265 Direct Measure Used: Written reflection on Capstone Project Sample: <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 style="text-align: center;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">22</td></tr> <tr><td>AN</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>MA</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">9</td></tr> <tr><td>ME</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr><td>LO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">10</td></tr> <tr><td>WO</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: #ffffcc;"><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 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;">4</td><td style="text-align: center;">4</td><td style="text-align: center;">41</td></tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	2	2	22	AN	N/A	N/A	N/A	MA	1	1	9	ME	N/A	N/A	N/A	LO	1	1	10	WO	N/A	N/A	N/A	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	4	4	41	Semester/year data collected: Spring 2019 Target: 80% of students will earn 80% or better on each CLO criteria. Results: Overall Average/Mean Score by In-Class, Online, DE: <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;">80%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>		Results by Modality	Current Results Spring 2019	Previous Results	In-class	80%	N/A	1. Changes put in place since previous CLO assessment to improve student learning: No prior CLO Assessment on written communication 2. Impact of changes on current results: NA 3. According to current results, areas needing improvement: All of the areas could use strengthening but. We are using this particular assignment for collecting data on other SLO criteria so we will be able to see how this compares in the future. 4. Based on the results, current actions to improve CLO: The skills in this CLO are important to much of the writing in the ECD program. We have an emphasis on reflection and this assignment indicates a need to continue incorporating reflection and organization into all courses. Organization is presentation of critical thinking. We will discuss this again in December 2019 with the instructors due to teach this assignment in Spring 2020. We intend to use this assignment as part of the CLO on Professionalism we will assess in Spring 2020. 5. Next assessment of this CLO: At direction of OIR probably Spring 2021. We will assess in Spring 2020 but do not plan on reporting on it.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																															
AL	2	2	22																																															
AN	N/A	N/A	N/A																																															
MA	1	1	9																																															
ME	N/A	N/A	N/A																																															
LO	1	1	10																																															
WO	N/A	N/A	N/A																																															
Online	N/A	N/A	N/A																																															
DE*	N/A	N/A	N/A																																															
Total	4	4	41																																															
Results by Modality	Current Results Spring 2019	Previous Results																																																
In-class	80%	N/A																																																
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="text-align: center;">Results by CLO Criteria/Question Concepts</th> <th style="text-align: center;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1. Organization</td><td style="text-align: center;">78</td></tr> <tr><td>2. Voice</td><td style="text-align: center;">83</td></tr> <tr><td>3. Mechanics (Grammar)</td><td style="text-align: center;">83</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td style="text-align: center;">81</td></tr> </tbody> </table>		Results by CLO Criteria/Question Concepts	Current Results Spring 2019	1. Organization	78	2. Voice	83	3. Mechanics (Grammar)	83	Total	81	Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – First assessment of this CLO. Narrative comparison of current results by criterion/concept to previous year's results: N/A Strengths: Student had a focused voice which reflected comfort with the learning from the project. They had reflected on their work and were able to express themselves. Weaknesses: Students struggled with reflection and making the writing personal. They were given support throughout the course in assignments by the instructors who provided feedback on writing. They were comfortable with topic but needed help in the analysis and organization of their thoughts.																																						
Results by CLO Criteria/Question Concepts	Current Results Spring 2019																																																	
1. Organization	78																																																	
2. Voice	83																																																	
3. Mechanics (Grammar)	83																																																	
Total	81																																																	

Core Competency Assessment Report: Written Communication, 2018-2019

Engineering Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																				
Program/Discipline Purpose Statement: This program is designed to prepare students for employment as a technician, operator and/or technologist in the fields of engineering technology, electrical technology, industrial technology, operational technology, sensor technology, automation technology, robotics and mechatronics.																																																																				
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to demonstrate interpersonal/human relations skills to promote and complete prescribed project tasks and meet project goals and objectives (program SLO) the ability to evaluate evidence carefully and apply reasoning to decide what to believe and how to act.																																																																				
Assessment Methods	Assessment Results			Use of Results																																																																
Course Name/Number: Team Concepts in Problem Solving - IND 137 Direct Measure Used: Final Examination Sample: <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 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>AN</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>MA</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>ME</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr><td>LO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">11</td></tr> <tr><td>WO</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: #ffffcc;"><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 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;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">16</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	N/A	N/A	N/A	AN	N/A	N/A	N/A	MA	1	1	5	ME	N/A	N/A	N/A	LO	1	1	11	WO	N/A	N/A	N/A	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	2	2	16	Semester/year data collected: Fall 2018 Target: Students will score 70% or above Results: 90% 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 Fall 2018</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">In-class</td> <td style="text-align: center;">90%</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria</th> <th style="text-align: center;">Fall 2018</th> </tr> </thead> <tbody> <tr><td>13. Creating a Technology Company</td><td style="text-align: center;">99%</td></tr> <tr><td>14. Mission statement</td><td style="text-align: center;">91%</td></tr> <tr><td>15. Organizational chart</td><td style="text-align: center;">92%</td></tr> <tr><td>16. Division/Teams</td><td style="text-align: center;">91%</td></tr> <tr><td>17. Communicate guiding principles of the organization</td><td style="text-align: center;">89%</td></tr> <tr><td>18. Tolerance and sensitivity within the organization</td><td style="text-align: center;">85%</td></tr> <tr><td>19. Create a decision making model</td><td style="text-align: center;">87%</td></tr> <tr><td>20. Conflict resolution</td><td style="text-align: center;">92%</td></tr> <tr style="background-color: #d3d3d3;"><td>Total Average</td><td style="text-align: center;">90%</td></tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Narrative comparison of current results by criterion/concept to previous year's results: This is the first assessment of this CLO			Results by Modality	Current Results Fall 2018	In-class	90%	Results by SLO Criteria	Fall 2018	13. Creating a Technology Company	99%	14. Mission statement	91%	15. Organizational chart	92%	16. Division/Teams	91%	17. Communicate guiding principles of the organization	89%	18. Tolerance and sensitivity within the organization	85%	19. Create a decision making model	87%	20. Conflict resolution	92%	Total Average	90%	1. Changes put in place since previous CLO assessment to improve student learning: First time assessing 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Students need to improve their communication skills. 4. Based on the results, current actions to improve SLO: Taking ENG 115 either before or during the semester IND 137 is offered will greatly increase students' communication and writing skills. 5. Next assessment of this CLO: Fall 2019
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																	
AL	N/A	N/A	N/A																																																																	
AN	N/A	N/A	N/A																																																																	
MA	1	1	5																																																																	
ME	N/A	N/A	N/A																																																																	
LO	1	1	11																																																																	
WO	N/A	N/A	N/A																																																																	
Online	N/A	N/A	N/A																																																																	
DE*	N/A	N/A	N/A																																																																	
Total	2	2	16																																																																	
Results by Modality	Current Results Fall 2018																																																																			
In-class	90%																																																																			
Results by SLO Criteria	Fall 2018																																																																			
13. Creating a Technology Company	99%																																																																			
14. Mission statement	91%																																																																			
15. Organizational chart	92%																																																																			
16. Division/Teams	91%																																																																			
17. Communicate guiding principles of the organization	89%																																																																			
18. Tolerance and sensitivity within the organization	85%																																																																			
19. Create a decision making model	87%																																																																			
20. Conflict resolution	92%																																																																			
Total Average	90%																																																																			

Core Competency Assessment Report: Written Communication, 2018-2019

Graphic Design, A.A.S.

Degrees and Certificates: Graphic Design, AAS, Graphic Design Interactive Design, AAS, Multimedia Design Certificate, Web Design Certificate

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

Program/Discipline Purpose Statement: The curriculum is designed for individuals who seek full-time employment in the graphic design field. The occupational objectives include graphic designer, art director, illustrator, production artist, package designer, and web content developer, among others in the graphic design marketplace.

Core Learning Outcome: Civic Engagement Written Communication

Operationalize your CLO here: Students will demonstrate the ability to evaluate evidence carefully and apply reasoning to decide what to believe and how to act.

Assessment Methods	Assessment Results	Use of Results																												
<p>Course Name/Number: Design for the Web I - ART 116</p> <p>Direct Measure Used: In this assignment, students analyzed problems within a website by conducting user experience testing. They conducted interviews and used personal observation to gather qualitative evidence on user experience and behavior. They accomplished this by selecting participants who will try to perform a series of task-related scenarios. They interpreted and evaluated their evidence in a detailed analysis of what happened during the completion of each task, explaining the problems encountered and any insights they might have as to why their users encountered problems. Then, they discussed some possible design recommendations for improving the usability and design of the website.</p> <p>Their essay must provide a thoughtful analysis that draws solid design conclusions based on their findings.</p> <p>Provide Rubric Criteria or Question Concepts: Students were assessed on the following areas:</p> <ul style="list-style-type: none"> • Identifies & gathers evidence (7 points) • Interpretation/ analysis (7 points) • Formulate new solutions based on evidence (7 points) • Total = 21 points <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">20</td> </tr> <tr> <td>LO</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">39</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> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	20	LO	3	3	39	Online	N/A	N/A	N/A	<p>Semester/year data collected: Spring 2019</p> <p>Target: The target was to have students above the Average level, which would be in the 70% range.</p> <p>Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Results by Modality</th> <th>Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">16.78/ 21 (80%)</td> </tr> </tbody> </table> <p>Results by SLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Results by SLO Criteria/ Question Concepts</th> <th>Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Identifies & gathers evidence</td> <td style="text-align: center;">4.89 (70%)</td> </tr> <tr> <td>2. Interpretation/ analysis</td> <td style="text-align: center;">4.74 (68%)</td> </tr> <tr> <td>3. Formulate new solutions based on evidence</td> <td style="text-align: center;">4.99 (71%)</td> </tr> </tbody> </table> <p>Target Met <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first time assessing this CLO</p> <p>The results were satisfactory for most students. Some students chose not to submit the assignment. This impacted the final assessment grade averages.</p> <p>Strengths: Criteria 1 (Identifies and gathers evidence) and criteria 3 (Formulate new solutions based on evidence) were both at or above target, 70% and 71% respectively.</p>	Results by Modality	Current Results Spring 2019	In-class	16.78/ 21 (80%)	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Identifies & gathers evidence	4.89 (70%)	2. Interpretation/ analysis	4.74 (68%)	3. Formulate new solutions based on evidence	4.99 (71%)	<p>1. Changes put in place since previous CLO assessment to improve student learning: First assessment of this CLO.</p> <p>2. Impact of changes on current results: The results were satisfactory for most students. Some students chose not to submit the assignment. This impacted the final assessment grade averages. Target was met.</p> <p>3. According to current results, areas needing improvement: Going forward, break down the assignment into two parts, consisting of a draft stage and final stage. Doing this will allow students who are not doing the assignment correctly to revise their work early on and before it impacts their final grade.</p> <p>Also, breaking down the assignment into two stages or two milestones will hopefully eliminate any students from feeling the assignment was “overwhelming” and ultimately preventing them from achieving their best results.</p> <p>4. Based on the results, current actions to improve SLO: Because the web is constantly changing, faculty will continue to revise and revisit lesson plans and exercises that were relevant one semester and may now be outdated. We will make changes as needed/rewrite some assignments and clarify assignment directions. Specifically on this assignment, we will add an additional benchmark submission deadline to help students with their progression through the project and to achieve better overall results. Also, we will find ways to get slower-paced learners up to speed and emphasize the</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																											
AL	1	1	20																											
LO	3	3	39																											
Online	N/A	N/A	N/A																											
Results by Modality	Current Results Spring 2019																													
In-class	16.78/ 21 (80%)																													
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																													
1. Identifies & gathers evidence	4.89 (70%)																													
2. Interpretation/ analysis	4.74 (68%)																													
3. Formulate new solutions based on evidence	4.99 (71%)																													

Graphic Design, A.A.S.

Degrees and Certificates: Graphic Design, AAS, Graphic Design Interactive Design, AAS, Multimedia Design Certificate, Web Design Certificate

DE*	N/A	N/A	N/A	Weaknesses: Criteria 2 (Interpretation/analysis) was below target at 68%.	importance of how not submitting work will impact their final grade. This will be done by more in-class "work in progress" critiques. All results and recommended changes from this CLO assessment will be made available and discussed with all faculty.
Total	4	4	59		
*Off-site Dual-enrollment					

Core Competency Assessment Report: Written Communication, 2018-2019

Health Information 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 provide training in the management of systems to collect, store, process, retrieve, analyze, disseminate, and communicate information related to the research, planning, provision, and evaluation of healthcare services. It provides students with a unique blend of courses in information technology, business management, and clinical knowledge. Students who possess an interest in studying diseases and therapies but who prefer not to work in a direct patient care setting find this career very rewarding. An interest in using computers to manage data is also important. Health information management professionals are experts on patient data that doctors, nurses, and other providers rely on to perform their jobs. Employment opportunities exist in all types of healthcare delivery organizations (hospitals, ambulatory care centers, home health services, and long-term care facilities) plus managed care, consulting firms, claims and reimbursement companies, and research firms. Graduates of the program are eligible to take a national certifying examination. The Registered Health Information Technician (RHIT) Certification is recognized nationwide as proof of proficiency in health information management.

Core Learning Outcome: [] Civic Engagement [X] Written Communication

Operationalize your CLO here: Apply diagnosis/procedure codes according to current guidelines (I.A.) (Core Learning Outcome): Understand appropriate application of ICD-10-CM/PCS coding guidelines; Apply the principles for coding healthcare data using ICD-10-CM/PCS; Accurately assign codes to diseases, conditions and procedures.

Assessment Methods	Assessment Results	Use of Results																																						
<p>Course Name/Number: Clinical Classification Systems I – HIM 250</p> <p>Direct Measure Used: Midterm Exam #1 Theory: This assessment is part of the mid-term coding theory exam and consists of four (4) questions which together are worth 28 points.</p> <p>Provide Rubric Criteria or Question Concepts:</p> <ul style="list-style-type: none"> Ensuring that students can accurately explain the distinction between principal and other diagnoses, as determined using current ICD-10-CM guidelines. Ensuring that students can accurately explain the distinction between principal and significant procedures as determined using current ICD-10-PCS guidelines. <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>ME only</td> <td>2</td> <td>2</td> <td>26</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>26</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	2	2	26	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	2	2	26	<p>Semester/year data collected: Fall 2018</p> <p>Target: 80% of students will achieve scores of 72% or higher</p> <p>Results: 73% of students achieved score of 72% or above</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>73%</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. Elements of ICD-10-CM rules stated accurately</td> <td>82%</td> </tr> <tr> <td>2. Elements of ICD-10-PCS rules stated accurately</td> <td>76%</td> </tr> <tr> <td>3. All major elements of ICD-10-CM rules are included</td> <td>80%</td> </tr> <tr> <td>4. All major elements of ICD-10-PCS rules are included</td> <td>72%</td> </tr> <tr> <td>5. Language is clear and concise</td> <td>65%</td> </tr> <tr> <td>6. No grammar, spelling or syntax errors</td> <td>65%</td> </tr> </tbody> </table>	Results by Modality	Current Results Fall 2018	In-class	73%	Results by SLO Criteria/ Question Concepts	Current Results Fall 2018	1. Elements of ICD-10-CM rules stated accurately	82%	2. Elements of ICD-10-PCS rules stated accurately	76%	3. All major elements of ICD-10-CM rules are included	80%	4. All major elements of ICD-10-PCS rules are included	72%	5. Language is clear and concise	65%	6. No grammar, spelling or syntax errors	65%	<p>1. Changes put in place since previous CLO assessment to improve student learning: No prior assessment.</p> <p>2. Impact of changes on current results: Although students met the target on the technical requirements of the exercise, students fell short on the written communication component. The program will add additional writing exercises to course to strengthen this area.</p> <p>3. According to current results, areas needing improvement: Students need additional support to improve their written communication skills.</p> <p>4. Based on the results, current actions to improve CLO: The HIM program faculty will add additional writing assignments to the course to strengthen the written component. The HIM Program Director will review and approve of the additions. This will be implemented in Fall of 2019:</p> <ul style="list-style-type: none"> New LMS (Canvas) will be utilized to record data to assist faculty in targeting specific areas that need improvement. This will be implemented in 2019-20 and will be reported for department review. Faculty will provide additional exercises aimed at improving students' written communication skills,
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																					
ME only	2	2	26																																					
Online	N/A	N/A	N/A																																					
DE*	N/A	N/A	N/A																																					
Total	2	2	26																																					
Results by Modality	Current Results Fall 2018																																							
In-class	73%																																							
Results by SLO Criteria/ Question Concepts	Current Results Fall 2018																																							
1. Elements of ICD-10-CM rules stated accurately	82%																																							
2. Elements of ICD-10-PCS rules stated accurately	76%																																							
3. All major elements of ICD-10-CM rules are included	80%																																							
4. All major elements of ICD-10-PCS rules are included	72%																																							
5. Language is clear and concise	65%																																							
6. No grammar, spelling or syntax errors	65%																																							

Health Information Management A.A.S.

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Total</td> <td style="width: 50%;"></td> </tr> </table> <p>Target Met: [<input type="checkbox"/>] Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>] Partially</p> <p>Current Results improved vs. Previous Results? [<input type="checkbox"/>] Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] Partially [<input checked="" type="checkbox"/>] N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: This narrative is based on approximations by the instructor, as some data is not available for analysis since the LMS conversion.</p> <p>Strengths: Most students correctly distinguished the criteria for principal diagnosis versus other diagnoses, based on ICD-10-CM guidelines.</p> <p>Weaknesses: Approximately 28% of students showed difficulty in distinguishing principal from significant procedure using the ICD-10-PCS guidelines. Their responses focused more on the criteria for sequencing procedure codes, rather than on identifying or describing the distinguishing elements of each type of code, based on the ICD-10-PCS guidelines. Analysis of students' quality of writing suggest that students can benefit from additional written assignments.</p>	Total		<p>and will refer students, as needed to the learning resource center.</p> <p>5. Next assessment of this CLO: Fall 2020</p>
Total				

Core Competency Assessment Report: Written Communication, 2018-2019

Horticulture Technology A.A.S

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>		
<p>Program Purpose Statement: The curriculum is designed to prepare the students for full-time employment within the field of commercial horticulture as well as those presently employed who seek further knowledge and advancement. Graduates of the program are prepared for managerial/supervisory level positions in areas which include: landscape design and installation, grounds maintenance, floristry, greenhouse and nursery management, garden center operation, and sales and marketing in related industries.</p>		
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Use of one written research paper from a required course for all students in the program.</p>		
Assessment Methods	Assessment Results	Use of Results
<p>Course Name/Number: History of Garden Design - HRT 120</p> <p>Direct Measure Used: Gardens and culture research paper. This project was assigned as a semester long research paper allowing students written communication. Students had an opportunity to research and explore in depth a garden history topic related to a specific culture and period in history. Students were able to select any site and research and discuss it in the context of its gardens, landscape and the social and cultural context in which it was built.</p> <p>Provide Rubric Criteria or Question Concepts: Rubric Attached. It was graded with a rubric for a total of 100 points. Students were assessed on the following areas:</p> <ul style="list-style-type: none"> • Cover Page: 5 points • Body of the Report: 40 points <ul style="list-style-type: none"> -Length of report: 10 points • Conclusion: 10 points • Overall Quality of Content: 30 points • References: 15 points <ul style="list-style-type: none"> - Reference layout: 5 points - 3 references min. + 1 peer review: 5 points - Proper citation: 5 points • Spelling and Grammar (negative points) <ul style="list-style-type: none"> - 1-2 errors: -2.5 points - 3-4 errors: -5 points - 5-6 errors: -10 points - > 6 errors: -15 points 	<p>Semester/year data collected: Spring 2019</p> <p>Target: A target success rate was the 75% of the class achieving 80% or better on the research paper</p> <ul style="list-style-type: none"> • 78.6% of all students achieved the target. • All of the students (100%) who completed the paper achieved the target. • Another 21.4% of students did not turn in the paper and received 0 on the assignment. <p>Results: Grades were as follows (#s of students):</p> <ul style="list-style-type: none"> • 90-100+% - 9 • 80-89% - 2 • 70-79% - 0 • 60-69% - 0 • 0 -59% - 0 • no submission – 3 <p>Sub scores: The percentage of students who received reduced points based on the rubric, received point reductions by percentage in the following categories:</p> <ul style="list-style-type: none"> • Spelling and grammar: 35.7% • Research and references: 0% • Structure and quality of content: 21.4% • Also: No points reduced: 42.9% <p>Spelling and grammar was the largest source of point reduction in the research paper. These spelling and grammar skills are important measures of the written communication CLO. The research and references requirement were the lowest source of point reduction. Use of references and citation are an important part of written communication and these sub scores indicate an aptitude in this CLO. The structure and quality of content resulted in the second largest source of point reductions due to a subcategory. Finally the 42.9% of</p>	<p>1. Changes put in place since previous CLO assessment to improve student learning: This is the first time that this specific class and assignment was used to assess this CLO. There is not a comparable previous measure. This class was previously used to assess the Critical Thinking CLO, and the assessment results were overall similar.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: The sub scores indicate that the best area to improve the written communication CLO for this assessment would be to emphasize the importance of quality of content and to emphasize and review spelling and grammar and its importance for the representation of ideas in a research paper form.</p> <p>4. Based on the results, current actions to improve CLO: The rubric will be revised with more details elaborating on the quality of content, and the importance of spelling and grammar within the paper to better articulate written communication, to be implemented Spring 2020. The results of the CLO will be discussed in the next Horticulture Program meeting in August 2020, and since these results affect all faculty and all horticulture courses, this will be an ideal time to effectively discuss these findings. Prior to this meeting faculty will be asked to analyze and bring for discussion any current assignments that may be relevant to the written communication CLO. At the August meeting, we will analyze improvements to these assignments and rubrics based on the findings of this CLO.</p> <p>5. Next assessment of this CLO: This course is offered every semester and this assignment will be</p>

Horticulture Technology A.A.S

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
LO only	1	1	14
Online	N/A	N/A	N/A
DE*	N/A	N/A	N/A
Total	1	1	14

*Off-site Dual-enrollment

students who had no reduced points also indicate aptitude in the written communication CLO.

Overall Average/Mean Score by In-Class, Online, Dual Enrollment:

Results by Modality	Current Results Spring 2019
In-class	74.5%

Results by CLO Criteria: Number of students who received the following final grade percentages on the project

Results by SLO Criteria/Question Concepts	Current Results Spring 2019
1. 90-100%	9
2. 80-89%	2
3. 70-79%	0
4. 60-69%	0
5. 50-59%	0
6. Below 50%	0
7. No Show	3
Total	14

Target Met: Yes No Partially

Current Results improved vs. Previous Results?
 Yes No Partially N/A – This is the first assessment of this CLO.

Narrative comparison of current results by criterion/concept to previous year's results: N/A

Strengths: Use of research, citation, and proper use of references.

Weaknesses: Spelling and grammar are the weakest area relevant to this CLO. Structure and quality of content are a second weakness in written communication.

given each time the course is offered. The results can be saved from each class and assessed on a 2 year cycle, but which includes every semester's course results. A 2-year cycle would place the written communication CLO assessment for 2021-22. The course is taught by and will be assessed by the program head.

Core Competency Assessment Report: Written Communication, 2018-2019

Information Systems Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																															
A.A.S. in Information Technology Program Purpose Statement: This curriculum is designed for those who seek employment in the field of information technology, for those who are presently in that field and who desire to increase their knowledge and update their skills, and for those who must augment their abilities in other fields with knowledge and skills in information technology.																																																															
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Be able to define normalization and define why it is necessary in the creation of a relational database																																																															
Assessment Methods	Assessment Results		Use of Results																																																												
<p>Course Name/Number: Advanced Database Management – ITD 256</p> <p>Direct Measure Used: (5) Structured Query Language statement questions. Faculty at all 5 campuses provided these questions at the time the final exam was given.</p> <p>Provide Rubric Criteria or Question Concepts: Students were assessed on the following topics: Structured Query Language statement and Entity Relationship Diagram.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>4</td><td>3</td><td>72</td></tr> <tr><td>AN</td><td>7</td><td>2</td><td>46</td></tr> <tr><td>MA</td><td>2</td><td>1</td><td>20</td></tr> <tr><td>ME</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>LO</td><td>6</td><td>1</td><td>9</td></tr> <tr><td>WO</td><td>3</td><td>1</td><td>9</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>4</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>26</td><td>8</td><td>156</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	4	3	72	AN	7	2	46	MA	2	1	20	ME	N/A	N/A	N/A	LO	6	1	9	WO	3	1	9	Online	4	N/A	N/A	DE*	N/A	N/A	N/A	Total	26	8	156	<p>Semester/year data collected: Spring 2019</p> <p>Target: 70</p> <p>Results: 68% of students scored above the target</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2019</th> <th style="width: 33%;">Previous Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td>68</td> <td>62.33</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 50%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr><td>1.</td><td>39.10</td></tr> <tr><td>2.</td><td>82.69</td></tr> <tr><td>3.</td><td>83.97</td></tr> <tr><td>4.</td><td>62.18</td></tr> <tr><td>5.</td><td>72.44</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>68</td></tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: The overall current score of 68 was an improvement from 62.33 for the previous assessment.</p> <p>Strengths: The current results show a more detailed breakdown by question which we did not have in previous assessment. All the questions were above the target of 70 except for question one and three. Weaknesses: We did not get feedback from the online sections which could enhance the assessment.</p>		Results by Modality	Current Results Spring 2019	Previous Results Spring 2017	In-class	68	62.33	Results by SLO Criteria/Question Concepts	Current Results Spring 2019	1.	39.10	2.	82.69	3.	83.97	4.	62.18	5.	72.44	Total	68	<p>1. Changes put in place since previous CLO assessment to improve student learning: Previous assessment for ITD 256 was Spring 2017. Improvements were made to have a more detailed analysis of the CLO.</p> <p>2. Impact of changes on current results: A breakdown of specific areas of concern by question can now clearly be identified.</p> <p>3. According to current results, areas needing improvement: The areas of focus for improvement are the two questions where the students scored below the 70% target percentage.</p> <p>4. Based on the results, current actions to improve SLO: Based on the feedback students did not get enough time to complete the Exam. This is because they did the CLO exam with the Final exam. The proposal is to have a separate time for administering the CLO. This will be implemented with the help of newly established program committee and course coordinators in Spring 2021.</p> <p>In addition, in order to improve student scores in the areas where the results were below 70%, the following actions will be implemented in Spring 2021:</p> <ul style="list-style-type: none"> • Using channels of communication to faculty concerned using the newly established administration structure in IET. • Sharing of report through the Canvas portal with concerned faculty. • Create incentives to involve participation from online faculty.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																												
AL	4	3	72																																																												
AN	7	2	46																																																												
MA	2	1	20																																																												
ME	N/A	N/A	N/A																																																												
LO	6	1	9																																																												
WO	3	1	9																																																												
Online	4	N/A	N/A																																																												
DE*	N/A	N/A	N/A																																																												
Total	26	8	156																																																												
Results by Modality	Current Results Spring 2019	Previous Results Spring 2017																																																													
In-class	68	62.33																																																													
Results by SLO Criteria/Question Concepts	Current Results Spring 2019																																																														
1.	39.10																																																														
2.	82.69																																																														
3.	83.97																																																														
4.	62.18																																																														
5.	72.44																																																														
Total	68																																																														

Core Competency Assessment Report: Written Communication, 2018-2019

Information Technology, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																	
Program Purpose Statement: The Associate of Science degree curriculum in Information Technology is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in Information Technology.																																																																	
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Be able to identify correct syntax and logic in a programming language.																																																																	
Assessment Methods	Assessment Results		Use of Results																																																														
Course Name/Number: Software Design - ITP 100 Direct Measure Used: Students were assessed based on three (3) questions with question 1 having five parts including open ended coding questions and multiple choice type questions. Provide Rubric Criteria or Question Concepts: Students were assessed on the following topics: 1. Students had to write the output of a code. The question was worth 12 points total and the five parts of the question were worth, respectively, 4, 6, 2, 2, and 2 points. 2. Operations (2 points) 3. Representation and matching (2 points) 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;">6</td><td style="text-align: center;">1</td><td style="text-align: center;">10</td></tr> <tr><td>AN</td><td style="text-align: center;">9</td><td style="text-align: center;">5</td><td style="text-align: center;">91</td></tr> <tr><td>MA</td><td style="text-align: center;">7</td><td style="text-align: center;">1</td><td style="text-align: center;">25</td></tr> <tr><td>ME</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr><td>LO</td><td style="text-align: center;">7</td><td style="text-align: center;">2</td><td style="text-align: center;">34</td></tr> <tr><td>WO</td><td style="text-align: center;">3</td><td style="text-align: center;">1</td><td style="text-align: center;">29</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">5</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #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: #ffffcc;"><td>Total</td><td style="text-align: center;">37</td><td style="text-align: center;">10</td><td style="text-align: center;">189</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	6	1	10	AN	9	5	91	MA	7	1	25	ME	N/A	N/A	N/A	LO	7	2	34	WO	3	1	29	Online	5	0	0	DE*	N/A	N/A	N/A	Total	37	10	189	Semester/year data collected: Fall 2018 Target: 70% for the both overall average and each question Results: 73.4% of students scored above the target <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 Fall 2018</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">73.4</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: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results Fall 2018</th> </tr> </thead> <tbody> <tr><td>8. Q1-Part 1</td><td style="text-align: right;">81.94</td></tr> <tr><td>9. Q1-Part 2</td><td style="text-align: right;">71.63</td></tr> <tr><td>10. Q1-Part 3</td><td style="text-align: right;">84.52</td></tr> <tr><td>11. Q1-Part 4</td><td style="text-align: right;">52.26</td></tr> <tr><td>12. Q1-Part 5</td><td style="text-align: right;">73.54</td></tr> <tr><td>13. Q2</td><td style="text-align: right;">76.72</td></tr> <tr><td>14. Q3</td><td style="text-align: right;">73.02</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td style="text-align: right;">73.4</td></tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Narrative comparison of current results by criterion/concept to previous year's results: This was the first time this CLO was assessed using the specific test and format. Strengths: More than 70% of students correctly answered the following questions: Q1, Part 1, 2, 3, and 5; Q2; and Q3.		Results by Modality	Current Results Fall 2018	In-class	73.4	Results by SLO Criteria/ Question Concepts	Current Results Fall 2018	8. Q1-Part 1	81.94	9. Q1-Part 2	71.63	10. Q1-Part 3	84.52	11. Q1-Part 4	52.26	12. Q1-Part 5	73.54	13. Q2	76.72	14. Q3	73.02	Total	73.4	1. Changes put in place since previous CLO assessment to improve student learning: It was proposed to structure questions both opened ended and multiple choice. Additionally, course coordinators were assigned to help with supervision of course consistency. 2. Impact of changes on current results: The changes contribute towards better results across the different campuses. Results by questions provided a more detailed analysis showing areas of strength and areas of weaknesses. 3. According to current results, areas needing improvement: Online assessment is a challenge because the online master course shell is designed and created by the online division. This makes it hard to add a new exam to the course without the master shell being re-designed. In addition, students did not meet the target on Q1, Part 4. 4. Based on the results, current actions to improve CLO: Revise the assessment tool to accommodate the online assessment in the following ways: Students being able to write the output of a code in the course shell. This will be implemented in Spring 2021. In addition, students did not meet the target on Q1, Part 4, so the program will do the following in Spring 2020 to improve student learning in this area: Displaying color code program message. 5. Next assessment of this CLO: Spring 2021
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																														
AL	6	1	10																																																														
AN	9	5	91																																																														
MA	7	1	25																																																														
ME	N/A	N/A	N/A																																																														
LO	7	2	34																																																														
WO	3	1	29																																																														
Online	5	0	0																																																														
DE*	N/A	N/A	N/A																																																														
Total	37	10	189																																																														
Results by Modality	Current Results Fall 2018																																																																
In-class	73.4																																																																
Results by SLO Criteria/ Question Concepts	Current Results Fall 2018																																																																
8. Q1-Part 1	81.94																																																																
9. Q1-Part 2	71.63																																																																
10. Q1-Part 3	84.52																																																																
11. Q1-Part 4	52.26																																																																
12. Q1-Part 5	73.54																																																																
13. Q2	76.72																																																																
14. Q3	73.02																																																																
Total	73.4																																																																

Information Technology, A.S.

	<p>Weaknesses: It was difficult to collect data for online assessment because of the online master course shell issue. The shell being designed and created by the online division makes it hard to add a new exam to the course without the master shell being re-designed. Also, fewer than 70% of students answered Q1, Part 4 correctly. This area required that students know how to displaying color code program message.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

Interior Design

<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 Interior Design program provides quality education for students to prepare them for entry level employment in the interior design field or to transfer to an accredited university for further education. The curriculum provides a foundation education covering a broad range of topics in interior design, art history, furniture history, and basic design. Computer aided drafting, rendering and business practices round out the curriculum. Students become knowledgeable in both residential and contract design.</p>																				
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: An existing SLO was not used for this evaluation. Written communication has been evaluated based on a portion of a final project in which students are to describe their project intent through the development of a concept statement.</p>																				
Assessment Methods	Assessment Results	Use of Results																		
<p>Course Name/Number: Designing Commercial Interiors I - IDS 221</p> <p>Direct Measure Used: Rubric based on the concept statement developed for a final project.</p> <p>Rubric Criteria or Question Concepts: The project description and the rubric are attached. The concept statement is a short description of the student's design intent for the project. Students typically have a difficult time expressing themselves in writing, and this exercise will be required of them in their future lives as interior designers. They are evaluated on the following areas:</p> <ol style="list-style-type: none"> 1. Grammar – we have noticed that students generally have very poor grammar and sentence structure. When discussing this assignment, we review the requirements and give them additional resources to help them with this topic. 2. Spelling – we also notice that students rarely consider spelling important and constantly ask if spelling counts on any assignment. In this assignment it does count because the project will become part of the student's portfolio and be shown to potential employers. Errors are not an option. 3. Succinctness – the assignment is for a paragraph, so brevity in the description is a key factor. 4. Design Intent: Locale – Students should be able to discuss the setting of their project and how their design reflects that setting. 	<p>Semester/year data collected: Spring 2019</p> <p>Target: 80% of students will achieve 60% or better on the rubric for the portion of the project evaluated. This was not a graded portion of an assignment. A separate rubric was prepared specifically to evaluate the concept statement in terms of the CLO for written communication. The two full-time faculty used the rubric to individually score the concept statements and their totals were averaged to produce the data found in this document.</p> <p>Results: 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;">66.63%</td> </tr> </tbody> </table> <p>SLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score 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. Grammar</td> <td style="padding: 5px;">76%</td> </tr> <tr> <td style="padding: 5px;">2. Spelling</td> <td style="padding: 5px;">89%</td> </tr> <tr> <td style="padding: 5px;">3. Succinctness</td> <td style="padding: 5px;">56%</td> </tr> <tr> <td style="padding: 5px;">4. Design Intent: Locale</td> <td style="padding: 5px;">64%</td> </tr> <tr> <td style="padding: 5px;">5. Design Intent: Atmosphere</td> <td style="padding: 5px;">61%</td> </tr> <tr> <td style="padding: 5px;">6. Design Intent: Vision</td> <td style="padding: 5px;">64%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p>	Results by Modality	Current Results Spring 2019	In-class	66.63%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Grammar	76%	2. Spelling	89%	3. Succinctness	56%	4. Design Intent: Locale	64%	5. Design Intent: Atmosphere	61%	6. Design Intent: Vision	64%	<p>1. Changes put in place since previous CLO assessment to improve student learning: This is the first evaluation of this CLO.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: All areas evaluated in the rubric need to be improved.</p> <p>4. Based on the results, current actions to improve CLO: Faculty will work to develop clearer expectations for the concept statement for this project. Beginning in Fall 2019, the concept statement will be a separate exercise with a rubric similar to the one for this assessment. Faculty will sit with each student to discuss their design intent and review in class concept statements from other designers or design students. For the next assessment, three faculty will evaluate each statement, the two full time faculty and one adjunct, who may also be the instructor for the course.</p> <p>5. Next assessment of this CLO: This CLO will be evaluated again in Spring of 2022.</p>
Results by Modality	Current Results Spring 2019																			
In-class	66.63%																			
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																			
1. Grammar	76%																			
2. Spelling	89%																			
3. Succinctness	56%																			
4. Design Intent: Locale	64%																			
5. Design Intent: Atmosphere	61%																			
6. Design Intent: Vision	64%																			

Interior Design

5. Design Intent: Atmosphere – Students should be able to discuss the general ambiance created by their design.
6. Design Intent: Vision – Students should be able to discuss their vision of their project using the location and ambiance to achieve the design.

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
LO only	1	1	8
Online	N/A	N/A	N/A
DE*	N/A	N/A	N/A
Total	1	1	8

*Off-site Dual-enrollment

Current Results improved vs. Previous Results?
 Yes No Partially N/A - This is the first year this CLO has been evaluated therefore there are no previous results to compare.

Strengths: The strongest element examined was Spelling, with an average of 89% on that portion of the rubric. Students are apprised of the elements being evaluated in this assignment and encouraged to use spell check. Spelling is emphasized because in professional writing one error can relegate a resume to the waste bin. Grammar was also fairly strong with students achieving an average of 76% on this portion of the assignment. Students are directed to look into tools such as Hemmingway to help with their sentence structure.

Weaknesses: The weakest element was succinctness, with only 56% of students successfully meeting the criteria. Concept statements were either too short and did not have enough content or too long and contained elements that should not have been included in the design statement.

Core Competency Assessment Report: Written Communication, 2018-2019

Marketing A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																					
Program Purpose Statement: The curriculum is designed for persons who seek full-time employment in areas involving the marketing and distribution of goods and for those presently in these fields who are seeking promotion. The occupational objectives include store manager, assistant manager, sales supervisor, department manager, sales and customer service representative, buyer and assistant buyer, promotion specialist, public relations coordinator, advertising account manager, media buyer, marketing research technician, international wholesaler, social media marketing specialist, and human resource manager.																																					
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to communicate effectively to the press and employees in both oral and written format with grammatical accuracy.																																					
Assessment Methods	Assessment Results		Use of Results																																		
Course Name/Number: Public Relations - MKT 221 Direct Measure Used: News release and media kit with a PR plan for a new product launch presented during a mock press conference to show mastery of the written and spoken aspects of public relations used to measure this CLO. Students were assessed on the following three components: 1. Clarity/Format/Style 2. Grammatical Accuracy 3. Clear Oral Communication during presentation Assignment Attached 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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">24</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> </tbody> </table> *Off-site Dual-enrollment	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN only	1	1	24	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Semester/year data collected: Fall 2018 Target: 75% of students will meet skill requirements indicating mastery of CLO. Results: Percent of Students who scored 75% or above <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Fall 2018</th> <th style="width: 30%;">Previous Results Fall 2017</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> Results by CLO Criteria: Percent of Students > 75% per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 20%;">Current Results Fall 2018</th> <th style="width: 20%;">Previous Results Fall 2017</th> </tr> </thead> <tbody> <tr> <td>4. Clarity/Format/Style</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>5. Grammatical Accuracy</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		Results by Modality	Current Results Fall 2018	Previous Results Fall 2017	In-class	87.5%	100%	Results by SLO Criteria/Question Concepts	Current Results Fall 2018	Previous Results Fall 2017	4. Clarity/Format/Style	87.5%	100%	5. Grammatical Accuracy	87.5%	100%	Total	87.5%	100%	<ol style="list-style-type: none"> 1. Changes put in place since previous CLO assessment to improve student learning: Students were required to submit project outline prior to final presentation. Students having trouble were referred to the Writing Center for assistance. 2. Impact of changes on current results: These actions helped to achieve the target. 3. According to current results, areas needing improvement: All targets were met but results deteriorated from 2017. 4. Based on the results, current actions to improve CLO: More professor assistance to individuals and groups to improve CLO criteria. Students will be advised to make use of tutor.com now available through Canvas. 5. Next assessment of this CLO: Fall 2019
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																		
AN only	1	1	24																																		
Online	N/A	N/A	N/A																																		
DE*	N/A	N/A	N/A																																		
Results by Modality	Current Results Fall 2018	Previous Results Fall 2017																																			
In-class	87.5%	100%																																			
Results by SLO Criteria/Question Concepts	Current Results Fall 2018	Previous Results Fall 2017																																			
4. Clarity/Format/Style	87.5%	100%																																			
5. Grammatical Accuracy	87.5%	100%																																			
Total	87.5%	100%																																			
Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Narrative comparison of current results by criterion/concept to previous year's results: All results deteriorated from previous year's results. Strengths: Target was met in both years and on all criteria. Weaknesses: 2018 results were weaker than 2017.																																					

Core Competency Assessment Report: Written Communication, 2018-2019

Medical Laboratory Technology, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																									
Program Purpose Statement: The curriculum is designed to prepare students to perform essential laboratory testing on blood and body fluids that is critical to detection, diagnosis, and treatment of disease. In a clinical laboratory, the MLT is part of a team of highly skilled pathologists, technologists, and phlebotomists working together to determine the presence, extent or absence of disease, and helping to evaluate effectiveness of treatment. This program emphasizes “hands-on” practice of laboratory methods in a state-of-the-art laboratory at the Medical Education Campus in Springfield. This is followed by a clinical experience at various affiliating health care organizations. Upon completion of the program, graduates will be eligible to take the American Society for Clinical Pathology (ASCP) Board of Certification examination at MLT level, and any other national certification examinations offered at the technician level.																																									
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Demonstration of ability to develop, convey and exchange ideas in written communication for laboratory professionals.																																									
Assessment Methods	Assessment Results	Use of Results																																							
Course Name/Number: Clinical Correlations - MDL 281 Direct Measure Used: Cover letter and Resume Provide Rubric Criteria or Question Concepts: Students in advanced courses will demonstrate the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. The MDL 281 course prepares them for professional life: <ul style="list-style-type: none"> Cover letter rubric Resume evaluation form 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>ME only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> <tr> <td>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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> </tbody> </table> *Off-site Dual-enrollment	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	16	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	16	Semester/year data collected: Spring 2019 Target: 100% of second year students will score 90% or better on the rubric for the cover letter and resume writing skills. Results: 100% of second year students scored a minimum or more than 90% in the rubric for cover letter and Resume. 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;">94%</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 30%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Sentences are fluid and effective.</td> <td style="text-align: center;">94%</td> </tr> <tr> <td>2. Clearly communicate interests in the organization and how you fit in their mission</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>3. No grammar spelling errors</td> <td style="text-align: center;">94%</td> </tr> <tr> <td>4. Objective demonstrates you meet employer's needs.</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>5. Professional contact information included</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>6. Letter meets professional formatting requirements</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Results by Modality	Current Results Spring 2019	In-class	94%	Results by SLO Criteria/Question Concepts	Current Results Spring 2019	1. Sentences are fluid and effective.	94%	2. Clearly communicate interests in the organization and how you fit in their mission	100%	3. No grammar spelling errors	94%	4. Objective demonstrates you meet employer's needs.	100%	5. Professional contact information included	100%	6. Letter meets professional formatting requirements	100%	1. Changes put in place since previous CLO assessment to improve student learning: Group discussions that stimulate demonstration of appropriate written communication skills were implemented in Fall 2018 for the preparation of clinical study cases. 2. Impact of changes on current results: Respectful professional communication and exchange of ideas has resulted from participation in discussion boards. 3. According to current results, areas needing improvement: Effective use of grammar in written communication for professional documents. 4. Based on the results, current actions to improve CLO: Additional practice assignments will be introduced in MDL 281 requiring communication in writing for formal and informal laboratory scenarios. Other opportunities for developing writing assignments that will be graded for content and writing skills will be implemented in Fall 2019 in other MDL courses for first and second year students in order to evaluate progression of writing skills. Opportunities for providing additional support like tutoring in writing skills will be discussed with student services to help non-native English speaking students. 5. Next assessment of this CLO: This CLO will be assessed again in 2021-22 according to NOVA's College wide CLO assessment plan.	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																						
ME only	1	1	16																																						
Online	N/A	N/A	N/A																																						
DE*	N/A	N/A	N/A																																						
Total	1	1	16																																						
Results by Modality	Current Results Spring 2019																																								
In-class	94%																																								
Results by SLO Criteria/Question Concepts	Current Results Spring 2019																																								
1. Sentences are fluid and effective.	94%																																								
2. Clearly communicate interests in the organization and how you fit in their mission	100%																																								
3. No grammar spelling errors	94%																																								
4. Objective demonstrates you meet employer's needs.	100%																																								
5. Professional contact information included	100%																																								
6. Letter meets professional formatting requirements	100%																																								

Medical Laboratory Technology, A.A.S.

7.	Body of cover letter emphasizes, strengths, interests and qualifications that meet job description.	100%
8.	Closing paragraph shows interest for interview.	100%

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:

Previous year's results were not available. The provided rubrics were not used in the assignment of developing a cover letter and resume. Feedback was provided to modify cover letters and resumes as needed to demonstrate the professional characteristics expected to be demonstrated in these written documents.

Strengths: Practice and discussion of expectations and criteria in the rubric helped students to write a strong resume with cover letter communicating strengths and qualifications for employment.

Weaknesses: Non-native English speakers needed evaluation of two drafts to improve their cover letter and transmit their strengths in the written English language. Other MDL courses are starting activities that require writing starting in first year courses to help develop better writing skills across their progression in the program.

Core Competency Assessment Report: Written Communication, 2018-2019

Music Recording Technology Certificate

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																														
Program Purpose Statement The Music Recording Technology curriculum is designed for persons who desire to set up their own studio or seek employment as music recording technicians. Occupational objectives include development for positions as assistants and aides in recording studios, broadcast studios, myriad other recording enterprises, and countless private studios in the recording industry. Training in digital audio is emphasized using industry standard software.																																														
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Explain Current Issues In Copyright Law																																														
Assessment Methods	Assessment Results		Use of Results																																											
<p>Course Name/Number: Music Copyright Law - MUS 179</p> <p>Direct Measure Used: Written exam</p> <p>Provide Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1. Understand copyright history, purpose; US Constitution, statute 2. Articulate divided rights, record v song 3. Review US, UK, world copyright rules 4. Note court cases, law reviewed, discussed 5. Discuss technology, net effect on music law practice 6. Consider rewards payments 7. Registration and payment 8. Masters, works for hire, rights <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO</td> <td>1</td> <td>1</td> <td>15</td> </tr> <tr style="background-color: #ffffcc;"> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #ffffcc;"> <td>DE*</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Total</td> <td>1</td> <td>1</td> <td>15</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO	1	1	15	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	15	<p>Semester/year data collected: Spring 2019</p> <p>Target: 50% will score 60% or better</p> <p>Overall Average/Mean Score:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Spring 2019* (15 students)</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td>10.75/15</td> </tr> </tbody> </table> <p>*This number represents the average success rate for each task. This number was calculated by averaging the student performance on each task; therefore, on average, 10.75 out of 15 students (71.7%) successfully completed each task.</p> <p>Results by SLO 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: 40%;">Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Understand copyright history, purpose; US Constitution, statute</td> <td>13/15</td> </tr> <tr> <td>2. Articulate divided rights, record v song</td> <td>10/15</td> </tr> <tr> <td>3. Review US, UK world copyright rules</td> <td>9/15</td> </tr> <tr> <td>4. Note court cases, law reviewed, discussed</td> <td>10/15</td> </tr> <tr> <td>5. Discuss technology, net effect on music law practice</td> <td>11/15</td> </tr> <tr> <td>6. Consider rewards payments</td> <td>9/15</td> </tr> <tr> <td>7. Registration and payment</td> <td>12/15</td> </tr> <tr> <td>8. Masters, woks for hire, rights</td> <td>12/15</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: This is the first time that this CLO was assessed.</p>		Results by Modality	Spring 2019* (15 students)	In-class	10.75/15	Results by SLO Criteria/ Question Concepts	Spring 2019	1. Understand copyright history, purpose; US Constitution, statute	13/15	2. Articulate divided rights, record v song	10/15	3. Review US, UK world copyright rules	9/15	4. Note court cases, law reviewed, discussed	10/15	5. Discuss technology, net effect on music law practice	11/15	6. Consider rewards payments	9/15	7. Registration and payment	12/15	8. Masters, woks for hire, rights	12/15	<p>1. Changes put in place since previous CLO assessment to improve student learning: A new adjunct taught the course for Spring 2019. They covered the subject matter on a macro level compared to the previous assessment.</p> <p>2. Impact of changes on current results: Faculty expected 50% to score 60% or better. The target was met. The bar is low because the class met few times and law is a vast subject not necessarily as relevant to a recording technician as to creators or writers. The adjunct that taught the course has left and data was difficult to obtain once class was over.</p> <p>3. According to current results, areas needing improvement: International rights, payment, more work on current cases in courts. Faculty will focus on a specific topic within copyright law such as a single current issue.</p> <p>4. Based on the results, current actions to improve CLO: More emphasis will be placed on quizzes to prepare to test knowledge. With 4 meetings, this is a short class and students have to work in between meetings. More emphasis will be placed on this by assigning a portion of the final grade to such activity, starting in Fall 2019. The course format has been changed. It now meets every week for 8 weeks with different faculty so the meetings have been doubled in frequency and halved in duration.</p> <p>Since this is a department of one essentially there is no faculty to reach out to. The full time faculty and one adjunct are in touch via regular meetings and</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																											
LO	1	1	15																																											
Online	N/A	N/A	N/A																																											
DE*	N/A	N/A	N/A																																											
Total	1	1	15																																											
Results by Modality	Spring 2019* (15 students)																																													
In-class	10.75/15																																													
Results by SLO Criteria/ Question Concepts	Spring 2019																																													
1. Understand copyright history, purpose; US Constitution, statute	13/15																																													
2. Articulate divided rights, record v song	10/15																																													
3. Review US, UK world copyright rules	9/15																																													
4. Note court cases, law reviewed, discussed	10/15																																													
5. Discuss technology, net effect on music law practice	11/15																																													
6. Consider rewards payments	9/15																																													
7. Registration and payment	12/15																																													
8. Masters, woks for hire, rights	12/15																																													

Music Recording Technology Certificate

	<p>Strengths: Understanding basics of law, technology, registration and ownership of works.</p> <p>Weaknesses: International rights, payment, more work on current cases in courts.</p>	<p>consultations on curriculum content and synchronizing topics since some overlap.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
--	---	---

Core Competency Assessment Report: Written Communication, 2018-2019

Music A.A., A.A.A., & A.A.A. Jazz/Popular Music Specialization

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																	
A.A. Program Purpose Statement: The Associate of Arts degree curriculum in Music offers an emphasis in fine arts. The Associate of Arts degree curriculum may be used by students who wish to transfer to a four-year college or university to complete a Bachelor of Arts degree in Music.																																	
A.A.A. Program Purpose Statement: The Associate of Applied Arts degree curricula in Music and Jazz/Popular Music is designed for students who seek employment in performing music.																																	
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will be able to effectively research and write on topics in the area of music / jazz and popular music.																																	
Assessment Methods	Assessment Results		Use of Results																														
<p>Course Name/Number: Music Theory I (MUS 112) and History of Music I (MUS 221)</p> <p>Direct Measure Used: This assessment was given to degree seeking students in MUS 112 and MUS 221 in Spring 2019. (This assignment was optional for senior citizens who audited the class. Data is only included in this report for degree seeking students.) It is a writing assignment. Students were asked to write a concert report where they go to a classical concert and write a 2-3 page review of the concert. The concert report is not a research paper but a critical thinking paper. Full time faculty chose either MUS 112 or MUS 221, depending on the classes in which they require a concert report assignment from students as a part of their curriculum.</p> <p>Rubric Criteria or Question Concepts: Scoring: There are three criteria for grading: 1. Summary (20 points) 2. Integration of Course Work (20 points) 3. Writing Style (10 points)</p> <p>Maximum score: 50 Target Score: 37.5 (75%)</p> <p>See the attached Music SLO method of assessment and grading rubric.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL (MUS 112)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> <tr> <td>AN (MUS 112)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL (MUS 112)	1	1	8	AN (MUS 112)	1	1	10	<p>Semester/year data collected: Spring 2019</p> <p>Target Score: 37.5 (75%), and 75% in each of the 3 categories as well.</p> <p>Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <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 Fall 2017 & Spring 2018</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">82.62</td> <td style="text-align: center;">81.1</td> </tr> </tbody> </table> <p>Results by SLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Spring 2019</th> <th style="width: 35%;">Previous Results Fall 2017 & Spring 2018</th> </tr> </thead> <tbody> <tr> <td>1. Summary</td> <td style="text-align: center;">16.81/20 84.05% > 75%</td> <td style="text-align: center;">17.33/20 86.7% > 75%</td> </tr> <tr> <td>2. Integration of course work</td> <td style="text-align: center;">16.35/20 81.75% > 75%</td> <td style="text-align: center;">17/20 85% > 75%</td> </tr> <tr> <td>3. Writing Style</td> <td style="text-align: center;">8.15/10 81.5% > 75%</td> <td style="text-align: center;">6.2/10 62% < 75%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: This is the second time we have assessed SLO #6 in more than 10 years. Last year, 18 students were assessed across the AN, AL, and LO campuses. Our overall score was</p>		Results by Modality	Current Results Spring 2019	Previous Results Fall 2017 & Spring 2018	In-class	82.62	81.1	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	Previous Results Fall 2017 & Spring 2018	1. Summary	16.81/20 84.05% > 75%	17.33/20 86.7% > 75%	2. Integration of course work	16.35/20 81.75% > 75%	17/20 85% > 75%	3. Writing Style	8.15/10 81.5% > 75%	6.2/10 62% < 75%	<p>1. Changes put in place since previous SLO assessment to improve student learning: This is the second time we have assessed SLO #6 in more than 10 years. Some full-time faculty helped students with their writing style. Students were encouraged to visit the campus writing centers, and some students submitted drafts for feedback before they submitted a final draft for a grade.</p> <p>2. Impact of changes on current results: Achievement target met in all areas. There was improvement from the last time this SLO was assessed, which was Fall 2017 and Spring 2018 (results combined, refer to the 2017-2018 APER).</p> <p>3. According to current results, areas needing improvement: We assessed music majors in MUS 112 or MUS 221 course in Spring 2019. We will keep our achievement target at 75% for the overall total and each individual category.</p> <p>4. Based on the results, current actions to improve SLO: To keep these scores high, faculty will continue to help students with their writing skills and encourage students to submit a draft for feedback before they submit a final draft. Faculty will let students know about the campus writing centers that offer free tutoring for students to improve their writing skills. Writing style skills will continue to be emphasized, as scored are much improved in that category compared to previous results.</p> <p>5. Next assessment of this SLO: We will assess this SLO again in Spring 2020. Music majors in all MUS 112 classes will be assessed.</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																														
AL (MUS 112)	1	1	8																														
AN (MUS 112)	1	1	10																														
Results by Modality	Current Results Spring 2019	Previous Results Fall 2017 & Spring 2018																															
In-class	82.62	81.1																															
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	Previous Results Fall 2017 & Spring 2018																															
1. Summary	16.81/20 84.05% > 75%	17.33/20 86.7% > 75%																															
2. Integration of course work	16.35/20 81.75% > 75%	17/20 85% > 75%																															
3. Writing Style	8.15/10 81.5% > 75%	6.2/10 62% < 75%																															

Music A.A., A.A.A., & A.A.A. Jazz/Popular Music Specialization

MA	N/A	N/A	N/A	<p>81.1% which was well above our target score of 75%. The breakdown of scores from last year is as follows:</p> <ul style="list-style-type: none"> • “Summary” category average score: 17.33/20 (86.7%) • “Integration of Course Work” average score: 17/20 (85%) • “Writing Style” category average score: 6.2/10 (62%) <p>Strengths: We met our achievement target overall and in all three categories. The highest scores were achieved in the “Summary” category.</p> <p>Weaknesses: The results in the category of “Integration of Course Work” and “Writing Style” are a little lower than the “Summary” category. However, we did meet our achievement goal in all three categories.</p>
ME	N/A	N/A	N/A	
LO (MUS 221)	1	1	16	
WO	N/A	N/A	N/A	
Online	N/A	N/A	N/A	
DE*	N/A	N/A	N/A	
Total	3	3	34	
*Off-site Dual-enrollment				

Core Competency Assessment Report: Written Communication, 2018-2019

Occupational Therapy Assistant, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																											
<p>Program Purpose Statement: The program is designed to provide students with the philosophical, theoretical, and clinical knowledge necessary to provide quality occupational therapy. This curriculum is designed to prepare students to assist and collaborate with occupational therapists in providing occupational therapy treatments and procedures. Students will participate in classroom and fieldwork experiences in this program. Upon successful completion of the program, graduates must take and pass a national board exam and complete the licensing process in order to begin their career as an Occupational Therapy Assistant. Graduates may, in accordance with state laws, assist in development of treatment plans; carry out routine functions, direct activity programs, and document the progress of treatments.</p>																																																											
<p>Core Learning Outcome: [] Civic Engagement [X] Written Communication</p> <p>Operationalize your CLO here: Effectively document using electronic medical records and written documentation in order to best ensure effective communication with colleagues, other health professionals, administration, and reimbursement agencies.</p>																																																											
Assessment Methods	Assessment Results		Use of Results																																																								
<p>Course Name/ Number: Occupational Therapy with Physical Disabilities - OCT 202 (Fall 2018) and Coordinated Internship - OCT 290 (Spring 2019)</p> <p>Direct Measure used: OCT 202, Occupational Therapy with Physical Disabilities (Fall 2018): Last weekly Subjective, Objective, Assessment, and Plan (SOAP) note. Change in measurement from Fall 2016 which utilized SOAP note on the midterm (question #1).</p> <p>Rubric or Questions/concepts: In the Fall of 2018, students were required to complete a SOAP notes weekly after viewing a video of an occupational therapy treatment session as part of the OCT 202, Occupational Therapy with Physical Disabilities class activities/ assignments. Students were required to complete the SOAP note in order to demonstrate effective written documentation skills. The final SOAP note score was utilized for this CLO criteria.</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>OCT 202 (Fall 2018)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> <tr> <td>OCT 290 (Spring 2019)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">16</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;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">32</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	OCT 202 (Fall 2018)	1	1	16	OCT 290 (Spring 2019)	4	4	16	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	5	5	32	<p>Semester/year data collected: Fall 2018 (OCT 202) and Spring 2019 (OCT 290)</p> <p>OCT 202, Occupational Therapy with Physical Disabilities Target: 100% of students will receive a minimum score of 8/10 (80%) on the last weekly SOAP note in OCT 202, Occupational Therapy with Physical Disabilities.</p> <p>Results by CLO Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Results by CLO Criteria (% of components correct on SOAP note)</th> <th style="text-align: center;">Current Results 2018</th> <th style="text-align: center;">Previous Results 2016</th> </tr> <tr> <th style="text-align: center;">% of students with score</th> <th style="text-align: center;">% of students with score</th> </tr> </thead> <tbody> <tr><td>1. 95-100</td><td style="text-align: center;">69%</td><td style="text-align: center;">61.1%</td></tr> <tr><td>2. 90-94</td><td style="text-align: center;">19%</td><td style="text-align: center;">5.6%</td></tr> <tr><td>3. 85-89</td><td style="text-align: center;">6%</td><td style="text-align: center;">16.6%</td></tr> <tr><td>4. 80-84</td><td style="text-align: center;">6%</td><td style="text-align: center;">0</td></tr> <tr><td>5. 75-79</td><td style="text-align: center;">0</td><td style="text-align: center;">5.6%</td></tr> <tr><td>6. 70-74</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>7. 65-69</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>8. 60-64</td><td style="text-align: center;">0</td><td style="text-align: center;">11.1%</td></tr> <tr> <td>% of Students ≥ 80% target</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">83.3%</td> </tr> </tbody> </table> <p>Results from Fall 2018: When reviewing the results of the last SOAP note in OCT 202, Occupational Therapy with Physical Disabilities course in Fall 2018, 100% of the students received a grade of 8 out of 10 or higher meeting the target goal. The following demonstrates the breakdown of scores for this last SOAP note scores:</p> <ul style="list-style-type: none"> • 10/10 =25% students scored • 9.5/10 =44% students scored • 9/10=19% students scored 		Results by CLO Criteria (% of components correct on SOAP note)	Current Results 2018	Previous Results 2016	% of students with score	% of students with score	1. 95-100	69%	61.1%	2. 90-94	19%	5.6%	3. 85-89	6%	16.6%	4. 80-84	6%	0	5. 75-79	0	5.6%	6. 70-74	0	0	7. 65-69	0	0	8. 60-64	0	11.1%	% of Students ≥ 80% target	100%	83.3%	<p>1. Changes put in place since previous CLO assessment to improve student learning: Student practice writing SOAP notes during intervention courses was emphasized and augmented in the Fall 2018 in OCT 202 with weekly opportunities to practice SOAP note writing. Additionally, increased practice on SOAP notes has been incorporated into OCT 203 and OCT 201 to help the students become more proficient in this area. The expectations for documentation has been clarified in OCT 290.</p> <p>2. Impact of changes on current results: Students demonstrated improvement with writing quality SOAP notes at the end of the OCT 202 course, which is just prior to the students culminating fieldwork experiences in OCT 290. Although the quality of the students' SOAP note writing improved between Fall 2016 (OCT 202) and Fall 2018 (202), 12% of students demonstrated difficulty with written communication on the Level II culminating fieldwork experiences (OCT 290).</p> <p>3. According to current results, areas needing improvement: Students need to effectively demonstrate quality documentation skills to ensure effective communication with colleagues, other health professionals, and administration and reimbursement agencies. Although students demonstrated improvement with their SOAP note writing in OCT 202, consistency and follow through into their fieldwork experience was inconsistent. Students need continued practice and instruction on written documentation, including SOAP note practice, prior to starting their culminating Level II fieldwork experiences in OCT 290.</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																								
OCT 202 (Fall 2018)	1	1	16																																																								
OCT 290 (Spring 2019)	4	4	16																																																								
Online	N/A	N/A	N/A																																																								
DE*	N/A	N/A	N/A																																																								
Total	5	5	32																																																								
Results by CLO Criteria (% of components correct on SOAP note)	Current Results 2018	Previous Results 2016																																																									
	% of students with score	% of students with score																																																									
1. 95-100	69%	61.1%																																																									
2. 90-94	19%	5.6%																																																									
3. 85-89	6%	16.6%																																																									
4. 80-84	6%	0																																																									
5. 75-79	0	5.6%																																																									
6. 70-74	0	0																																																									
7. 65-69	0	0																																																									
8. 60-64	0	11.1%																																																									
% of Students ≥ 80% target	100%	83.3%																																																									

Occupational Therapy Assistant, A.A.S.

<p>OCT 290, Coordinated Internship – The AOTA FPE for the Occupational Therapy Assistant Student is completed by the assigned Fieldwork Educator and reviewed by the AFWC at the end of each Level II fieldwork experience. Specifically, the question on the AOTA FPE for the Occupational Therapy Assistant Student that targets this CLO includes: Question #19 – Written Communication</p>	<ul style="list-style-type: none"> • 8.5/10=6% students scored • 8/10=6% students scored • 100% of the students scored 8 /10 or higher <p>Uncovered Weakness: Although all students met the target goal, enhanced documentation would be exemplified by a larger number of SOAP notes with scores of 9 or higher.</p> <p>Uncovered Strength: All students met the target grade for the last SOAP note in OCT 202, demonstrating that students are effective in communicating, through writing, treatment interventions as part of the OT process.</p> <p>Comparison to previous assessment: The above table indicates that the percentage of students scoring 80% or higher on the 2018 SOAP note compared to the 2016 SOAP note found on Question #1 of the OCT 202 Midterm exam increased from 83.3% to 100%.</p> <p>Previous results Fall 2016: When reviewing Question #1 (writing a SOAP Note) on the OCT 202, Occupational Therapy with Physical Disabilities midterm exam results from Fall 2016 (the initial measure), the following percentage of students received:</p> <ul style="list-style-type: none"> • 8/8 = 61.1% • 7.5/8 = 5.6 % • 7/8 = 16.6% • 6/8 = 5.6 % • 5/8 = 11.1% <p>OCT 290, Coordinated Internship, Spring 2019 Target: 100% of OTA students will Exceed or Meet the Standard on Question #19 on the AOTA FPE for the Occupational Therapy Assistant Student.</p> <p>Results: As reflected below, in Spring 2019, of the 16 students who completed two OCT 290 Coordinated Internship courses, 88% of the students, at minimum, met or exceeded the standard for question #19 (Written Communication) on the AOTA FPE for the Occupational Therapy Assistant Student. This question on the evaluation demonstrates that students met or didn't meet writing expectations on their Level II fieldwork experiences, which is needed for successful performance of the OTA job requirements post-graduation.</p>	<p>Connecting students with campus tutoring center resources is suggested to assist with writing enhancement.</p> <p>4. Based on the results, current actions to improve CLO: The program will pull students into meetings during the first month of the OTA program to help students with writing difficulties and to connect with the tutoring center and other campus resources. Continued instruction, course assignments, and fieldwork opportunities related to written documentation will occur in all intervention courses (OCT 201, OCT 203) to facilitate consistent completion of this CLO in OCT 202, Occupational Therapy with Physical Disabilities. Writing is stressed in all courses, especially OCT 100 (Fall) to provide students with multiple opportunities to practice putting their clinical reasoning and reflections into appropriate writing. Utilization of an electronic medical record system will be utilized to help the students experience SOAP note writing in this format effective Spring 2020 in all intervention courses (OCT 201, OCT 203, OCT 202).</p> <p>5. Next assessment of this CLO: This CLO will be reassessed in the AY 2020-2021.</p>
---	--	---

Occupational Therapy Assistant, A.A.S.

<p>OCT 290, Coordinated Internship, Spring 2019 Results:</p> <table border="1"> <thead> <tr> <th>Question #</th> <th>% Exceeds Standard</th> <th>% Meets Standard</th> <th>% of students meeting target</th> </tr> </thead> <tbody> <tr> <td>Question #19</td> <td align="center">44%</td> <td align="center">44%</td> <td align="center">88%</td> </tr> </tbody> </table> <p>Uncovered Weakness: The target was not met by 12% of the students on Question #19 on the AOTA FPE for the Occupational Therapy Assistant Student in OCT 290, demonstrating that students had difficulty with effective written communication on their culminating fieldwork experience.</p> <p>Uncovered Strength: The target was met as 88% of the OTA students exceeded or met the standard on Question #19 on the AOTA FPE for the Occupational Therapy Assistant Student that addresses the students' written communication skills on their culminating fieldwork experience.</p> <p>Comparison to previous assessment: Compared to Spring 2017, two students in Spring 2019 did not meet the standard. Both students struggled with English as their second language during the program despite involvement with resources to assist with written communication.</p> <p>OCT 290, Coordinated Internship, Previous Results Spring 2017:</p> <table border="1"> <thead> <tr> <th>Question #</th> <th>% Exceeds Standard</th> <th>% Meets Standard</th> <th>% of students meeting target</th> </tr> </thead> <tbody> <tr> <td>Question #19</td> <td align="center">65%</td> <td align="center">35%</td> <td align="center">100%</td> </tr> </tbody> </table> <p>Target Met for CLO: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p>				Question #	% Exceeds Standard	% Meets Standard	% of students meeting target	Question #19	44%	44%	88%	Question #	% Exceeds Standard	% Meets Standard	% of students meeting target	Question #19	65%	35%	100%
Question #	% Exceeds Standard	% Meets Standard	% of students meeting target																
Question #19	44%	44%	88%																
Question #	% Exceeds Standard	% Meets Standard	% of students meeting target																
Question #19	65%	35%	100%																

Core Competency Assessment Report: Written Communication, 2018-2019

Paralegal Studies, 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: Paralegal Studies is designed to provide an individual with a sufficient level of knowledge, understanding, and proficiency to perform the tasks associated with meeting a client's needs. These tasks can be performed by a trained, non-lawyer assistant working under the direction and supervision of a lawyer. A paralegal or legal assistant will have a basic understanding of the general processes of American law, along with the knowledge and proficiency required to perform specific tasks under the supervision of a lawyer in the fields of civil and criminal law. Occupational objectives include employment in corporate law firms, government agencies, and any of the varied law related fields. Legal Specialty courses are only offered at the Alexandria Camps and through NOVA Online. This program is approved by the American Bar Association (ABA).																																	
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Locate and prepare standard forms appropriate to specific legal problems																																	
Assessment Methods	Assessment Results	Use of Results																															
Course Name/Number: Family Law - LGL 117 Direct Measure Used: Data was collected from a Divorce Complaint assignment in Family Law (LGL 117) to determine whether students were able to locate and prepare standard forms appropriate to a specific legal problem. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <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 only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> <tr style="background-color: #ffff00;"> <td>Online</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr style="background-color: #ffff00;"> <td>DE*</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Total</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">16</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	1	1	16	Online	NA	NA	NA	DE*	NA	NA	NA	Total	1	1	16	Semester/year data collected: Spring 2019 Target: 80% or higher overall score Results: Data collected from the divorce complaint assignment shows 100% of the students earning an A, exceeding the 80% threshold for overall score. One student did not complete the assignment and therefore was not included in the current assessment. Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> Breakdown of scores by letter grade: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center;">Results by SLO Criteria/Question Concepts</th> <th style="text-align: center;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">16</td> </tr> <tr> <td>B</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Results by Modality	Current Results Spring 2019	In-class	100%	Results by SLO Criteria/Question Concepts	Current Results Spring 2019	A	16	B	0	1. Changes put in place since previous CLO assessment to improve student learning: The assessment measure was changed based on input from faculty and advisory committee members in Spring 2019. The previous course used to assess this SLO (Estate Planning & Probate) was a good measure of student learning; however, we decided to use Family Law because the Divorce Complaint required students to locate and prepare a standard form used by paralegals in the workforce. The last time this course was used to assess student learning was in Fall 2012. Since that time, the program revised the curriculum map. 2. Impact of changes on current results: Because this is the first time Family Law was used as a method to assess this CLO, it is difficult to determine the impact of changes on current results. 3. According to current results, areas needing improvement: The current results indicate that this is an excellent method of assessment. However, to improve student learning, the faculty will develop other assignments that will allow students to locate and prepare standard forms appropriate to a specific legal problem. 4. Based on the results, current actions to improve CLO: If the program continues to use Family Law to assess this learning outcome, during the next meeting faculty will determine if the Separation Agreement or Prenuptial Agreement assignment is a better method of assessing students' written communication skills.	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																														
AL only	1	1	16																														
Online	NA	NA	NA																														
DE*	NA	NA	NA																														
Total	1	1	16																														
Results by Modality	Current Results Spring 2019																																
In-class	100%																																
Results by SLO Criteria/Question Concepts	Current Results Spring 2019																																
A	16																																
B	0																																

Paralegal Studies, A.A.S.

	<p>Strengths: The target was met. This method of assessment is relevant to the profession because paralegals routinely fill out legal forms (i.e., complaints, answers, contracts, etc.).</p>	<p>Based on guidance from an ABA Site Visit Report (Spring 2020), the program will re-write the curriculum map and change the methods of assessment. This will take place during the next faculty and advisory committee meetings in Fall 2020 and Spring 2021.</p> <p>5. Next assessment of this CLO: Fall 2019</p>
--	--	---

Core Competency Assessment Report: Written Communication, 2018-2019

Personal Training 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/Discipline Purpose Statement: This program is based on the standards of the American Council on Exercise (ACE) and prepares students to become a knowledgeable fitness professional in health clubs, recreation departments, and fitness facilities in private, commercial, corporate or government settings. The program will prepare students to sit for a nationally recognized certification exam in Personal Training.															
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will consider the various factors that influence behaviors and behavior modification decisions and create a plan to make a health behavior change (Note: SLO #3 and CLO questions are the same question, evaluated different semesters).															
Assessment Methods	Assessment Results	Use of Results													
<p>Course Name/Number: Lifetime Fitness and Wellness - PED 116 and Concepts of Personal and Community Health - HLT 110</p> <p>Direct Measure Used: For Spring 2019, the PED/HLT discipline group chose to evaluate this CLO by requesting students complete a personalized behavior change contract. This document helps the students qualitatively and quantitatively articulate their commitment to making health behavior change. The behavior change modification assignment is a required part of the curriculum in both courses. The contract is available in the course text and can be completed as an in-class lab or as a homework assignment. (See Appendix C for contract example).</p> <p>The Behavioral contracting is not only an effective behavior-modification strategy but an ideal tool to help develop the ability to convey and exchange ideas in writing. This research based positive reinforcement document is widely used by professionals to encourage individual behavior change. After considering various factors that influence their decisions (SMART goals, barriers, social support, rewards, readiness, motivation etc.) students write their intervention plan and commitment to making healthy changes.</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): See Appendix C for contract example and sample.</p> <p>Sample:</p> <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> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed					<p>Semester/year data collected: Spring 2019</p> <p>Target: 80% of the students will complete a Behavior Change Contract</p> <p>Results: 92% of the students completed a Behavior Change Contract</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <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;">(697/755) 92%</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: On average, in- class, the percentages of students who completed a personalized behavior change contract was above the target percentage. This demonstrates that PED 116 and HLT 110 are successful at providing students with fundamental behavior-modification strategies. It is imperative that these courses continue providing this knowledge as behavior change is an important concept in the Personal Training curriculum outlined by the American Council on Exercise (ACE), the standard that is used in several of our core courses.</p> <p>Strengths:</p>	Results by Modality	Current Results Spring 2019	In-class	(697/755) 92%	<p>1. Changes put in place since previous CLO assessment to improve student learning and</p> <p>2. Impact of changes on current results: This is the first time this CLO was assessed. Although we assessed this SLO last year, the assessed SLO is not from the proposed or the approved SLOs list. It is unclear if the revised list from Fall 2017 was submitted to OIR and/or their team members. Steps are currently being taken to update the SLO list for 2019- 20 SLOs/ CLOs.</p> <p>3. According to current results, areas needing improvement and</p> <p>4. Based on the results, current actions to improve CLO: As part of the action plans:</p> <ol style="list-style-type: none"> (1) Comparison Data is needed. For comparison, we will assessing the CLO again in Spring 2020. (2) PED/HLT discipline group will work collaboratively to have the questions emailed and results collected earlier. Effective Fall 2019, SLOs/ CLO will be identified earlier (by the end of September). For Fall 2019 our new goal is also to have the SLOs/ CLO distributed sooner (emailed by the end of October) and improve data collection adherence (January 2020 and May 2020 respectively). (3) Continue the dialogue on how the Woodbridge Campus would disseminate and collect data without representation of a full-time PED/HLT faculty. Share concerns at Fall 2019 Pathway Council Meeting. During Advising Weeks (Fall 2019 and Spring 2020), connect with Woodbridge Campus Program Students. (4) NOVA online evaluates their PED/ HLT courses separately from our program. For 2019-2020, we plan to brain storm strategies to improve 	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed												
Results by Modality	Current Results Spring 2019														
In-class	(697/755) 92%														

Personal Training Career Studies Certificate

AL	18	18	213	<ul style="list-style-type: none"> Communication among the remaining campus leads has begun to improve. The Behavioral contracting is not only an effective behavior-modification strategy but an ideal tool to help develop the ability to convey and exchange ideas in writing. This research based, positive reinforcement document is widely used by professionals to encourage individual behavior change. After considering various factors that influence their decisions (SMART goals, barriers, social support, rewards, readiness, motivation etc.), students write their intervention plan and commitment to making healthy changes. <p>Weaknesses:</p> <ul style="list-style-type: none"> The questions were sent to the faculty late and the data collection process was also late. No full-time faculty representation at the Woodbridge Campus/ Physical Education/Personal Health Discipline Group Steering Committee Member. NOVA online evaluates their PED/ HLT courses separately from our program. This is the first time this CLO was assessed. 	<p>collaboration. These may include obtaining support from OIR and/or team members as well as requesting data from faculty on our campuses that teach for NOVA online.</p> <p>5. Next assessment of this CLO: The CLO will be assessed for a second time in Spring 2020 and the target will increase to 82%.</p>
AN	21	12	244		
MA	13	10	170		
ME	N/A	N/A	N/A		
LO	15	6	128		
WO	N/A	N/A	N/A		
Online	N/A	N/A	N/A		
DE*	N/A	N/A	N/A		
Total	67	46	755		
*Off-site Dual-enrollment					

Core Competency Assessment Report: Written Communication, 2018-2019

Photography and Media A.A.S.

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

Program Purpose Statement: The program is designed to prepare students for diverse career options within the field of photography, digital imaging, and media. Course work will stress both technical and aesthetic elements, enabling students to solve a wide range of visual problems with imagination and originality.

Core Learning Outcome: Civic Engagement Written Communication

Operationalize your CLO here: Students will write a research project aimed at identifying career options in the field.

Assessment Methods	Assessment Results	Use of Results																																						
<p>Course Name/Number: Photographic Careers – PHT 227</p> <p>Direct Measure Used: Research Project</p> <p>Provide Rubric Criteria or Question Concepts: See attached. Evaluated on the following: organization, accuracy, reasoning, documentation, and style.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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 only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td>AAS 12 Non-major 2 Total 14</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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">AAS = 12</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	1	1	AAS 12 Non-major 2 Total 14	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	AAS = 12	<p>Semester/year data collected: Spring 2019</p> <p>Target: Student average on each CLO Criteria and sub-scores will be at or above 3 points and total score will be at or above 15 points</p> <p>Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">16.5 points</td> </tr> </tbody> </table> <p>Results by SLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>Organization</td> <td style="text-align: center;">3.58 points</td> </tr> <tr> <td>Accuracy</td> <td style="text-align: center;">3.5 points</td> </tr> <tr> <td>Reasoning</td> <td style="text-align: center;">3.5 points</td> </tr> <tr> <td>Documentation</td> <td style="text-align: center;">2.75 points</td> </tr> <tr> <td>Style</td> <td style="text-align: center;">3.5 points</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">16.5 points</td> </tr> </tbody> </table> <p>Target Met: <input checked="" 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: N/A – This is the first assessment of this CLO.</p> <p>Strengths: Organization</p> <p>Weaknesses: Documentation</p>	Results by Modality	Current Results Spring 2019	In-class	16.5 points	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	Organization	3.58 points	Accuracy	3.5 points	Reasoning	3.5 points	Documentation	2.75 points	Style	3.5 points	Total	16.5 points	<p>1. Changes put in place since previous CLO assessment to improve student learning: The CLO was assessed for the first time. The faculty organized and updated a rubric for the assignment that was created previously.</p> <p>2. Impact of changes on current results: The CLO was assessed for the first time.</p> <p>3. According to current results, areas needing improvement: Documentation scored the lowest of the five criteria.</p> <p>4. Based on the results, current actions to improve CLO: Faculty decided to spend more class time on problems in evaluating sources and discuss more methods of recording sources for citations during research. This will be implemented in Spring 2020.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																					
AL only	1	1	AAS 12 Non-major 2 Total 14																																					
Online	N/A	N/A	N/A																																					
DE*	N/A	N/A	N/A																																					
Total	1	1	AAS = 12																																					
Results by Modality	Current Results Spring 2019																																							
In-class	16.5 points																																							
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																							
Organization	3.58 points																																							
Accuracy	3.5 points																																							
Reasoning	3.5 points																																							
Documentation	2.75 points																																							
Style	3.5 points																																							
Total	16.5 points																																							

Core Competency Assessment Report: Written Communication, 2018-2019

Physical Therapist Assistant, 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 PTA Program is designed to prepare students to utilize exercise, specialty equipment and other treatment procedures to prevent, identify, correct and alleviate movement dysfunction. The program design provides students with the philosophical, theoretical, and clinical knowledge necessary to deliver high-quality patient care. Ultimately, students are prepared as skilled technical health care providers who work under the direction and supervision of a physical therapist to provide selected components of physical therapy treatments. Upon successful completion of the program, students must take and pass a licensing examination to begin their career as a physical therapist assistant (PTA). Students are prepared for employment in a variety of health-care settings including acute care hospitals, outpatient clinics, extended care facilities, rehabilitation centers, contract agencies and schools.

Core Learning Outcome: Civic Engagement Written Communication

Operationalize your CLO here: Communicate verbally and nonverbally with the patient, the physical therapist, health care delivery personnel and others in an effective, appropriate, and capable manner.

Assessment Methods	Assessment Results	Use of Results														
<p>Course Name/Number: Clinical Education III - PTH 232</p> <p>Direct Measure: For this year's SLO, the focus is on written communication. The summative evaluation method is performance on Criterion #13 Documentation ("Produces quality documentation in a timely manner to support the delivery of physical therapy services.") on the PTA Clinical Performance Instrument (CPI) in PTH 232 Clinical Experience III in the Spring semester of the second year.</p> <p>For this Core Learning Outcome (CLO), the student's aggregate documentation performance is assessed. Ten individual components ("Essential Skills") are listed for Criterion # 13 but cannot be teased out as they are not individually graded; all components are related to written communication and include:</p> <ul style="list-style-type: none"> • Selects relevant information to document • Documents all aspects of physical therapy care provided • Produces documentation that is accurate, concise, timely, legible, grammatically and technically correct • Produces documentation consistent with guidelines, format, and requirements <p>Per the CPI, criteria which must be met in order for a student to achieve "entry level performance" are:</p> <ol style="list-style-type: none"> 1. Is capable of completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist 	<p>Semester/year data collected: Fall 2018 and Summer 2019 for Cohort Class of 2020 (formative); Spring 2019 for Class of 2019 (Summative)</p> <p>Target: The summative achievement target is that 100% of students will achieve scores of 100% (Entry Level) on Criterion #13 on the Clinical Performance Instrument (CPI) assessment tool in PTH 232 Clinical Experience III in Spring 2019.</p> <p>Summative Results by In-Class Enrollment: The formative achievement targets are that:</p> <ol style="list-style-type: none"> 1. 100% of students will be marked "yes" for all components of Documentation on the final Evaluation of Student Clinical Performance in the Fall 2018 semester in the PTH 105 Introduction to Physical Therapy integrated clinical experience. 2. 100% of students will be rated "Meets Expectations" for Documentation on the Early Performance Assessment form in PTH 131 Clinical Experience I in Summer 2019. 3. 100% of students will achieve the passing benchmark (Intermediate) on Criterion #13 on the Clinical Performance Instrument (CPI) assessment tool in PTH 131 Clinical Experience I in Summer 2019. <p>Results by SLO Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Results by SLO Criteria/ Topics</th> <th colspan="2">Current Results Fall 2018</th> <th colspan="2">Previous Results Fall 2017</th> </tr> <tr> <th>Average Score</th> <th>% of Students = yes</th> <th>Average Score</th> <th>% of Students =yes</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>"yes"</td> <td>85%</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Results by SLO Criteria/ Topics	Current Results Fall 2018		Previous Results Fall 2017		Average Score	% of Students = yes	Average Score	% of Students =yes	1.	"yes"	85%	NA	NA	<p>1. Changes put in place since previous SLO assessment to improve student learning:</p> <ol style="list-style-type: none"> 1. In Fall 2018, the PTH 105 Introduction to Physical Therapy lecture and lab instructors updated the Evaluation of Student Clinical Performance by amending 'Faculty should...' to 'Faculty will' provide examples and comments to all items marked "NO." In addition, a formal written summary of student performance with midterm strengths and weaknesses was added. 2. An interactive classroom activity introducing an electronic medical record system was introduced by the lecture instructor in PTH 105 in Fall 2018. 3. The Director of Clinical Education added a guest clinician speaker in PTH 231 Clinical Experience II in Fall 2018 to review progress notes and discharge summaries in the skilled nursing facility. <p>2. Impact of changes on current results:</p> <ol style="list-style-type: none"> 1. This change is assumed to have better provided students and faculty with a more specific understanding of deficits which need to be addressed prior to the next clinical experience, but data from Fall 2017 was not preserved for comparison to verify this. 2. This change is assumed to have increased student familiarity with electronic medical records systems encountered in the first clinical experience and therefore shortening the learning curve in the second (summer) clinical experience, but data from Fall 2017 and Summer 2018 was not preserved for comparison to verify this.
Results by SLO Criteria/ Topics	Current Results Fall 2018		Previous Results Fall 2017													
	Average Score	% of Students = yes	Average Score	% of Students =yes												
1.	"yes"	85%	NA	NA												

Physical Therapist Assistant, A.A.S.

2. Is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection
3. Is capable of maintaining 100% of a full-time PTA's patient care workload in a cost effective manner with direction and supervision from the physical therapist.

"Entry level" is a single point highest level terminal benchmark without gradations. Students achieving this benchmark are deemed ready to practice as physical therapist assistants. There are no strengths or weaknesses defined or identified for individual criteria on this national performance assessment tool.

Provided Rubric Criteria or Question Topics: The component of communication that is the focus for this CLO is written communication. The formative evaluation methods included:

1. Clinical instructors assessing first year students in the Fall 2018 (Class of 2020) semester in the PTH 105 Introduction to Physical Therapy integrated clinical experience answered yes/no to the criteria (content, format, terminology, conciseness, timeliness etc) listed under "Documentation" on the final Evaluation of Student Clinical Performance (see attached).
2. In Summer 2019 (Class of 2020), faculty asked clinical instructors to rate the student's documentation as "Meeting Expectations/Not Meeting Expectations" on the PTH 131 Clinical Experience I Early Performance Assessment form (see attached) used during the midterm clinical site visit.
3. Clinical instructors assessed student performance on Criterion #13 on the Clinical Performance Instrument (CPI) assessment tool in PTH 131 Clinical Experience I in the summer of 2019 (Class of 2020).

Sample:

Campus/ Modality	# of Total Sections Offered	# Sections assessed	Students assessed	
			#	%
ME only	1	1	33**	100
Online	N/A	N/A		N/A
DE*	N/A	N/A		N/A

	Summer 2019		Summer 2019	
	Average Score	% of Students = Meets Expecta- tions	Average Score	% of Students= Meets Expecta- tions
2.	"Meets Expecta- tions"	97%	N/A	N/A
	Average Score	% of Students Rated Intermedia te	Average Score	% of Students Rated Intermedia te
3.	Between Intermed.a nd Adv. Intermed.	100%	Just below Adv. Intermed.	100%

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

Current Results improved vs. Previous Results?

[] Yes [] No [] Partially [X] N/A - Written communication data from #1 and #2 not preserved from 2017-2018

Strengths by Criterion/ Question/Topic:

1. Review of this item on the final Evaluation of Student Clinical Performance in the PTH 105 Introduction to Physical Therapy clinical experience revealed that 6 out of 40 students did not meet expectations in all of the criteria in the Documentation section: 4 of the 6 did not consistently document accurately, 1 forgot his signature, and another student failed to submit a weekly progress note to the instructor. Two of the students cited for inaccuracy were among the 7 (21.2%) of the students with the lowest achievement (Intermediate) on the final CPI in PTH 131 Clinical Experience I. One of the students' PTH 131 clinical instructors commented that the documentation was "accurate", the other noted "very good documentation skills", indicating that both, while not excelling according to the benchmark criteria, had made significant progress.
2. For the 33 students in clinic in PTH 131 Clinical Experience I, 32 Early Performance Assessment forms indicated the students were "Meeting Expectations" in Documentation. The assessment form provides clear criteria for determining whether or not expectations are

3. No change in the midterm or final aggregate CPI 231 Clinical Experience II Fall 2018 marks for Criterion #13 Documentation are noted for the 2019 cohort compared to Fall 2017 for the 2018 cohort. A positive change between these cohorts was noted for the CPI aggregate score for this criterion for PTH 232 Clinical Experience III; both cohorts had the same aggregate midterm score of just past Advanced Intermediate, but whereas the 2018 cohort achieved the Entry Level mark, the 2019 cohort's aggregate score was marked as exceeding Entry Level. Because of the time lapse and lack of immediate improvement in scores, this increase cannot be attributed to the addition of the guest speaker.

3. According to current results, areas needing improvement:

1. A more focused response for students identified as weak in specific components of documentation on the final Evaluation of Student Clinical Performance in the PTH 105 Introduction to Physical Therapy clinical experience.
2. Coordination between PTH 105 Introduction to Physical Therapy and PTH 131 Clinical Experience I faculty to share information regarding individual students' early struggles with documentation to ensure follow up during the midterm visit in PTH 131.

4. Based on the results, current actions to improve CLO:

1. The PTH 105 Introduction to Physical Therapy and PTH 121 Therapeutic Procedures I lead instructors will add graded electronic point of service documentation opportunities to the PTH 105/121 skills checks and practical exams in Fall 2019 to provide additional real time documentation assessment.
2. Referral to the campus communications specialist for students identified as weak in documentation in PTH 105 Introduction to Physical Therapy and PTH 131 Clinical Experience I.

5. Next assessment of this SLO: Spring 2020

Physical Therapist Assistant, A.A.S.

Total	1	1	33		
<p>*Off-site Dual-enrollment</p> <p>**Due to attrition, by Summer 2019 the # of students had decreased from 40 in the fall semester to 33 in the Summer semester.</p>				<p>being met: the level of supervision, the patient acuity, workload expectations, and consistency. This midterm assessment may have functioned as an effective early warning system for the students and the clinical instructors, prompting more guidance and feedback for the students, who were able to stay on course to meet the lowest passing rating (Intermediate) on Criterion #13 Documentation by the final CPI evaluation.</p> <p>3. Clinical instructors are familiar with the CPI as it is the national assessment tool used for both physical therapist assistant and doctor of physical therapy students. Clinical instructors learn to use the CPI through a standardized training module, which improves its validity. The rating system used makes comparisons between cohorts relatively easy. For the Class of 2018, 6/29 or 20.7% of students were at the lowest passing level for Criterion #13 Communication (includes all written documentation pertaining to patients) compared to 7/33 or 21.2% for the Class of 2019, supporting that the Early Performance Assessment is consistently useful in promoting conversations between students, faculty and clinical instructors to identify documentation strengths and weaknesses early in the experience.</p> <p>Weaknesses by Criterion/ Question/Topic:</p> <p>1. The one student identified as both not meeting expectations in the PTH 131 midterm Early Performance Assessment and as achieving the lowest passing benchmark on the final CPI was not detected as lacking in documentation skills in the final Evaluation of Student Clinical Performance in the PTH 105 clinical experience. This may be because the documentation is submitted online following the clinical day rather than onsite at the time of service. It was only when the student had to document in real time that her syntax and grammar difficulties became apparent.</p> <p>2. Although only one instructor marked “does not meet expectations” for the Documentation criterion on the checklist on the Early Performance Assessment, 7 students at final CPI evaluation were rated at the lowest passing benchmark of Intermediate. Two of these students had been identified previously in PTH 105, but were not identified using the Early Performance Assessment.</p> <p>Criterion #13 on the CPI is a global assessment that does not require the clinical instructor to comment on</p>	

Physical Therapist Assistant, A.A.S.

	<p>each of the component parts. If the clinical instructor does not specifically address it in the comments section, it is not possible to correlate whether a student who was inaccurate in the PTH 105 clinical experience continued to struggle in this area in PTH 131.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

Professional Writing Certificate

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																													
Program Purpose Statement: The Professional Writing Certificate program prepares candidates to compose documents and manage professional communications for a variety of contemporary professions, including business, military, medicine, government, science, and industry. Writers will gain expertise in composing, designing, and editing electronic texts, as well as a comprehensive foundation in grammar and punctuation. Students may tailor their preparation for particular writing environments by selecting from a variety of elective courses in journalism, technical report writing, graphic design, writing for publication, writing for the Web, social media, and communications. Students may also incorporate a professional internship into the Certificate program.																													
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Employ correct fundamentals of English grammar, including punctuation, and basic logic of written communication.																													
Assessment Methods	Assessment Results	Use of Results																											
Course Name/Number: Technical Writing - English 115 Direct Measure Used: The business letters studied for this assessment were composed as a hypothetical complaint letter. This assessment analyzed the achievement of the complaint letters, written during Unit 1 early in the semester, with respect to four categories: <ul style="list-style-type: none"> • Attribute 1: Sentence construction • Attribute 2: Punctuation • Attribute 3: Mechanics • Attribute 4: Coherence Provide Rubric Criteria or Question Concepts: For each of these elements, students were given a score of 1 (unsatisfactory), 2 (generally satisfactory) or 3 (effectively). Sample: Of the 21 students enrolled in both sections of the course, 17 students received credit for the course	Semester/year data collected: Spring 2019 Target: 2.5 for each criteria Results: Of the 21 students in the two sections, all but three completed the assignment. Of the 19 assignments assessed for this report, 94% received passing scores on their complaint letter assignment. The results below do not include missing assignments and show that the target of 2.5 was not met for almost all attributes. Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">In-class</td> <td style="padding: 5px;">N/A</td> </tr> <tr> <td style="padding: 5px;">Online</td> <td style="padding: 5px;">88</td> </tr> </tbody> </table>	Results by Modality	Current Results Spring 2019	In-class	N/A	Online	88	1. Changes put in place since previous CLO assessment to improve student learning: This CLO has not been previously assessed 2. Impact of changes on current results: This is the first time assessing this CLO 3. According to current results, areas needing improvement: The current results demonstrate that students in English 115 are very close to a high competency in the fundamentals of written English. The area of strongest competency was with punctuation. For Attributes 1, 3, and 4, students were evenly divided between medium and high competency. It should be noted that this was the first writing assignment in the course therefore it might be reasonable to assume that students improve through the semester. 4. Based on the results, current actions to improve CLO: The first action in response of this SLO will be to communicate this finding with faculty who teach English 115 regularly. The SLO program lead will complete this task by the end of Fall 2019, encouraging faculty to emphasize the importance of English fundamentals in a business/complaint letter. 5. Next assessment of this CLO: Spring 2022																					
Results by Modality	Current Results Spring 2019																												
In-class	N/A																												
Online	88																												
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Campus/Modality</th> <th style="padding: 5px;">Total # of Sections Offered</th> <th style="padding: 5px;"># Sections Assessed</th> <th style="padding: 5px;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Online only</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">21</td> </tr> <tr> <td style="padding: 5px;">DE*</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> <td style="padding: 5px;">N/A</td> </tr> <tr> <td style="padding: 5px;">Total</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">21</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	Online only	2	2	21	DE*	N/A	N/A	N/A	Total	2	2	21	Results by SLO Criteria: Average/Mean Score per criteria <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Results by SLO Criteria/Question Concepts</th> <th style="padding: 5px;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Sentence construction</td> <td style="padding: 5px;">2.4</td> </tr> <tr> <td style="padding: 5px;">2. Punctuation</td> <td style="padding: 5px;">2.6</td> </tr> <tr> <td style="padding: 5px;">3. Mechanics</td> <td style="padding: 5px;">2.4</td> </tr> <tr> <td style="padding: 5px;">4. Coherence</td> <td style="padding: 5px;">2.4</td> </tr> </tbody> </table>			Results by SLO Criteria/Question Concepts	Current Results Spring 2019	1. Sentence construction	2.4	2. Punctuation	2.6	3. Mechanics	2.4	4. Coherence	2.4
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																										
Online only	2	2	21																										
DE*	N/A	N/A	N/A																										
Total	2	2	21																										
Results by SLO Criteria/Question Concepts	Current Results Spring 2019																												
1. Sentence construction	2.4																												
2. Punctuation	2.6																												
3. Mechanics	2.4																												
4. Coherence	2.4																												
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																													

*Off-site Dual-enrollment.

Professional Writing Certificate

	<p>Narrative comparison of current results by criterion/concept to previous year's results: N/A – The previous assessment was conducted in a different course using a different assessment.</p> <p>Strengths: The current results demonstrate that students in English 115 are very close to a high competency in the fundamentals of written English. The area of strongest competency was with punctuation. For Attributes 1, 3, and 4, students were evenly divided between medium and high competency.</p>	
--	--	--

Core Competency Assessment Report: Written Communication, 2018-2019

Respiratory Therapy 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 prepare students to be effective members of the healthcare team in assisting with diagnosis, treatment, management, and preventive care of patients with cardiopulmonary problems. Upon successful completion of the program, students are eligible to take the entry-level and advanced practitioner examinations leading to certification as a Certified Respiratory Therapist (CRT) and registration as a Registered Respiratory Therapist (RRT).

Core Learning Outcome: **Civic Engagement** **Written Communication**
Operationalize your CLO here: Students will demonstrate proficient skills in written communication by creating a document that focuses on content, organization, and style that will be evaluated using a rubric.

Assessment Methods	Assessment Results	Use of Results
--------------------	--------------------	----------------

Course Name/Number: Fundamental Theory of Respiratory Care - RTH 120

Direct Measure Used: Sub-Specialty Project instructions and rubric. Students will demonstrate proficient skills in written communication by creating a descriptive paper describing the subspecialties within Respiratory Therapy that focuses on content, organization and style that was evaluated using a rubric.

Provide Rubric Criteria or Question Concepts: Project Rubric (see Attachment # 3.0, 3.1, 3.2, 3.3). Students were assessed on the following criteria:

	Well done	Acceptable	Some Weakness	Problematic
Depth of study 8pts	In-depth study	Basics	Does not include the basics	Did not cover topic
Group/ Partner Coherence 4pts	Distributed work without issues	Completed separate papers	Met and had conflict	Did not meet
Clarity/ Conciseness 4pts	Sentences flow smoothly	5% Poorly structured	10% Poorly structured	>10% Poorly structured
Submission 2pts	Meets all criteria	Missed 1 criteria	Missed 2 criteria	Missed 3 or more criteria
Resources/ Bibliography 2pts	Accurate and extensive bibliography	Bibliography not referenced in paper	Incomplete bibliography	No bibliography

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
ME only	1	1	14
Online	N/A	N/A	N/A

Semester/year data collected: Spring 2019

Target: 50% of students will complete the assignment following the instructions and meeting all of the rubric criteria to receive the maximum grade of 100%.

Results: 29% of the students followed instructions and received the maximum grade of 100%.

Overall Average/Mean Score by In-Class, Online, Dual Enrollment:

Results by Modality	% meet all the rubric criteria Spring 2019	Class Average Spring 2019	Previous Results
In-class	29%	93%	N/A

Results by CLO Criteria: Percent of Students > 50% per criteria

Results by SLO Criteria/ Rubric Criteria		Current Results Spring 2019 Grades
Student #	Missed Criteria	
1.	a. Basics of the Sub-specialty topic b. Missed 3 or more of the submission criteria.	80%
2.	Missed 1 criteria	95%
3.	0	100%
4.	0	100%
5.	0	100%
6.	a. Basics of the Sub-specialty topic b. Missed 2 criteria	83%
7.	0	100%
8.	a. Missed 1 criteria b. No bibliography	88%

1. Changes put in place since previous CLO assessment to improve student learning: This is a new assessment, so there is no previous data

2. Impact of changes on current results: This is a new assessment, so there is no previous data

3. According to current results, areas needing improvement: Students need to understand how to properly format a paper using APA style. Students need to follow all of the criteria in the instructions to receive full credit for their project.

4. Based on the results, current actions to improve CLO: In Fall 2019, the librarian gave a lecture to the students on APA formatting. A significant portion of the students are missing one or more submission criteria. The project instructions are reviewed with the students, but not the rubric, although it's posted on Canvas. Beginning in Spring 2020, the rubric will be reviewed in detail.

5. Next assessment of this CLO: Spring 2021

Respiratory Therapy A.A.S.

DE*	N/A	N/A	N/A
Total	1	1	14

*Off-site Dual-enrollment

9.	a. Missed 1 criteria b. The bibliography is not referenced throughout the paper	95%
10.	a. Missed 1 criteria b. The bibliography is not referenced throughout the paper	95%
11.	The bibliography is not referenced throughout the paper	98%
12.	The bibliography is not referenced throughout the paper	90%
13.	a. Basics of the Sub-specialty topic	90%
14.	a. Groups/Partners met but completed separate papers b. bibliography is not referenced throughout the paper.	88%

Criteria	Total
Met All - Criteria Meet	4
Depth of Study	2
Group/Partner Coherence	2
Clarity/ Conciseness	0
Submission	6
Resources/ Bibliography	6

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

Current Results improved vs. Previous Results?

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

Narrative comparison of current results by criterion/ concept to previous year's results: Learners are given instructions and a rubric to submit a one-page paper. 29% of students followed the instructions and received the maximum grade on the paper.

Strengths: Papers were written well and students enjoyed the project.

Weaknesses: 43% of students had problems with APA formatting. 43% of students missed one or more criteria.

Core Competency Assessment Report: Written Communication, 2018-2019

Social Science: Geospatial Specialization, A.S.

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

Program Purpose Statement: Social Science A.S. - Geospatial Specialization: This program is designed to prepare students to transfer into baccalaureate programs in the geospatial or social sciences at a four-year institution. Students will develop both the theoretical knowledge and a practical facility with geospatial systems.

Geographic Information Systems Career Studies Certificate: This program is designed to help students develop both the theoretical knowledge and a practical facility with GIS. Students who already hold a baccalaureate or master's degrees will acquire the requisite skills and knowledge to switch careers, or to apply spatial analysis in their present workplaces. Students will be positioned to pursue additional coursework toward an associate degree and/or transfer to a four-year institution for further study in the geospatial, environmental or physical sciences; in civil engineering; in information technology; or in business/marketing at a four-year institution.

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

Operationalize your CLO here: Evaluation of basic writing skills on the final report of the class project

Assessment Methods	Assessment Results	Use of Results																																				
<p>Course Name/Number: Geographical Information Systems II - GIS 201</p> <p>Direct Measure Used: Evaluation of Written Report component of class project.</p> <p>Provide Rubric Criteria or Question Concepts: The written report was evaluated under 4 specific criteria:</p> <ol style="list-style-type: none"> 1. Overall grammar 2. Writing style 3. Content 4. Adhered to instructions / written as requested <p>Within each criteria students were evaluated on a 1-4 scale:</p> <ul style="list-style-type: none"> • 1 = student below expected level, showing little signs of progression • 2 = Student below expected level, but progressing toward satisfactory achievement • 3 = Student at expected achievement level • 4 = Student understanding beyond required level <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">6</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;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	6	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	6	<p>Semester/year data collected: Spring 2019</p> <p>Target: 80% students at level 3 or higher</p> <p>Results: When scores were averaged across all 4 criteria for each student 83% of those students average score was 3 or higher.</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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;">83%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Current Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Overall grammar</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>2. Writing style</td> <td style="text-align: center;">67%</td> </tr> <tr> <td>3. Content</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>4. Adhered to instructions / written as requested</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">83%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p>	Results by Modality	Current Results Spring 2019	In-class	83%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. Overall grammar	83%	2. Writing style	67%	3. Content	83%	4. Adhered to instructions / written as requested	83%	Total	83%	<p>1. Changes put in place since previous CLO assessment to improve student learning: First time assessing.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Writing Style could use some work. Students tend to write more in the first person. They tend to want to write everything like a story. Report writing is an art. We could do better.</p> <p>4. Based on the results, current actions to improve CLO: Effective Fall 2019, include example report for them to model style.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																			
LO only	1	1	6																																			
Online	N/A	N/A	N/A																																			
DE*	N/A	N/A	N/A																																			
Total	1	1	6																																			
Results by Modality	Current Results Spring 2019																																					
In-class	83%																																					
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																					
1. Overall grammar	83%																																					
2. Writing style	67%																																					
3. Content	83%																																					
4. Adhered to instructions / written as requested	83%																																					
Total	83%																																					

Social Science: Geospatial Specialization, A.S.

	<p>Narrative comparison of current results by criterion/concept to previous year's results: First assessment of this CLO.</p> <p>Strengths: These results indicate a student population with broad, adaptable and functional use of the written word.</p> <p>Weaknesses: In some students, we did identify a somewhat general issue in terms of their writing style. This could be related to poor instructions or fundamental gaps in writing skills. The assessment of that is subjective, so hopefully our improvement will eliminate the possibility of the former and if the problem persists, we will assume it was the latter.</p>	
--	--	--

Core Competency Assessment Report: Written Communication, 2018-2019

Welding: Basic Techniques, C.S.C.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																							
Program Purpose Statement: This curriculum is designed for individuals wishing to obtain fundamental skills for immediate entry-level positions in the welding trade as welding apprentices or welding laboratory assistants. Its structure allows students to pursue these courses on a part-time basis. All courses will apply to the welding certificate program.																																							
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication																																							
Assessment Methods	Assessment Results		Use of Results																																				
Course Name/Number: Welding II-Electric Arc – WEL 122 Direct Measure Used: In-class assignment Provide Rubric Criteria or Question Concepts: Students will complete a Welding Procedure Specification for welding a butt joint using SMAW. 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>MA only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>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;">8</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Off-site Dual-enrollment</p>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MA only	1	1	8	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	1	1	8	Semester/year data collected: Spring 2019 Target: Target for this SLO is 80% of students passing with a score of 80% or better Results: All students passed with a score of 80% or better. Percent of students scoring above the target: <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;">100%</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. WPS identification</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>2. Welding process and related information</td> <td style="text-align: center;">82%</td> </tr> <tr> <td>3. Base and filler metal combinations</td> <td style="text-align: center;">88%</td> </tr> <tr> <td>4. Welding position and technique</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">83.75%</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Narrative comparison of current results by criterion/concept to previous year's results: There were no previous results to compare with. Strengths: Students had a very good grasp on how to find the correct information. Weaknesses: Students need to fill out form completely. It is very important once they enter the workforce to have all the information entered correctly.		Results by Modality	Current Results Spring 2019	In-class	100%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2019	1. WPS identification	85%	2. Welding process and related information	82%	3. Base and filler metal combinations	88%	4. Welding position and technique	80%	Total	83.75%	<ol style="list-style-type: none"> 1. Changes put in place since previous CLO assessment to improve student learning: This is the first time a CLO was assessed. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Students need to pay more attention to detail while filling out the WPS. 4. Based on the results, current actions to improve CLO: Faculty will allow students more opportunities to work with the WPS form and stress the importance of clarity and completeness. 5. Next assessment of this CLO: Fall 2020
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																				
MA only	1	1	8																																				
Online	N/A	N/A	N/A																																				
DE*	N/A	N/A	N/A																																				
Total	1	1	8																																				
Results by Modality	Current Results Spring 2019																																						
In-class	100%																																						
Results by SLO Criteria/ Question Concepts	Current Results Spring 2019																																						
1. WPS identification	85%																																						
2. Welding process and related information	82%																																						
3. Base and filler metal combinations	88%																																						
4. Welding position and technique	80%																																						
Total	83.75%																																						

Disciplines

Core Competency Assessment Report: Written Communication, 2018-2019

Art History

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																			
Program Purpose Statement: This program is designed for students who plan to transfer to a college or university for a Bachelor of Arts in Art History.																																																			
Core Learning Outcome: Written Communication Operationalize your CLO here: (SLO) Students were required to produce a well-organized and well-written piece of formal art criticism.																																																			
Assessment Methods	Assessment Results	Use of Results																																																	
<p>Course Name/Number: History of Modern Art - Art 106</p> <p>Direct Measure Used: Students in Art 106 were given a formal writing assignment (topics varied but were within the course content for Art 106) and were required to produce a well-organized and well-written piece of formal art criticism.</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): Each student was given a detailed rubric outlining the goals of the assignment: to identify and describe the most important formal attributes of a select artwork, and using formal terminology, to analyze how the artwork communicates through formal means.</p> <p>The rubric outlined the specific criteria used to assess each of 5 subcategories: organization, identification, description, analysis, and evaluation.</p> <p>The range for each sub-category score was: Excellent -5 Good -4 Acceptable -3 Weak -2</p> <p>Instructors scored the rubric for each student submission and then recorded individual student scores to obtain class scores on the class tally sheet.</p> <p>Sample: <i>(Specify N/A where not offered)</i></p> <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%;"># of Total Sections Offered</th> <th style="width: 15%;"># Sections assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">25</td> </tr> <tr> <td>AN</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">31</td> </tr> </tbody> </table>	Campus/Modality	# of Total Sections Offered	# Sections assessed	# Students Assessed	AL	1	1	25	AN	1	1	31	<p>Semester/Year Assessed: Spring 2019</p> <p>114 students from 5 campuses were assessed; Target:</p> <p>Results:</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; margin: 10px 0;"> <thead> <tr> <th style="width: 33%;">Results by Campus/Modality</th> <th style="width: 33%;">Current Results Spring 2019</th> <th style="width: 33%;">Previous Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td>In-class</td> <td style="text-align: center;">3.9</td> <td style="text-align: center;">3.74</td> </tr> <tr> <td>Online</td> <td style="text-align: center;">N/A</td> <td></td> </tr> <tr> <td>DE*</td> <td style="text-align: center;">N/A</td> <td></td> </tr> <tr> <td>Total Average</td> <td style="text-align: center;">3.84</td> <td style="text-align: center;">3.74</td> </tr> </tbody> </table> <p>CLO Criteria: (Check type of score) <input checked="" type="checkbox"/> Average/Mean Score</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 33%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 33%;">Current Results Spring 2019</th> <th style="width: 33%;">Previous Results Fall 2017</th> </tr> </thead> <tbody> <tr> <td>1. Organization</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">3.7</td> </tr> <tr> <td>2. Identification</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">3.8</td> </tr> <tr> <td>3. Description</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">3.7</td> </tr> <tr> <td>4. Analysis</td> <td style="text-align: center;">3.8</td> <td style="text-align: center;">3.7</td> </tr> <tr> <td>5. Evaluation</td> <td style="text-align: center;">3.4</td> <td style="text-align: center;">3.7</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">3.84</td> <td></td> </tr> </tbody> </table> <p>Target Met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> NA Students overwhelmingly performed above average on organization, identification, and description. There are no writing</p>	Results by Campus/Modality	Current Results Spring 2019	Previous Results Spring 2017	In-class	3.9	3.74	Online	N/A		DE*	N/A		Total Average	3.84	3.74	Results by SLO Criteria/Question Concepts	Current Results Spring 2019	Previous Results Fall 2017	1. Organization	4.0	3.7	2. Identification	4.0	3.8	3. Description	4.0	3.7	4. Analysis	3.8	3.7	5. Evaluation	3.4	3.7	Total	3.84		<p>This assessment was previously done in Fall 2017.</p> <p>1. Changes put in place since previous CLO assessment to improve student learning: This was the first time Art 106 was assessed as we recently began offering it across all campuses and through ELI. The assignment was changed to a different class, not Art 102. The rubric remained the same however. Rubric and instructions were shared by Discipline Chair at the beginning of the semester.</p> <p>2. Impact of changes on current results: Although the rubric did not change, the results for the assessment were a bit better. We will continue with the same rubric for future assessments.</p> <p>3. According to current results, areas needing improvement: No data was provided by ELI.</p> <p>4. Based on the results, current actions to improve CLO:</p> <p>The art historians agree that we need to provide far more opportunities for students to practice formal analysis both in and out of the classroom (out of class activities may include work on Canvas or through a visit to a campus student gallery, for example). Art History steering committee members for each campus are responsible for communicating this to adjuncts at their respective campuses, as well as providing</p>	
Campus/Modality	# of Total Sections Offered	# Sections assessed	# Students Assessed																																																
AL	1	1	25																																																
AN	1	1	31																																																
Results by Campus/Modality	Current Results Spring 2019	Previous Results Spring 2017																																																	
In-class	3.9	3.74																																																	
Online	N/A																																																		
DE*	N/A																																																		
Total Average	3.84	3.74																																																	
Results by SLO Criteria/Question Concepts	Current Results Spring 2019	Previous Results Fall 2017																																																	
1. Organization	4.0	3.7																																																	
2. Identification	4.0	3.8																																																	
3. Description	4.0	3.7																																																	
4. Analysis	3.8	3.7																																																	
5. Evaluation	3.4	3.7																																																	
Total	3.84																																																		

Art History

MA	1	1		26
ME	N/A	N/A		
LO	1	1		24
WO	1	1		8
Online	4	0		0
DE*	N/A	N/A		
Total	9	5		114

*Off-site Dual-enrollment

pre-requisites for any art history courses, so an average mean score of 4 for these criteria is excellent.
Evaluating works of art was the most challenging aspect for students, yet the mean score of 3.4 is acceptable. For Art 106, we expect students are practicing critical evaluation of works of art; modern art is challenging to most students and there is no pre-requisite to taking modern art.

Strengths: Overall, students did very well on the assignment. Art 106 (modern art) has no prerequisites and covers challenging material which is new to most students. As such, for some students, this course is their intro to Art History.

Weaknesses: While most students were able to organize their papers and identify and describe formal characteristics of art works, the greatest challenge is evaluation, which is a far more challenging concept to master. ...

a rubric. Likewise, instructors need to provide prompt and clear feedback to students.

5. Next assessment of this CLO – this is not one of our SLOs so not sure?

None of the art history courses requires a writing pre-requisite, yet a mandate of the college, and the Liberal Arts Dean, is courses must have meaningful writing assignments. We do not know how many students take ENG 111 before enrolling in our courses; presumably the college has guided students to take fundamental courses first, like ENG 111, which accounts for better results for our assessment.

Core Competency Assessment Report: Written Communication, 2018-2019

Chemistry

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.											
Program/Discipline Purpose Statement: The curriculum is designed for persons who are interested in a professional or scientific program and who plan to transfer to a four-year college or university to complete a baccalaureate degree program with a major in one of the following fields: agriculture, biology, chemistry, pre-dentistry, forestry, geology, home economics, nursing, oceanography, pharmacy, physics, physical therapy, pre-medicine, science education, or mathematics.											
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Using a rubric, students' ability to write a scientific lab report with correct spelling, punctuation, and grammar will be measured. Students will discuss the results collected from an experiment in a chemistry laboratory by writing a report to support their experimental data. The criteria assessed are listed in the Assessment Methods below.											
Assessment Methods	Assessment Results	Use of Results									
<p>Course Name/Number: General Chemistry II (CHM 112)</p> <p>Direct Measure Used: Discussion and Conclusion from a Formal Laboratory Report in CHM 112</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): The Rubric can be accessed on Google Doc</p> <p>Criteria:</p> <ol style="list-style-type: none"> 1- Student writes the report using good spelling, punctuation, and grammar. 2- Student's report follows the rubric and contains the appropriate sections. Examples: (Procedure/Method, Results, Discussion, etc.) Results are written in past tense. Report has a serious tone (no jokes or creative writing). 3- The purpose of the experiment is well explained. Scientific concepts are well explained. Discussion/Conclusions are supported by the experimental evidence. All scientific terms are used accurately and appropriately throughout. <p>Other Method (if used): N/A</p> <p>Sample: <i>(Specify N/A where not offered)</i></p> <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;">9</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	9	0	0	<p>Semester/year data collected: Spring 2019</p> <p>Target: Average score of students participating is set to be 80% for each criterion. Students will communicate their results in a lab report and score an average of 80% or more on each item.</p> <p>Results: Average Scores for In- Class, Online, and Dual Enrolled CHM 112 courses are listed below by Modality where N/A denotes not available. Chemistry courses officially assessed Written Communication for the first time in Spring of 2019. The goal was for students to score an average of 80% in each criterion. General Chemistry students exceeded the goal by at least 2% when assessed In-Class, and scored in average 91% and 96% respectively in Dual Enrolled and Online courses. The Online course exceeded the goal by 16% in this assessment, and the higher average score could be interpreted in two different ways. One reason could be the students who took the Online courses were more motivated or it could be due to effective instruction. The DE data were collected from all 5 sections of Dual Enrolled courses in four different high schools. In general, students who take college courses while in high school are highly motivated and work harder than average college student, which in turn results in higher learning outcomes and scores. The In-Class data were collected from three different campuses and a much bigger pool of students and instructors. This results in a higher diversity in students' background knowledge, their preparedness, and motivation, which in turn reflects on the relatively lower scores.</p>	<p>1. Changes put in place since previous CLO assessment to improve student learning: This CLO (Written Communication) was assessed for the first time in 2019 chemistry courses.</p> <p>However, to ensure students accessibility to the same information, the CHM faculty were provided with a handout and the rubric to share with their students. The handout contained steps on writing a lab report discussion and conclusion for a formal laboratory report..</p> <p>2. Impact of changes on current results: Chemistry 112 students met and exceeded the target set by the discipline. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Target met</p> <p>3. According to current results, areas needing improvement: Increasing students' and faculty participation is an area we can improve. Some students did not write a lab discussion and did not appreciate the importance of the work; as a result, some lab reports were turned in without a written discussion. Usually these students find the work challenging and need extra help to work on their written communication. Publicizing resources available on each campus in classroom and on Canvas (LMS), and encouraging them to use the Writing Center or the 24/7 tutors available on Canvas may allow students to obtain assistance on need basis. Only 17 out of 64 CHM 112 sections participated in this evaluation and some campuses did not participate</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed								
AL	9	0	0								

Chemistry

AN	17	3	63
MA	12	2	41
ME	NA	NA	NA
LO	11	6	106
WO	8	0	0
Online	2	1	19
DE*	5	5	62
Total	64	17	291

*Off-site Dual-enrollment

Results by Modality	Current Results [Spring/2019]
In-class	3.28(82.1%)
Online	3.84 (96.0%)
DE*	3.63 (90.8%)
Total Average	3.46 (89.6%)

* Off-site Dual-enrollment

SLO Criteria: (Check type of score)

Average/percent Score per criteria or

Percent of Students > [target] per criteria

Results by CLO Criteria/ Question Concepts	Current Results [Spring 2018]
1. Punctuation, grammar, spelling	91.3%
2. Appropriate report format	85.3%
3. Explanation	81.2%
Total	85.9

Target Met?

Yes No Partially

At mastery level, the goal for General Chemistry II students for this evaluation was to score an average of 80% or higher in each criterion. Students in CHM 112 Courses met this expectation and in some cases exceeded it. For the first criterion, including punctuation, grammar, and spelling, the average score was the highest (91.3%) compared to other criteria. Although the other two criteria met the goal, students in average scored lower points. Most students who completed the assignment were competent in spelling, grammar, and punctuation aspects of the Written Communication. However, they found discussing the experimental results scientifically and analyzing data portions of the assessment more challenging. The majority of students in second semester General Chemistry have completed enough English courses to be proficient in writing. The second and third criteria required students to reflect on their experiment and support their writing by providing evidence from the data collected. This involves critical thinking and some students find that feature of the course a little more challenging which resulted in relatively lower scores.

at all. In future assessment, we should increase the sections' participation to 70% for the results to be meaningful. To insure an increase in participation, during the semi-annual Discipline Group meeting, the concerns about low participation was raised and the faculty agreed that sending a timely reminder may increase the participation.

4. Based on the results, current actions to improve CLO: At the beginning of this process, one of the goals was to increase communication with faculty and to encourage faculty participation.

With the help of Steering Committee the rubrics were updated by adding clearer expectations about the requirements, including informing the faculty that participation was not optional. Moreover, for each assessment, an excel template was developed and distributed among faculty to facilitate collecting data.

Via multiple emails and meetings, directions on the process of collecting data was communicated with the faculty. In addition, all faculty were informed about details of the rubrics, by providing directions that included specific instructions for completing the assessments and the due dates for the data to be submitted.

5. Next assessment of this CLO: Has not been scheduled. Next SLO for chemistry is SLO #5, Fall 2020; students will be able to explain the principles of chemical bonding in the formation and properties of molecules.

Chemistry

	<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: There are no previous data available to compare to the results, as this was the first time that students in General Chemistry courses were officially assessed for Written Communication.</p> <p>Strengths: spelling, grammar, and punctuation.</p> <p>Weaknesses: Discussing the experimental results scientifically and analyzing the data. To improve the analytical writing, students need more practice in writing that includes critical thinking and quantitative reasoning. Students in General Chemistry I and II should be required to work on minimum two formal lab discussions each semester. The Discipline Group should work on developing activities to standardize this requirement in all campuses.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

Communication

<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 program is designed for students who wish to study speech communication at the college level or who wish to transfer to a four year institution.</p>																																																					
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: SLO 6: Students will analyze the various components of a presentation through the development of a written outline</p>																																																					
Assessment Methods	Assessment Results		Use of Results																																																		
<p>Course Name/Number: Principles of Public Speaking CST 100</p> <p>Direct Measure Used: Assessed student outlines written for a speech which was graded using a common rubric.</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): Student performance on a written outline for a speech was evaluated via rubric using the following general criteria: opening elements, body (main points, sub-points, etc.), closing elements (summarize main points, impressive closing statement), uses of sources, and writing (grammar, word usage, etc.).</p> <p>Sample: (Specify N/A 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>6</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>11</td><td>4</td><td>84</td></tr> <tr><td>MA</td><td>6</td><td>4</td><td>66</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>1</td><td>16</td></tr> <tr><td>WO</td><td>6</td><td>2</td><td>29</td></tr> <tr><td>Online</td><td>10</td><td>1</td><td>10</td></tr> <tr><td>DE*</td><td>N/A</td><td></td><td></td></tr> <tr><td>Total</td><td>36</td><td>12</td><td>205</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	6	0	0	AN	11	4	84	MA	6	4	66	ME	N/A	N/A	N/A	LO	9	1	16	WO	6	2	29	Online	10	1	10	DE*	N/A			Total	36	12	205	<p>Semester/year data collected: Spring 2019</p> <p>Target: Desired average score of 35.0 (out of 50) or higher</p> <p>Results: Average score for participants in this study was 37.80 which was slightly lower than the average scores for participants in the CST 110 assessment. The CST 100 course requires several speeches throughout the semester. We did not specify when instructors should use the assessment during classroom instruction.</p> <p>One possible explanation for the differences in results could be based on the timing of the assessments. For example, some instructors may have used the assessment much earlier in the semester for CST 100 than was the case for the CST 110 course. Lower scores for the CST 100 assessments could indicate that students were less familiar with the concepts addressed in the rubric. CST 110 instructors often use the speech assignments as a final project in the semester which would give students much more time to practice and become familiar with the components of speech design.</p> <p>Overall 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 Modality</th> <th>Current Results [Spring 2019]</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>37.11</td></tr> <tr><td>Online</td><td>38.50</td></tr> <tr><td>DE*</td><td>N/A</td></tr> <tr><td>Total Average</td><td>37.80</td></tr> </tbody> </table> <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</p>		Results by Modality	Current Results [Spring 2019]	In-class	37.11	Online	38.50	DE*	N/A	Total Average	37.80	<p>1. Changes put in place since previous CLO assessment to improve student learning: First time assessing outcome.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Since this was a pilot project; our sample size was much smaller than the SLO assessments. However, we were able to complete the assessments using a common rubric for over 200 students that provided useful data.</p> <p>The results of this assessment by modality, show similar scores between online instruction and in-class instruction. We did not have any participants for dual enrollment. Currently we have one dual enrollment instructor who does not teach CST 100.</p> <p>4. Based on the results, current actions to improve CLO: We will do a second pilot of this assessment to determine what actions may be necessary, if any, to improve the scores for this assessment. We would like to have a bigger pool of faculty who report using this assessment in CST 100.</p> <p>5. Next assessment of this CLO: Spring 2020</p>
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																		
AL	6	0	0																																																		
AN	11	4	84																																																		
MA	6	4	66																																																		
ME	N/A	N/A	N/A																																																		
LO	9	1	16																																																		
WO	6	2	29																																																		
Online	10	1	10																																																		
DE*	N/A																																																				
Total	36	12	205																																																		
Results by Modality	Current Results [Spring 2019]																																																				
In-class	37.11																																																				
Online	38.50																																																				
DE*	N/A																																																				
Total Average	37.80																																																				

Communication

Results by SLO Criteria/ Question Concepts	Current Results [Spring 2019]
1. Opening Elements	7.0 (10)
2. Body	15 (20)
3. Closing Elements	7.65 (10)
4. Use of Sources	3.02 (5)
5. Mechanics	4.31 (5)
Total	36.98

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: N/A

Strengths: Overall, the results from both assessments indicate that our students often exceeded our expectations on both assessments. Our students understand the principles of speech development; they can use this information in future classes and in the workplace.

Weaknesses: We will continue to work with faculty, including adjuncts, to place greater emphasis and training in the areas of "Use of Sources". We will also prepare a common assignment that can be used by faculty to train students on how to effectively use sources for presentations.

Core Competency Assessment Report: Written Communication, 2018-2019

English

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 program is designed for students who plan to transfer to a college or university for a Bachelor of Arts or a Bachelor of Science in English, Creative Writing or Writing and/or Rhetoric as an entry-level professional writer.																																																																																									
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: SLO 1: Students will apply the fundamental elements of [rhetoric and/or craft] to produce writing that is clear, effective, and appropriate to the nature of their assignment.																																																																																									
Assessment Methods	Assessment Results	Use of Results																																																																																							
<p>Course Name/Number: ENG 125: Introduction to Literature</p> <p>Direct Measure Used: Student responses to instructor-created assignments (NOTE: ELI courses have common assignments). Papers were coded by student ID and compiled into folders coded by campus and assignment. Papers were scored by faculty after norming.</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): The rubric focuses on three elements of writing: clarity, effectiveness and appropriateness.</p> <p>Sample: <i>(Specify N/A where not offered)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>10</td><td>2</td><td>22</td></tr> <tr><td>AN</td><td>22</td><td>7</td><td>50</td></tr> <tr><td>MA</td><td>13</td><td>2</td><td>37</td></tr> <tr><td>ME</td><td>n/a</td><td>n/a</td><td>n/a</td></tr> <tr><td>LO</td><td>13</td><td>2</td><td>29</td></tr> <tr><td>WO</td><td>9</td><td>4</td><td>49</td></tr> <tr><td>Online</td><td>18</td><td>3</td><td>18</td></tr> <tr><td>DE*</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>85</td><td>20</td><td>205</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p> <p>Samples requested/received:</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 requested Data received</th> </tr> </thead> <tbody> <tr><td>AL</td><td>10</td><td>5 2¹</td></tr> <tr><td>AN</td><td>22</td><td>8 7¹</td></tr> <tr><td>MA</td><td>13</td><td>5 3^{1,4}</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	10	2	22	AN	22	7	50	MA	13	2	37	ME	n/a	n/a	n/a	LO	13	2	29	WO	9	4	49	Online	18	3	18	DE*	N/A	N/A	N/A	Total	85	20	205	Campus/Modality	Total # of Sections Offered	Sections requested Data received	AL	10	5 2 ¹	AN	22	8 7 ¹	MA	13	5 3 ^{1,4}	<p>Semester/year data collected: Spring 2019</p> <p>Target: 70% of students will demonstrate competency in each of the rubric criteria.</p> <p>Results: As follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td>1. Clarity</td><td>64.69%</td></tr> <tr><td>2. Effectiveness</td><td>55.61%</td></tr> <tr><td>3. Appropriateness</td><td>51.741%</td></tr> </tbody> </table> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered):</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Current Results</th> </tr> </thead> <tbody> <tr><td>In-class: Clarity</td><td>2.91</td></tr> <tr><td>In-class: Effectiveness</td><td>2.76</td></tr> <tr><td>In-class: Appropriateness</td><td>2.75</td></tr> <tr><td>Online: Clarity</td><td>2.61</td></tr> <tr><td>Online: Effectiveness</td><td>2.28</td></tr> <tr><td>Online: Appropriateness</td><td>2.22</td></tr> <tr><td>DE*</td><td>n/a</td></tr> <tr><td>Clarity</td><td>2.88</td></tr> <tr><td>Effectiveness</td><td>2.72</td></tr> <tr><td>Appropriateness</td><td>2.71</td></tr> </tbody> </table> <p>* Off-site Dual-enrolled</p> <p>CLO Criteria: (Check type of score) <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > 3 or higher 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</th> </tr> </thead> <tbody> <tr><td>1. Clarity</td><td>65.24%</td></tr> <tr><td>2. Effectiveness</td><td>57.22%</td></tr> </tbody> </table>	1. Clarity	64.69%	2. Effectiveness	55.61%	3. Appropriateness	51.741%	Results by Modality	Current Results	In-class: Clarity	2.91	In-class: Effectiveness	2.76	In-class: Appropriateness	2.75	Online: Clarity	2.61	Online: Effectiveness	2.28	Online: Appropriateness	2.22	DE*	n/a	Clarity	2.88	Effectiveness	2.72	Appropriateness	2.71	Results by SLO Criteria/ Question Concepts	Current Results	1. Clarity	65.24%	2. Effectiveness	57.22%	<p>1. Changes put in place since previous CLO assessment to improve student learning: This assessment was the first time ENG has assessed the Written Communication CLO</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Assignment Design: Assignments in the dataset represent a wide range of tasks and skills. Faculty who scored the assignments sometimes expressed surprise at the level of sophistication required in some of the assignments required of 100-level students.</p> <p>Task analysis instruction:</p> <ol style="list-style-type: none"> Students clearly need more scaffolding for how to determine the requirements of an assignment. Students may need more instruction in elements of an essay before advancing to 200-level courses. <p>Correct and timely submission of data:</p> <ol style="list-style-type: none"> The Discipline Group Chair or Assessment Subcommittee chair will clear directions and timelines for submission. The Pathway Dean will work with campus and associate deans to encourage participation. <p>4. Based on the results, current actions to improve CLO:</p> <p>Communication with Discipline Group: The Discipline Group will share results and recommendations with the faculty at bi-annual</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																																						
AL	10	2	22																																																																																						
AN	22	7	50																																																																																						
MA	13	2	37																																																																																						
ME	n/a	n/a	n/a																																																																																						
LO	13	2	29																																																																																						
WO	9	4	49																																																																																						
Online	18	3	18																																																																																						
DE*	N/A	N/A	N/A																																																																																						
Total	85	20	205																																																																																						
Campus/Modality	Total # of Sections Offered	Sections requested Data received																																																																																							
AL	10	5 2 ¹																																																																																							
AN	22	8 7 ¹																																																																																							
MA	13	5 3 ^{1,4}																																																																																							
1. Clarity	64.69%																																																																																								
2. Effectiveness	55.61%																																																																																								
3. Appropriateness	51.741%																																																																																								
Results by Modality	Current Results																																																																																								
In-class: Clarity	2.91																																																																																								
In-class: Effectiveness	2.76																																																																																								
In-class: Appropriateness	2.75																																																																																								
Online: Clarity	2.61																																																																																								
Online: Effectiveness	2.28																																																																																								
Online: Appropriateness	2.22																																																																																								
DE*	n/a																																																																																								
Clarity	2.88																																																																																								
Effectiveness	2.72																																																																																								
Appropriateness	2.71																																																																																								
Results by SLO Criteria/ Question Concepts	Current Results																																																																																								
1. Clarity	65.24%																																																																																								
2. Effectiveness	57.22%																																																																																								

English

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">ME</td> <td style="width: 25%;">n/a</td> <td style="width: 25%;">n/a</td> <td style="width: 25%;"></td> </tr> <tr> <td>LO</td> <td>13</td> <td>4</td> <td>3²</td> </tr> <tr> <td>WO</td> <td>9</td> <td>4</td> <td>4</td> </tr> <tr> <td>Online</td> <td>18</td> <td>7</td> <td>3^{1,2,3}</td> </tr> <tr> <td>DE*</td> <td>n/a</td> <td>n/a</td> <td></td> </tr> <tr> <td>Total</td> <td>85</td> <td>33</td> <td>22</td> </tr> </table> <ol style="list-style-type: none"> 1. Section data requested, but was not submitted 2. Data was submitted, but was excluded from data set due to misformatting or missing assignment directions. 3. Assignment submitted did not represent finished student work (i.e. outlines or discussion board posts) 4. Section data inadvertently omitted during anonymization process. 	ME	n/a	n/a		LO	13	4	3 ²	WO	9	4	4	Online	18	7	3 ^{1,2,3}	DE*	n/a	n/a		Total	85	33	22	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">3. Appropriateness</td> <td style="width: 25%;"></td> <td style="width: 25%;">56.68%</td> <td style="width: 25%;"></td> </tr> <tr> <td>4. Clarity</td> <td></td> <td>55.56%</td> <td></td> </tr> <tr> <td>5. Effectiveness</td> <td></td> <td>38.89%</td> <td></td> </tr> <tr> <td>6. Appropriateness</td> <td></td> <td>22.22%</td> <td></td> </tr> <tr> <td>7. Clarity</td> <td></td> <td>64.69%</td> <td></td> </tr> <tr> <td>8. Effectiveness</td> <td></td> <td>55.61%</td> <td></td> </tr> <tr> <td>9. Appropriateness</td> <td></td> <td>51.741%</td> <td></td> </tr> </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: N/A</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Generally, students could express main ideas that related to the assignment and their use of language appropriately communicated their main ideas. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Students had trouble with essay structure and providing supporting details. • Students in online classes had more trouble meeting assignment requirements than those in in-person classes. Their essay structures and supporting details were especially weak, indicating a mismatch between the assignment and their responses. 	3. Appropriateness		56.68%		4. Clarity		55.56%		5. Effectiveness		38.89%		6. Appropriateness		22.22%		7. Clarity		64.69%		8. Effectiveness		55.61%		9. Appropriateness		51.741%		<p>meetings and with Associate Deans to ensure that adjunct faculty can access the results and recommendation</p> <p>Assignment Design: The Discipline Group, through bi-annual meetings and Steering Committee meetings, will</p> <ol style="list-style-type: none"> 1. Work toward building discipline group consensus on expectations for elements of rhetoric/craft in 100-level composition and 200-level literature classes. 2. Engage in collaborative efforts to create assignments that meet these consensus criteria. <p>The Discipline Group Steering Committee and the Pathway Dean</p> <ol style="list-style-type: none"> 1. Identify funding for discipline group professional development. <p>Online course evaluation: Although ENG 125 had been discontinued, a committee will redesign ENG 112 online during the 2019-2021 academic year. This redesign will examine the assignment sequencing and instruction in online courses to ensure sufficient scaffolding for assigned writing.</p> <p>Rubrics: Refine rubrics for measuring SLO 1.</p> <p>Note: ENG 125 has been discontinued. However, we elected to evaluate it and use the results to compare to future 200-level literature classes and ENG 112, which fulfills the same 2nd semester composition requirement in AS and AA degree programs as ENG 125.</p> <p>5. Next assessment of this CLO: 2020-2021</p>
ME	n/a	n/a																																																				
LO	13	4	3 ²																																																			
WO	9	4	4																																																			
Online	18	7	3 ^{1,2,3}																																																			
DE*	n/a	n/a																																																				
Total	85	33	22																																																			
3. Appropriateness		56.68%																																																				
4. Clarity		55.56%																																																				
5. Effectiveness		38.89%																																																				
6. Appropriateness		22.22%																																																				
7. Clarity		64.69%																																																				
8. Effectiveness		55.61%																																																				
9. Appropriateness		51.741%																																																				

Core Competency Assessment Report: Written Communication, 2018-2019

Geography

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 mission of the geography discipline is to provide a world-class geographic education through face-to-face, online, and hybrid courses, and prepare students for graduation, transfer, and entrance into employment.																																																			
Core Learning Outcome: CLO Written communication																																																			
Assessment Methods	Assessment Results	Use of Results																																																	
<p>Course Name/Number: GEO 210 Intro to Cultural geography</p> <p>Direct Measure Used: Key Term Assignment (see attached)</p> <p>Provide Rubric Criteria or Question Concepts: In 250-300 words students wrote about a current event using vocabulary from the textbook. The assignment was worth 20 points. The rubric scored student writing based on:</p> <ol style="list-style-type: none"> 1. Accuracy of the summary of the essay 2. Analysis 3. Conclusions 4. Use of sources 5. Citing sources 6. Sentence structure/mechanics 7. Organization/logic <p>Sample: <i>(Specify N/A where not offered)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># of Total Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>2</td><td>2</td><td>38</td></tr> <tr><td>AN</td><td>1</td><td>0</td><td></td></tr> <tr><td>MA</td><td>1</td><td>1</td><td>22</td></tr> <tr><td>ME</td><td>NA</td><td>NA</td><td></td></tr> <tr><td>LO</td><td>3</td><td>0</td><td></td></tr> <tr><td>WO</td><td>NA</td><td>NA</td><td></td></tr> <tr style="background-color: yellow;"><td>Online</td><td>3</td><td>0</td><td></td></tr> <tr style="background-color: yellow;"><td>DE*</td><td>NA</td><td>NA</td><td></td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>10</td><td>3</td><td>60</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	2	2	38	AN	1	0		MA	1	1	22	ME	NA	NA		LO	3	0		WO	NA	NA		Online	3	0		DE*	NA	NA		Total	10	3	60	<p>Semester/year data collected: SPRING 2019</p> <p>Target: 14/20 or 70%</p> <p>Results: 17/20 or 85%</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered):</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 40%;">Results by Modality</th> <th style="width: 60%;">Current Results SP/2019</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>85%</td></tr> <tr style="background-color: yellow;"><td>Online</td><td>NA</td></tr> <tr style="background-color: yellow;"><td>DE*</td><td>NA</td></tr> </tbody> </table> <p>*Off-site Dual-Enrollment</p> <p>Results by SLO Criteria:(Check type of score) <input type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > [target] per criteria</p> <p>Target Met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results by criterion/concept to previous year's results: This was our first attempt to implement an assessment on Written Communication.</p> <p>Strengths: Data collection not sufficient to respond. Only individual scores were collected; no data to break down scores across different skills or concepts.</p> <p>Weaknesses: Data collection not sufficient to respond. Collect break-out data, need more faculty involvement.</p>	Results by Modality	Current Results SP/2019	In-class	85%	Online	NA	DE*	NA	<p>1. Changes put in place since previous SLO assessment to improve student learning: This was GEO first attempt to create and disseminate a common assignment and rubric for CLO assessment.</p> <p>2. Impact of changes on current results: Not applicable, as this was our first attempt.</p> <p>3. According to current results, areas needing improvement: Increase participation of instructors across all sections and modalities. Revise instrument for data collection to better reflect the questions on the report.</p> <p>4. Based on the results, current actions to improve SLO: Increase regular communication amongst instructors (most of whom are adjuncts) in order to increase awareness and participation. Revise instrument for data collection to better respond to questions on this report.</p> <p>5. Next assessment of this SLO: 2021-2022</p>	
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																
AL	2	2	38																																																
AN	1	0																																																	
MA	1	1	22																																																
ME	NA	NA																																																	
LO	3	0																																																	
WO	NA	NA																																																	
Online	3	0																																																	
DE*	NA	NA																																																	
Total	10	3	60																																																
Results by Modality	Current Results SP/2019																																																		
In-class	85%																																																		
Online	NA																																																		
DE*	NA																																																		

Core Competency Assessment Report: Written Communication, 2018-2019

History

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

Discipline Purpose Statement: History is the study of the past, in an attempt to understand the human condition as it changes and remains the same over time. At its core, the Discipline aims at satisfying and stimulating intellectual curiosity by encouraging questioning and developing knowledge. Finally, the Discipline is actively engaged in translating the skills acquired in the classroom to a wide-range of professional settings that require effective communication, critical thinking and information literacy, such as law, education, journalism, policy analysis and archives.

Core Learning Outcome: Civic Engagement **Written Communication**
Operationalize your CLO here: Students will communicate effectively in historical writing by developing a thesis, using supporting evidence, and utilizing proper writing mechanics.

Assessment Methods	Assessment Results	Use of Results																																																																				
<p>Course Name/Number: HIS 122 History of the United States Two</p> <p>Direct Measure Used: Essay written in class (or online), timed and formed part of a course grade</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): Understanding Topic – 1 point, Create a thesis – 1 point, Use evidence to support thesis – 2 points, Use of proper writing mechanics – 2 points</p> <p>Sample: (Specify N/A where not offered)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># of Total 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;">22</td></tr> <tr><td>AN</td><td style="text-align: center;">4</td><td style="text-align: center;">2</td><td style="text-align: center;">18</td></tr> <tr><td>MA</td><td style="text-align: center;">5</td><td style="text-align: center;">1</td><td style="text-align: center;">9</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;">3</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>WO</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td><td style="text-align: center;">24</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">4</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;">12</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td style="text-align: center;">32</td><td style="text-align: center;">5</td><td style="text-align: center;">73</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	2	1	22	AN	4	2	18	MA	5	1	9	ME	N/A	N/A	N/A	LO	3	0	0	WO	2	1	24	Online	4	0	0	DE*	12	0	0	Total	32	5	73	<p>Semester/year data collected: Spring 2019</p> <p>Target: At least 70% of students will understand the topic, create a thesis, provide evidence to support their thesis, and use proper mechanics in their written assignment (earning 4 points or higher).</p> <p>Results: Only 55% of students were able to meet the target. Only 15% of students achieved full points.</p> <p>Overall 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; margin-bottom: 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;">55%</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Total Average</td><td style="text-align: center;">55%</td></tr> </tbody> </table> <p>* Off-site Dual-enrollment</p> <p>SLO Criteria: (Check type of score) <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > [target] per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results [Semester/ Year]</th> <th style="width: 30%;">Previous Results [Semester/ Year]</th> </tr> </thead> <tbody> <tr><td>1. Thesis</td><td style="text-align: center;">49%</td><td style="text-align: center;">N/A</td></tr> <tr><td>2. Supporting Evidence</td><td style="text-align: center;">38%</td><td style="text-align: center;">N/A</td></tr> <tr><td>3. Mechanics</td><td style="text-align: center;">46%</td><td style="text-align: center;">N/A</td></tr> <tr><td>4. Understanding of Topic</td><td style="text-align: center;">87%</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td style="text-align: center;">55%</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> <p>Target Met?</p>	Results by Modality	Current Results [Spring 2019]	In-class	55%	Online	N/A	DE*	N/A	Total Average	55%	Results by SLO Criteria/ Question Concepts	Current Results [Semester/ Year]	Previous Results [Semester/ Year]	1. Thesis	49%	N/A	2. Supporting Evidence	38%	N/A	3. Mechanics	46%	N/A	4. Understanding of Topic	87%	N/A	Total	55%	N/A	<p>1. Changes put in place since previous CLO assessment to improve student learning: This is the first time our discipline is assessing the Written Communication CLO.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Students struggled to develop a thesis and use effective supporting evidence. Writing mechanics were poor to average.</p> <p>4. Based on the results, current actions to improve CLO: There are two ways we can proceed as a discipline. Since history is a writing-intensive discipline, instructors can make a more concerted effort to teach writing in addition to history, but this is challenging giving the time-crunch we experience in our class. This may be better suited for English composition. The other possibility is to require students to successfully complete ENG 111 (or at least be eligible for ENG 111) before enrolling in a college-level history course. Right now, history is in the first semester of each pathway, and this may be detrimental to student success. At the January 2019 discipline meeting, we discussed this issue, and it was decided to focus on teaching mechanics to history students as opposed to requiring a pre- or co-requisite. There was a suggestion that history faculty should reach out to high school students in our areas to explain the reading, writing, and coursework expectations, as many of our students feel blind-sided by our courses, because high school history is almost a separate discipline with its own goals and objectives. These goals (including the memorization of facts) generally do not align with the</p>
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																																			
AL	2	1	22																																																																			
AN	4	2	18																																																																			
MA	5	1	9																																																																			
ME	N/A	N/A	N/A																																																																			
LO	3	0	0																																																																			
WO	2	1	24																																																																			
Online	4	0	0																																																																			
DE*	12	0	0																																																																			
Total	32	5	73																																																																			
Results by Modality	Current Results [Spring 2019]																																																																					
In-class	55%																																																																					
Online	N/A																																																																					
DE*	N/A																																																																					
Total Average	55%																																																																					
Results by SLO Criteria/ Question Concepts	Current Results [Semester/ Year]	Previous Results [Semester/ Year]																																																																				
1. Thesis	49%	N/A																																																																				
2. Supporting Evidence	38%	N/A																																																																				
3. Mechanics	46%	N/A																																																																				
4. Understanding of Topic	87%	N/A																																																																				
Total	55%	N/A																																																																				

History

	<p><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: This is the first time we assessed the Written Communication CLO in HIS 122.</p> <p>Strengths: Students understood the topic, and the historical content was accurate</p> <p>Weaknesses: Students struggled to develop a thesis and use supporting evidence with proper mechanics in their writing.</p>	<p>goals of college-level history (primary sources, analysis, etc.). The Annandale and Loudoun campuses in particular are interested in moving forward with this initiative, and meetings with Deans and/or Associate Deans have been arranged to determine how to best proceed.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
--	--	--

Core Competency Assessment Report: Written Communication, 2018-2019

Mathematics

<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 purpose of the Mathematics program is the delivery of high quality, comprehensive courses in a broad array of Mathematics that will benefit students and assist them in achieving their personal, academic, and professional goals. The Mathematics Discipline at Northern Virginia Community College has two main goals. (1) to provide students with the foundation in Mathematics necessary to continue required Mathematics coursework at a 4-year institution, whether that be in Mathematics or in a related field and (2) to support other NOVA degree programs that have determined that a certain level of mathematical proficiency or exposure is required for completion of that program. In addition, the A.S. Science Mathematics Specialization curriculum is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree. This curriculum is designed to prepare students to major in one of the following fields: mathematics, mathematics education, statistics, operations research, applied mathematics or computer science.</p>																																																													
<p>Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students submission of a 3-4 sentence reflection on an Excel project or assignment, showing that the student has thought about the actual information on the assignment and the results of their work.</p>																																																													
Assessment Methods	Assessment Results		Use of Results																																																										
<p>Course Name/Number: Quantitative Reasoning / MTH154</p> <p>Direct Measure Used: Students submission of a 3-4 sentence reflection on an Excel project or assignment, showing that the student has thought about the actual information on the assignment and the results of their work.</p> <p>Rubric:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Reflection</th> <th style="width: 20%;">No reflection, incomplete sentences, or significant errors in reasoning</th> <th style="width: 20%;">Minor errors in reasoning or expression, or incomplete analysis of assignment</th> <th style="width: 45%;">Three to four well-written sentences that exhibit thought about the actual information on the assignment and relate to the results of the work</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grading</td> <td style="text-align: center;">0 points</td> <td style="text-align: center;">1 point</td> <td style="text-align: center;">2 points</td> </tr> </tbody> </table> <p>Sample: <i>(Specify N/A where not offered)</i></p> <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;">10</td><td style="text-align: center;">6</td><td style="text-align: center;">156</td></tr> <tr><td>AN</td><td style="text-align: center;">33</td><td style="text-align: center;">9</td><td style="text-align: center;">223</td></tr> <tr><td>MA</td><td style="text-align: center;">19</td><td style="text-align: center;">19</td><td style="text-align: center;">417</td></tr> <tr><td>ME</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>LO</td><td style="text-align: center;">13</td><td style="text-align: center;">6</td><td style="text-align: center;">170</td></tr> <tr><td>WO</td><td style="text-align: center;">15</td><td style="text-align: center;">13</td><td style="text-align: center;">356</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">17</td><td style="text-align: center;">1</td><td style="text-align: center;">21</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td style="text-align: center;">2</td><td style="text-align: center;">1</td><td style="text-align: center;">30</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td style="text-align: center;">109</td><td style="text-align: center;">53</td><td style="text-align: center;">1322</td></tr> </tbody> </table>	Reflection	No reflection, incomplete sentences, or significant errors in reasoning	Minor errors in reasoning or expression, or incomplete analysis of assignment	Three to four well-written sentences that exhibit thought about the actual information on the assignment and relate to the results of the work	Grading	0 points	1 point	2 points	Campus/Modality	Total # of Sections Offered	#Sections Assessed	# Students Assessed	AL	10	6	156	AN	33	9	223	MA	19	19	417	ME	0	0	0	LO	13	6	170	WO	15	13	356	Online	17	1	21	DE*	2	1	30	Total	109	53	1322	<p>Semester/year data collected: Spring/2019</p> <p>Target: Mean score of at least 75% (i.e., 1.5 out of 2). Benchmark data in 2019: new course.</p> <p>Results: In-class mean score of 1.35 out of 2 (67.5%). Online mean score of 0.41 out of 2 (20.5%). Dual enrollment mean score of 1.38 out of 2 (69%). Target was not reached by any group, but was highest for DE students. Total average of 1.33 out of 2 (66.5%) is within 10% of the target.</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered):</i></p> <table border="1" style="width: 100%; border-collapse: collapse; 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;">1.35</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td style="text-align: center;">0.41</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td style="text-align: center;">1.38</td></tr> <tr style="background-color: #ffffcc;"><td>Total Average</td><td style="text-align: center;">1.33</td></tr> </tbody> </table> <p>* Off-site Dual-enrolled</p> <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</p>		Results by Modality	Current Results [Spring/2019]	In-class	1.35	Online	0.41	DE*	1.38	Total Average	1.33	<p>1. Changes put in place since previous CLO assessment to improve student learning: This SLO was not previously assessed, and MTH 154 is a new course this year, so there are no changes to report.</p> <p>2. Impact of changes on current results: It is not clear if / how changes impacted current results. However, the mathematics discipline has taken great effort to collect and analyze data in a meaningful way, which is an impressive improvement over the past few years. For instance, instead of collecting overwhelming data on all SLOs in all classes, or using final exam scores to report on data, we are collecting data on a schedule in a way that makes the analysis and use of results possible. This year's collection will enable the discipline to assess impact of changes on results in the future.</p> <p>3. According to current results, areas needing improvement: The appropriate area of improvement is in written expression that shows evidence of reasoning and analysis. Students showed some ability of written communication, but did not meet the target score. Collection of data from online sections will be improved for future reports. For 2019-2020, existing questions in NOVA Online assessments have been identified, so that data collection can</p>
Reflection	No reflection, incomplete sentences, or significant errors in reasoning	Minor errors in reasoning or expression, or incomplete analysis of assignment	Three to four well-written sentences that exhibit thought about the actual information on the assignment and relate to the results of the work																																																										
Grading	0 points	1 point	2 points																																																										
Campus/Modality	Total # of Sections Offered	#Sections Assessed	# Students Assessed																																																										
AL	10	6	156																																																										
AN	33	9	223																																																										
MA	19	19	417																																																										
ME	0	0	0																																																										
LO	13	6	170																																																										
WO	15	13	356																																																										
Online	17	1	21																																																										
DE*	2	1	30																																																										
Total	109	53	1322																																																										
Results by Modality	Current Results [Spring/2019]																																																												
In-class	1.35																																																												
Online	0.41																																																												
DE*	1.38																																																												
Total Average	1.33																																																												

Mathematics

<p>*Off-site Dual-enrollment</p>		Results by SLO Criteria/ Question Concepts	Current Results [Spring/ 2019]	<p>happen more readily. For math courses that are being redesigned for online delivery (MTH 154, 161, 162, 167, 245, 246, 267), assessments will include the SLO questions that have already been developed.</p> <p>4. Based on the results, current actions to improve CLO: Multi-campus workgroups have been formed for each course. To help “close the loop,” data will be shared with the math discipline at the next discipline meeting and will be shared with each workgroup to determine how weak areas can be improved. Course working groups will create strategies for student improvement and implement them via a distributed publication of course standards.</p> <p>5. Next assessment of this CLO: Spring 2022.</p>
		<p>1. Develop and express complex ideas clearly, coherently, and logically in a style appropriate for both purpose and audience.</p>	<p>1.33</p>	
	<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: <i>(No previous year’s results)</i></p> <p>Strengths: Open-ended, permits a variety of responses</p> <p>Weaknesses: Subjective evaluation, imprecise rubric</p>			

Core Competency Assessment Report: Written Communication, 2018-2019

Philosophy

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: The philosophy discipline provides the student with an opportunity to systematically develop a personal philosophical perspective on the great questions about meaning, knowledge, reality, and values. This opportunity will be provided through a study of the nature of philosophical questions, the differences between philosophy and other areas of learning, a survey of the way certain of the “great questions” have been treated by philosophers of various times and persuasions, and critical discussion of philosophy in its relation and application to our own lives and concerns. It has been difficult to gather a large enough sample of work done by students in philosophy classes. For this reason it is hard to consider the data representative. The problem is due to the large number (over a dozen) of adjunct instructors who do not understand it as their duty to help participate. Having more full time philosophy faculty would be the best solution. Engaging adjuncts in this process is also a high priority but their compliance is unknown and is likely to be only slow and intermittent. We will nonetheless diligently focus on recruiting their sustained participation by having meetings and keeping in contact with them in the future.

Core Learning Outcome: Civic Engagement Written Communication

Operationalize your CLO here: “Students will be able to organize the appropriate factual content in a clear essay that relates to other material in the class and their experience.”

Assessment Methods	Assessment Methods	Assessment Methods																																																																								
<p>Course Name/Number: Introduction to Philosophy – PHI 101</p> <p>Direct Measure: Hand written essay on the midterm exam</p> <p>Provided Rubric Criteria or Question Topics Students essays were evaluated at three levels of achievement across four criteria: 1) Factual content 2) Demonstrates understanding by giving examples or relating to other class material 3) Clarity, (spelling, grammar) and 4) Organization (develop the answer sufficiently and in a coherent manner).</p> <p>Sample Size: (Specify N/A where not offered)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # Sections Offered</th> <th>#Sections Assessed</th> <th>Students assessed #</th> </tr> </thead> <tbody> <tr><td>AL</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>6</td><td>2</td><td>51</td></tr> <tr><td>MA</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>WO</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>ONLINE</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>DE*</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Total</td><td>2</td><td>2</td><td>51</td></tr> </tbody> </table> <p>*Dual-enrollment</p>	Campus/Modality	Total # Sections Offered	#Sections Assessed	Students assessed #	AL	2	0	0	AN	6	2	51	MA	2	0	0	ME	0	0	0	LO	3	0	0	WO	5	0	0	ONLINE	0	0	0	DE*	0	0	0	Total	2	2	51	<p>Semester/year data collected: Spring 2019</p> <p>Target: Have 70% of students at the competent or proficient level for all four criteria. At AN students were well above the 70% mark with 92%.</p> <p>Results 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 rowspan="2">Results by Campus/Modality</th> <th>Spring 2019</th> </tr> <tr> <th>Average Score</th> </tr> </thead> <tbody> <tr><td>AL</td><td>N/A</td></tr> <tr><td>AN</td><td>92</td></tr> <tr><td>ME</td><td>N/A</td></tr> <tr><td>LO</td><td>N/A</td></tr> <tr><td>WO</td><td>N/A</td></tr> <tr><td>ONLINE</td><td>N/A</td></tr> <tr><td>DE*</td><td>N/A</td></tr> <tr><td>Total</td><td>92</td></tr> </tbody> </table> <p>Results by Rubric Criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Results by Rubric Criteria</th> <th>Spring 2019</th> </tr> <tr> <th>Average Score</th> </tr> </thead> <tbody> <tr><td>1 Factual content</td><td>88</td></tr> <tr><td>2 Appropriate examples</td><td>90</td></tr> <tr><td>3 Spelling/grammar-- Clarity</td><td>96</td></tr> <tr><td>4 Organization</td><td>92</td></tr> <tr><td>Total</td><td>92</td></tr> </tbody> </table>	Results by Campus/Modality	Spring 2019	Average Score	AL	N/A	AN	92	ME	N/A	LO	N/A	WO	N/A	ONLINE	N/A	DE*	N/A	Total	92	Results by Rubric Criteria	Spring 2019	Average Score	1 Factual content	88	2 Appropriate examples	90	3 Spelling/grammar-- Clarity	96	4 Organization	92	Total	92	<p>Previous action(s) to improve SLO: First time assessing</p> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Both sections above target. Need to assess at more sections at more campuses. The sample size is not representative. There must be greater participation by the 12-14 adjunct instructors to get a better sample size.</p> <p>Based on recent results, areas needing improvement: - Give some more note taking advice to show students how to keep track of factual content that needs to be understood and reviewed for exams. - Seek the involvement of the adjunct instructors in increasing the sample size.</p> <p>Current actions to improve SLO based on the results: The revised SLOs will be sent out to all PHI faculty and adjuncts. Assessment reports will be presented at all discipline group meetings and forwarded to the appropriate Deans and the Provost when necessary. The discipline chair and college administration will work together to better involve adjunct faculty. Discuss this issue at Discipline Group meeting, during convocation of Spring 2020, and we will discuss this at every Fall convocation. Email faculty assessment results and advise adjuncts to add</p>
Campus/Modality	Total # Sections Offered	#Sections Assessed	Students assessed #																																																																							
AL	2	0	0																																																																							
AN	6	2	51																																																																							
MA	2	0	0																																																																							
ME	0	0	0																																																																							
LO	3	0	0																																																																							
WO	5	0	0																																																																							
ONLINE	0	0	0																																																																							
DE*	0	0	0																																																																							
Total	2	2	51																																																																							
Results by Campus/Modality	Spring 2019																																																																									
	Average Score																																																																									
AL	N/A																																																																									
AN	92																																																																									
ME	N/A																																																																									
LO	N/A																																																																									
WO	N/A																																																																									
ONLINE	N/A																																																																									
DE*	N/A																																																																									
Total	92																																																																									
Results by Rubric Criteria	Spring 2019																																																																									
	Average Score																																																																									
1 Factual content	88																																																																									
2 Appropriate examples	90																																																																									
3 Spelling/grammar-- Clarity	96																																																																									
4 Organization	92																																																																									
Total	92																																																																									

Philosophy

	<p>Current results improved: N/A: First time.</p> <p>Strengths by Criterion/ Question/Topic: Students performed best in the “clarity” criteria. All criteria were well above the target.</p> <p>Weaknesses by Criterion/ Question/Topic: The weakest criterion was the first: factual content. However, it was still 18% above the target. Factual content could be strengthened by giving students advice on note taking and how to study before philosophy exams.</p>	<p>instructions to students about some note taking skills for retaining factual content, e.g., a discussion of way to develop a personal shorthand and advantages of handwritten notes.</p> <p>Next assessment of this SLO: Fall 2020.</p>
--	--	---

Core Competency Assessment Report: Written Communication, 2018-2019

Psychology

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: This curriculum is designed for students who plan to transfer to a college or university for a BS or B.A. degree in psychology.																																																																					
Core Learning Outcome: <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Written Communication Operationalize your CLO here: Students will demonstrate written and/or oral communication skills on topics within the study of psychology.																																																																					
Assessment Methods	Assessment Results		Use of Results																																																																		
<p>Course Name/Number: Research Methods for the Behavioral Sciences, PSY 211</p> <p>Direct Measure Used: Final research paper for the course, discussion section graded using attached rubric.</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): Attachment D Criteria: organization, appropriate tone, paragraph structure, punctuation/grammar; sentence structure; paraphrasing.</p> <p>Sample: <i>(Specify N/A where not offered)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># of Total Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>7</td></tr> <tr><td>AN</td><td>3</td><td>2</td><td>30</td></tr> <tr><td>MA</td><td>1</td><td>1</td><td>22</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>0</td><td>0</td></tr> <tr><td>WO</td><td>1</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td>7</td><td>4</td><td>59</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	7	AN	3	2	30	MA	1	1	22	ME	N/A	N/A	N/A	LO	1	0	0	WO	1	0	0	Online	N/A	N/A	N/A	DE*	N/A	N/A	N/A	Total	7	4	59	<p>Semester/year data collected: Spring 2018</p> <p>Target: 70% of students will pass the criteria stated below</p> <p>Results: Average of 84% passed each criteria</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered):</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Current Results</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>84%</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Total Average</td><td>84%</td></tr> </tbody> </table> <p>* Off-site Dual-enrollment</p> <p>SLO Criteria: (Check type of score) <input type="checkbox"/> Average/Mean Score per criteria or <input checked="" type="checkbox"/> Percent of Students > [target] per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results [Semester/ Year]</th> </tr> </thead> <tbody> <tr><td>1. Organization</td><td>81.4%</td></tr> <tr><td>2. Tone</td><td>78.0%</td></tr> <tr><td>3. Paragraph Structure</td><td>84.7%</td></tr> <tr><td>4. Punctuation/grammar</td><td>88.1%</td></tr> <tr><td>5. Sentence Structure</td><td>76.3%</td></tr> <tr><td>6. Paraphrasing</td><td>96.6%</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td>84%</td></tr> </tbody> </table> <p>Target Met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p>		Results by Modality	Current Results	In-class	84%	Online	N/A	DE*	N/A	Total Average	84%	Results by SLO Criteria/ Question Concepts	Current Results [Semester/ Year]	1. Organization	81.4%	2. Tone	78.0%	3. Paragraph Structure	84.7%	4. Punctuation/grammar	88.1%	5. Sentence Structure	76.3%	6. Paraphrasing	96.6%	Total	84%	<p>1. Changes put in place since previous CLO assessment to improve student learning: New assessment</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Met all criteria but could improve tone and sentence structure with more assignments addressing these topics. Need to improve scoring methodology and ensure reliability of scoring.</p> <p>4. Based on the results, current actions to improve CLO: Met all criteria but could improve tone and sentence structure with more assignments addressing these topics. Faculty discussed results at the Discipline group meeting. Faculty who teach this course were encouraged to re-think how they teach the writing components. These discussions were circulated in the Minutes.</p> <p>5. Next assessment of this CLO: 2020-21</p> <p>Note: 84% is not average of all scores, but average percent pass each criteria – we can't calculate average score the way data was collected. The report only asked for scores on each subscale, no total grades were recorded. This will be remedied for future assessments.</p>
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																																		
AL	1	1	7																																																																		
AN	3	2	30																																																																		
MA	1	1	22																																																																		
ME	N/A	N/A	N/A																																																																		
LO	1	0	0																																																																		
WO	1	0	0																																																																		
Online	N/A	N/A	N/A																																																																		
DE*	N/A	N/A	N/A																																																																		
Total	7	4	59																																																																		
Results by Modality	Current Results																																																																				
In-class	84%																																																																				
Online	N/A																																																																				
DE*	N/A																																																																				
Total Average	84%																																																																				
Results by SLO Criteria/ Question Concepts	Current Results [Semester/ Year]																																																																				
1. Organization	81.4%																																																																				
2. Tone	78.0%																																																																				
3. Paragraph Structure	84.7%																																																																				
4. Punctuation/grammar	88.1%																																																																				
5. Sentence Structure	76.3%																																																																				
6. Paraphrasing	96.6%																																																																				
Total	84%																																																																				

Psychology

	<p>Narrative comparison of current results by criterion/concept to previous year's results: N/A</p> <p>Strengths: Most aspects of writing are strong. The course is writing intensive, with students submitting many drafts of the paper and many smaller writing assignments. Faculty works on writing in APA format throughout the semester to ensure that they are able to write clearly and concisely, using APA format.</p> <p>Weaknesses: Need to work on tone and sentence structure.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

World Languages - Chinese

NOVA Mission Statement: With a 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 purpose of the World Languages (WL) Discipline is to provide students with linguistic and cultural proficiency through the intermediate level (201-202) in one or more of the languages offered. These include Arabic, Chinese, French, German, Japanese, Korean, Latin, Russian and Spanish.																																																																			
CLO: WC Students will answer questions about short, predictable, non-complex texts that convey basic information and deal with basic personal and social topics.																																																																			
Assessment Methods	Assessment Results	Use of Results																																																																	
<p>Course Name/Number: Beginning Chinese I/CHI 101</p> <p>Direct Measure Used: Multiple choice written exam questions.</p> <p>Provide Rubric Criteria or Question Concepts (attach Rubric): Students will be assessed on the following areas: task completion, content, vocabulary, grammar, spelling and mechanics. Assessment format: exceeds expectations = 5 out of 5 correct answers meets expectations = 4 out of 5 correct answers approaches expectations = 3 out of 5 correct answers does not meet expectations = 2 or fewer correct answers</p> <p>Sample: <i>(Specify N/A where not offered)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Campus/Modality</th> <th style="width: 15%;"># of Total Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>2</td><td>2</td><td>11</td></tr> <tr><td>AN</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>WO</td><td>0</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>1</td><td>1</td><td>16</td></tr> <tr style="background-color: #ffff00;"><td>DE*</td><td>?</td><td>0</td><td>0</td></tr> <tr style="background-color: #ffff00;"><td>Total</td><td>3</td><td>3</td><td>27</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	2	2	11	AN	0	0	0	MA	0	0	0	ME	0	0	0	LO	0	0	0	WO	0	0	0	Online	1	1	16	DE*	?	0	0	Total	3	3	27	<p>Semester/year data collected: Fall 2018</p> <p>Target: 75% of students assessed will meet or exceed expectations (correctly answering 4 or 5 questions out of 5).</p> <p>Results: 66.66% met or exceeded expectations (55.55% exceeded expectations by answering all 5 questions correctly);</p> <p>81.81% of face-to-face students met or exceeded expectations (63.63% exceeded expectations by answering all 5 questions correctly);</p> <p>56.25% of online students met or exceeded expectations (50% exceed expectations by answering all 5 questions correctly).</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <i>(Specify N/A where not offered):</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 60%;">Current Results [Fall 2018]</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>4.45/5</td></tr> <tr style="background-color: #ffff00;"><td>Online</td><td>3.75/5</td></tr> <tr style="background-color: #ffff00;"><td>DE*</td><td>n/a</td></tr> <tr style="background-color: #ffff00;"><td>Total Average</td><td>4.03/5</td></tr> </tbody> </table> <p>Results by SLO Criteria: [X] Percent of Students > [target] per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results [Fall 2018]</th> </tr> </thead> <tbody> <tr><td>1. Task completion</td><td>85.18%</td></tr> <tr><td>2. Content</td><td>88.88%</td></tr> <tr><td>3. Vocabulary</td><td>81.48%</td></tr> <tr><td>4. Grammar</td><td>62.96%</td></tr> <tr><td>5. Spelling and mechanics</td><td>85.18%</td></tr> <tr style="background-color: #ffff00;"><td>Total</td><td></td></tr> </tbody> </table>	Results by Modality	Current Results [Fall 2018]	In-class	4.45/5	Online	3.75/5	DE*	n/a	Total Average	4.03/5	Results by SLO Criteria/ Question Concepts	Current Results [Fall 2018]	1. Task completion	85.18%	2. Content	88.88%	3. Vocabulary	81.48%	4. Grammar	62.96%	5. Spelling and mechanics	85.18%	Total		<p>1. Changes put in place since previous SLO assessment to improve student learning: This is the first SLO assessment for CHI.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Question 4 was meant to require students to infer meaning from the text. However, the correct answer was difficult to identify because it was very similar to another answer. It required students to distinguish “watching movies” rather than “watching TV.”</p> <p>4. Based on the results, current actions to improve SLO: Re-word the answers to Question 4 so they are less similar to one another.</p> <p>5. Next assessment of this SLO: Writing will be assessed in Fall 2019.</p>	
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																																
AL	2	2	11																																																																
AN	0	0	0																																																																
MA	0	0	0																																																																
ME	0	0	0																																																																
LO	0	0	0																																																																
WO	0	0	0																																																																
Online	1	1	16																																																																
DE*	?	0	0																																																																
Total	3	3	27																																																																
Results by Modality	Current Results [Fall 2018]																																																																		
In-class	4.45/5																																																																		
Online	3.75/5																																																																		
DE*	n/a																																																																		
Total Average	4.03/5																																																																		
Results by SLO Criteria/ Question Concepts	Current Results [Fall 2018]																																																																		
1. Task completion	85.18%																																																																		
2. Content	88.88%																																																																		
3. Vocabulary	81.48%																																																																		
4. Grammar	62.96%																																																																		
5. Spelling and mechanics	85.18%																																																																		
Total																																																																			

World Languages - Chinese

	<p>Target Met? <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially The target was met in the face-to-face classes, but not in the online class.</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: This was the first time that CHI students were given an SLO assessment.</p> <p>Strengths: More than 80% of all students correctly answered Questions 1, 2,3 and 5. Eighty-eight percent of all students correctly answered Question 2 and 100% of all face-to-face students correctly answered Questions 1 and 2.</p> <p>Weaknesses: Less than 75% of all students correctly answered Question 4. Among online students, 52.94% correctly answered Question 4 and 72.72% of face-to-face students did so.</p>	
--	---	--

Core Competency Assessment Report: Written Communication, 2018-2019

World Languages - Spanish

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 purpose of the World Languages (WL) Discipline is to provide students with linguistic and cultural proficiency through the intermediate level (201-202) in one or more of the languages offered. These include Arabic, Chinese, French, German, Japanese, Korean, Latin, Russian and Spanish.																																																																															
CLO WC: Students will write loosely connected texts about personal preferences, daily routines, common events and other personal topics.																																																																															
Assessment Methods	Assessment Results	Use of Results																																																																													
<p>Course Name/Number: Beginning Spanish I - SPA 101</p> <p>Direct Measure Used: Written exam question</p> <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): Students will be assessed on the following areas: task completion, content, vocabulary, grammar, spelling and mechanics.</p> <p>Sample: (Specify N/A 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>3</td><td>1</td><td>13</td></tr> <tr><td>AN</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>MA</td><td>1</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>3</td><td>1</td><td>20</td></tr> <tr><td>WO</td><td>3</td><td>3</td><td>40</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>10</td><td>9</td><td>77</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>?</td><td>0</td><td>0</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>25</td><td>14</td><td>150</td></tr> </tbody> </table> <p>*Off-site Dual-enrollment</p>	Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed	AL	3	1	13	AN	5	0	0	MA	1	0	0	ME	0	0	0	LO	3	1	20	WO	3	3	40	Online	10	9	77	DE*	?	0	0	Total	25	14	150	<p>Semester/year data collected: Spring 2019</p> <p>Target: 75% of students assessed will meet or exceed expectations (earning 14-20 out of 20 points on the rubric)</p> <p>Results: 81% met or exceeded expectations (29% exceeded expectations)</p> <p>Overall 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 style="background-color: #d3d3d3;"> <th>Results by Modality</th> <th>Current Results [Spring 2019]</th> <th>Previous Results [Fall 2017]</th> </tr> </thead> <tbody> <tr><td>In-class</td><td>16.86/20</td><td>12.50/20</td></tr> <tr style="background-color: #ffffcc;"><td>Online</td><td>15.30/20</td><td>11.12/20</td></tr> <tr style="background-color: #ffffcc;"><td>DE*</td><td>N/A</td><td>N/A</td></tr> <tr style="background-color: #d3d3d3;"><td>Total Average</td><td>15.9/20</td><td>11.98</td></tr> </tbody> </table> <p>*Off-site Dual-Enrollment</p> <p>Results by 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</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th>Results by SLO Criteria/ Question Concepts</th> <th>Current Results [Spring 2019]</th> <th>Previous Results [Fall 2017]</th> </tr> </thead> <tbody> <tr><td>1. Task Completion</td><td>3.49/4</td><td>2.20/4</td></tr> <tr><td>2. Content</td><td>3.49/4</td><td>2.61/4</td></tr> <tr><td>3. Vocabulary</td><td>3.22/4</td><td>2.43/4</td></tr> <tr><td>4. Grammar</td><td>2.87/4</td><td>2.13/4</td></tr> <tr><td>5. Spelling & Mechanics</td><td>2.99/4</td><td>2.62/4</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>3.212/4</td><td>2.398/4</td></tr> </tbody> </table> <p>Target Met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p>	Results by Modality	Current Results [Spring 2019]	Previous Results [Fall 2017]	In-class	16.86/20	12.50/20	Online	15.30/20	11.12/20	DE*	N/A	N/A	Total Average	15.9/20	11.98	Results by SLO Criteria/ Question Concepts	Current Results [Spring 2019]	Previous Results [Fall 2017]	1. Task Completion	3.49/4	2.20/4	2. Content	3.49/4	2.61/4	3. Vocabulary	3.22/4	2.43/4	4. Grammar	2.87/4	2.13/4	5. Spelling & Mechanics	2.99/4	2.62/4	Total	3.212/4	2.398/4	<p>1. Changes put in place since previous SLO assessment to improve student learning: (a) The 2018 assessment required students to write a personal description from the perspective of a member of the Spanish royal family, which is beyond the scope of a beginning level class. Lead SLO faculty for WL, re-wrote the 2019 assessment question to align with the SLO. Students were required to write a personal introduction. They were not required to imagine they were someone else. (b) Lead shared the rubric and assessment she designed for SPA with ARA, CHI and FRE faculty.</p> <p>2. Impact of changes on current results: Scores improved by more than 3 points from last year.</p> <p>3. According to current results, areas needing improvement: (a) Grammar needs to be improved. (b) We are working towards 100% faculty compliance. We hope that reminders from the Dean and Associate deans will increase compliance.</p> <p>4. Based on the results, current actions to improve SLO: (a) Faculty must give students more opportunities to practice writing in class and ensure that students have sufficient input (reading) throughout the semester. (b) Results must be shared with all deans and provosts as well as faculty in the future. (c) Full-time faculty must brainstorm concrete ways to integrate writing assignments at the next discipline meeting and share with adjuncts.</p> <p>The lead SLO faculty for WL with the help WL Dean, must ensure that all faculty input scores into spreadsheet prior to the start of the next semester. MA and AN results are missing because the faculty who graded those tests did not enter them.</p> <p>5. Next assessment of this SLO: Fall 2019</p>	
Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed																																																																												
AL	3	1	13																																																																												
AN	5	0	0																																																																												
MA	1	0	0																																																																												
ME	0	0	0																																																																												
LO	3	1	20																																																																												
WO	3	3	40																																																																												
Online	10	9	77																																																																												
DE*	?	0	0																																																																												
Total	25	14	150																																																																												
Results by Modality	Current Results [Spring 2019]	Previous Results [Fall 2017]																																																																													
In-class	16.86/20	12.50/20																																																																													
Online	15.30/20	11.12/20																																																																													
DE*	N/A	N/A																																																																													
Total Average	15.9/20	11.98																																																																													
Results by SLO Criteria/ Question Concepts	Current Results [Spring 2019]	Previous Results [Fall 2017]																																																																													
1. Task Completion	3.49/4	2.20/4																																																																													
2. Content	3.49/4	2.61/4																																																																													
3. Vocabulary	3.22/4	2.43/4																																																																													
4. Grammar	2.87/4	2.13/4																																																																													
5. Spelling & Mechanics	2.99/4	2.62/4																																																																													
Total	3.212/4	2.398/4																																																																													

World Languages - Spanish

	<p>Narrative comparison of current results by criterion/concept to previous year's results: A new assessment yielded vastly improved results for our students. In SPA 101 they practice writing and speaking about themselves. The new question allowed them to put their skills into practice, as evidenced by the gains made especially in the task completion criteria. "Task Completion" was one of the lowest average scores in Fall 2018. Students were not accustomed to writing in the voice of someone else, much less that of a prince or princess. There was not a significant difference (1.3 points) in results of face-to-face versus online students.</p> <p>Strengths: Students successfully completed the task and wrote content that was appropriate to the question. The vocabulary included in their answers met faculty's expectations or 3 out of 4 points on the rubric.</p> <p>Weaknesses: Spelling and mechanics and grammar did not meet faculty's expectations.</p>	
--	---	--

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**

703-323-3000 | www.nvcc.edu