

Critical Thinking Core Competency Assessment Report: 2020-2021

Research Report No. 22-22

Office of Strategic Insights

NORTHERN VIRGINIA COMMUNITY COLLEGE

Office of Strategic Insights

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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Introduction

The State Council of Higher Education for Virginia (SCHEV) adopted the *Policy on Student Learning Assessment and Quality in Undergraduate Education in July 2017*.² It mandates every Virginia public institution of higher education assess six general education competencies at least twice in a six-year period.³ Four core competencies are to be assessed by all institutions: critical thinking, written communication, quantitative literacy, and civic engagement. Two additional competencies, based upon SCHEV's guidelines, were to be selected by the institutions themselves. The VCCS selected professional readiness and scientific literacy as their two additional core competencies. Northern Virginia Community College (NOVA) refers to core competencies as core learning outcomes (CLOs). This document contains 45 critical thinking assessment reports contributed by programs and disciplines for NOVA.

VCCS Policy: General Education (5.0.2) defines critical thinking as “the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.”⁴

NOVA employs embedded course assessment, which is a direct measure using students' actual work or student performance. In 2020-2021, NOVA assessed quantitative literacy and critical thinking.⁵ Over sixty programs and fifteen disciplines participated in the 2020-2021 assessment process, per best practice standards.

Tables One and Two indicate administrative and faculty responsible for the assessment process in 2020-2021. They include the assessment leads for each program and discipline, as well as the relevant academic deans, and provosts. Such widespread faculty participation is not only in compliance with SACSCOC *Principles of Accreditation*, but is also integral to maintaining a culture of assessment and promoting data-driven decision-making.⁶

This report documents the assessment of critical thinking by degree-granting programs, select certificates, and disciplines without degrees. All participating programs and disciplines report on their assessment methods and targets, their assessment results and analysis, and the ways in which the results will be used to seek improvement. This report is one of two *Compiled Core Competency Assessment Reports* completed for the 2020-2021 cycle. The second *Compiled Core Learning Outcomes Assessment Report for 2020-2021* concerns quantitative literacy assessments. Each document provides the CLO assessment reports for degree programs and standalone certificates first, followed by disciplines without degrees, and each section is presented alphabetically by program/discipline name.

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

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

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

⁵ Eggen, Theo and Bernard Veldkamp. "A General Framework for the Validation of Embedded Formative Assessment." *Journal of Educational Measurement* (2019): 1-18. Digital. Gerretson, Helen and Emily Golson. "Introducing and Evaluating Course-Embedded Assessment in General Education." *Assessment Update* 16.6 (2004): 4-6. Digital. Garfalo, Blaine, et al. "The Use of Course Embedded Signature Assignments and Rubrics in Programmatic Assessment." *Academy of Business Journal* 1.1 (2016): 8-20. Digital. Kumar, Rita, et al. "Purposeful Assessment Design: Aligning Course-Embedded Assessment with Program-Level Learning Goals." *Business Education Innovation Journal* 10.1 (2018). Digital.

⁶ Carpenter, Rowanna and Celine Fitzmaurice. "Assessment and Faculty Support: Fostering Collegial Community to Strengthen Professional Practice." *Journal of General Education*. 67.1-2 (2018): 90-108. Digital. Elliott, Robert and Diane Oliver. "Linking Faculty Development to Community College Student Achievement: A Mixed Methods Approach." *Community College Journal of Research and Practice*. 40.2 (2016). Digital. National Institute for Learning Outcomes Assessment. "What Faculty Unions Say About Student Learning Outcomes Assessment." 2011.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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

Pathway Dean	Program/Certificate	Assessment Lead Faculty	Core Competency	
			QL	CT
Business and Hospitality Management, Cathy Cogdill, MA	Accounting, A.A.S.	Steven Fritsche, MA	X	
	Business Administration, A.S.	Mohammad (Kabir) Jamal, AL		X
	Business Management, A.A.S.	Mohammad (Kabir) Jamal, AL		X
	Contract Management, A.A.S.			
	Hospitality Management, A.A.S.	Ben Wang, AN	X	
Education and Public Service, Barbara Hopkins (Interim), AN	Administration of Justice, A.A.S.	Timothy Dickinson, AL		X
	Criminology and Criminal Justice, A.S.	Timothy Dickinson, AL		X
	Driver Education Instructor, C.S.C.	Nicole Mancini, MA		X
	Early Childhood Development, A.A.S.	Susan Johnson, LO		X
	Paralegal Studies, A.A.S.	Joyce McMillan, AL		X
	Social Sciences: Teacher Education Specialization, A.S.	Ashley Wilkins, MA		X
	Substance Abuse Rehabilitation Counselor, Certificate	Chandell Miller, AL		
Engineering and Applied Technology, Abe Eftekhari, AN	Air Conditioning and Refrigeration, A.A.S.	John Meeker, WO	X	
	Architecture Technology, A.A.S.	Armen Simonian, AN		X
	Automotive Technology, A.A.S.	Myles Embrey, MA		X
	Construction Management Technology, A.A.S.	Mike Ghorbanian, AL		X
	Engineering, A.S.	Rudy Napisa, AN	X	
	Engineering Technology, A.A.S.	John Sound, MA		
	Welding: Basic Techniques, C.S.C.	Matthew Wayman, MA		
English and Deaf Studies, Jennifer Daniels, AN	American Sign Language to English Interpretation, A.A.S.	Paula Reece, AN		X
	Professional Writing, Certificate	Jennifer Nardacci, AN		X
General Studies, General Education, Barbara Hopkins, AN	General Studies, A.S.	Casey Maliszewski Lukszo, AN	X	
Health Sciences, Megan Cook (Interim), ME	Dental Assisting, Certificate	Sumera Rashid, ME		X
	Dental Hygiene, A.A.S.	Marina McGraw, ME	X	
	Diagnostic Medical Sonography, A.A.S.	Judi Green, ME		X
	Emergency Medical Services, A.A.S.	Gary Sargent, ME		X
	General Studies: Health Sciences Specialization, A.S.	Megan Cook, ME		X
	Health Information Management, A.A.S.	Dana Pratt, ME		X
	Medical Laboratory Technology, A.A.S.	Maria Torres-Pillot, ME	X	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

	Medical Laboratory Technology: Phlebotomy, C.S.C.	Maria Torres-Pillot, ME		X
	Occupational Therapy Assistant, A.A.S.	Kathi Skibek, ME		X
	Personal Training, C.S.C.	Rick Steele, AL		X
	Physical Therapist Assistant, A.A.S.	Jody Gundrum, ME	X	
	Radiography, A.A.S.	Jarice Risper, ME	X	
	Respiratory Therapy, A.A.S.	Sherleen Bose, ME		
	Veterinary Technology, A.A.S.	Kiana Adkisson-Selby, LO		X
Information Technology and Computer Science, Paula Ford, WO	Computer Science, A.S.	Larry Shannon, AN		X
	Cybersecurity, A.A.S.	Margaret Leary, AL		
	Information Systems Technology, A.A.S.	Judi Bartlett, WO		
	Information Technology, A.S.	Judi Bartlett, WO		
Liberal Arts, Jimmie McClellan, AL	Liberal Arts, A.A.	- (Jimmie McClellan)	X	
Life Sciences, Maggie Emblom-Callahan (Interim), AL	Biology, A.S.	Karla Henthorn, AN		X
	Biotechnology, A.A.S.	Xin Zhou, MA and Ryan Marcheschi, MA		X
	Horticulture Technology, A.A.S.	Anders Vidstrand, LO	X	
Mathematics, Alison Thimblin, WO	Science: Mathematics Specialization, A.S.	-(Alison Thimblin)	X	
Nursing, Gary Sargent (Interim), ME	Nursing, A.A.S.	Brenda Clarke, ME Fonya Atabong, ME		X
Physical Sciences, Ben Wang (Interim), AN	Science, A.S.	Mitra Jahangeri, LO, Anita Mohan, LO	X	
Social Sciences, Jennifer Rainey (Interim), LO	Psychology, A.S.	Karen Livesey, AN		X
	Public History and Historic Preservation, C.S.C.	Marc Dluger, LO		X
	Social Sciences, A.S.	- Jen Rainey, LO	X	
	Social Sciences: Geospatial Specialization, A.S.	Michael Harman, LO	X	
Visual, Performing, and Media Arts, David Epstein, WO	Cinema, A.F.A.	Bryan Brown, WO		X
	Graphic Design, A.A.S.	Gregory Eckler, AL		X
	Interior Design, A.A.S.	Kristine Winner, LO		X
	Liberal Arts: Theatre, C.S.C.	David Tyson, WO Kathryn O'Sullivan, MA		X
	Music, A.A., A.A.A.	Lisa Eckstein, AL		
	Music Recording Technology, Certificate	Sanjay Mishra, LO		X
	Photography and Media, A.A.S.	Aya Takashima, AL		X
Visual Art, A.F.A.	Fred Markham, AL		X	

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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

Pathway Provost & Dean	Discipline	Faculty Department Chair/ Assessment Lead	Core Competency	
			QL	CT
Liberal Arts & Communications Jimmie McClellan	Liberal Arts: Art History Specialization	Thornton-Grant, Stephanie , AN		X
	Communication	Martina Green, LO		X
	English	LeeAnn Thomas, WO		X
	Humanities	Ivan Castaneda, AN		
	Philosophy	Steven Stakland, AN		X
	Religion	Joel Harrison, MA		
	World Languages	Dali Tan, AL;		X
Physical Sciences Mitra Jahangeri and Anita Mohan	Chemistry	Pirabalini Swaminathan, AN (Chair) Mitra Jahangeri, LO (Assessment Lead) Beth Schomber (Writes Report)	X	
	Environmental Science	Bozarth, Christine A.		X
	Geology	William Bour, LO		
	Physics	Tetteh Addy	X	
Social Sciences Jennifer Rainey	Economics	Ashlie Warnick, AN	X	X
	Geography	Melinda Alexander, AL		X
	History	Jennifer Winters, AN		X
	Political Science	Jack Lechelt, AL	X	
	Sociology	Erica Smith, AN (Chair)		X

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Table of Contents

Introduction.....	ii
Table 1. <i>Program/Certificate</i> Pathway Provost, Deans, and Faculty Assessment Leads and Outcomes Assessed	iii
Table 2. <i>Disciplines without Degrees</i> , Pathway Provost, Deans, and Faculty Assessment Leads and Outcomes Assessed	v
Programs and Select Certificates	1
ADMINISTRATIVE OF JUSTICE, A.A.S.....	1
AMERICAN SIGN LANGUAGE TO ENGLISH INTERPRETATION, A.A.S.	2
ARCHITECTURE TECHNOLOGY, A.A.S.	4
AUTOMOTIVE TECHNOLOGY, A.A.S.	5
BIOLOGY, A.S.	7
BIOTECHNOLOGY, A.A.S.	9
BUSINESS ADMINISTRATION, A.S.	12
BUSINESS MANAGEMENT, A.A.S.	14
CINEMA, A.F.A.	15
COMPUTER SCIENCE, A.S.	17
CONSTRUCTION MANAGEMENT TECHNOLOGY, A.A.S.	19
CRIMINOLOGY AND CRIMINAL JUSTICE, A.S.	20
DENTAL ASSISTING, CERTIFICATE.....	21
DIAGNOSTIC MEDICAL SONOGRAPHY, A.A.S.	22
DRIVER EDUCATION INSTRUCTOR, C.S.C.	25
EARLY CHILDHOOD DEVELOPMENT, A.A.S.	27
EMERGENCY MEDICAL SERVICES, A.A.S.	28
GENERAL STUDIES: HEALTH SCIENCES SPECIALIZATION, A.S.	30
GRAPHIC DESIGN, A.A.S.	32
HEALTH INFORMATION MANAGEMENT, A.A.S.	34
INTERIOR DESIGN, A.A.S.	35
LIBERAL ARTS: THEATER, C.S.C.	36
MEDICAL LABORATORY TECHNOLOGY: PHLEBOTOMY, C.S.C.	37
MUSIC RECORDING TECHNOLOGY, CERTIFICATE	39
NURSING, A.A.S.	41
OCCUPATIONAL THERAPY ASSISTANT, A.A.S.	44
PARALEGAL STUDIES, A.A.S.	48
PERSONAL TRAINING, C.S.C.	49
PHOTOGRAPHY AND MEDIA, A.A.S.	51
PROFESSIONAL WRITING, CERTIFICATE	53
PSYCHOLOGY, A.S.	54
PUBLIC HISTORY AND HISTORIC PRESERVATION, C.S.C.	55
SOCIAL SCIENCES: TEACHER EDUCATION SPECIALIZATION, A.S.	57

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

VETERINARY TECHNOLOGY, A.A.S.	59
VISUAL ART, A.F.A.	61
Disciplines	63
COMMUNICATION STUDIES	63
ECONOMICS	65
ENGLISH	67
ENVIRONMENTAL SCIENCE	69
GEOGRAPHY	71
HISTORY	74
LIBERAL ARTS: ART HISTORY SPECIALIZATION	76
PHILOSOPHY	77
SOCIOLOGY	78
WORLD LANGUAGES	80
NOVA's Strategic Plan 2017-2023.....	81

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Programs and Select Certificates

Administrative of Justice, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																	
<p>Program/Discipline Purpose Statement: The curriculum is designed to provide a broad foundation that will prepare students to enter any of the varied fields in criminal justice or to prepare for professional advancement.</p>																																																	
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Analyze ethical issues and policies, and ethical dilemmas using ethical systems.</p>																																																	
Assessment Methods	Assessment Results		Use of Results																																														
<p>Course Name/Number: Ethics and the Criminal Justice Professional - ADJ 133</p> <p>Direct Measure Used: Writing assignment with rubric.</p> <p>CLO/Rubric Criteria or Question Concepts: See attached writing assignment/scenario and “grading” rubric. The rubric contained 5 traits that were graded using the rubric:</p> <ol style="list-style-type: none"> 1. Identify Dilemma 2. Considers Stakeholders 3. Analyze Alternatives and Consequences 4. ID Appropriate Ethical Framework for Evaluating Alternatives 5. Chooses an Action <p>The students were scored in an unacceptable, acceptable, and exemplary category for each criterion. Scores in the acceptable/exemplary categories were considered “passing” for correct answers.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN</td> <td>1</td> <td>1</td> <td>33</td> </tr> <tr> <td>MA</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>WO</td> <td>1</td> <td>1</td> <td>14</td> </tr> <tr> <td>NOVA Online</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>4</td> <td>3</td> <td>49</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	33	MA	1	1	2	WO	1	1	14	NOVA Online	1	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	4	3	49	<p>Semester/year data collected: Spring 2021 Target: 70% Acceptable or above</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Current Results Semester Year</th> <th>Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>Synchronous hybrid (remote) average</td> <td>94%</td> <td>86%*</td> </tr> </tbody> </table> <p>*This CLO was last assessed in Fall 2017 using a different course (ADJ 216) and different assessment method, so the CLO Results by Criteria below are not comparable.</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>Results by SLO Criteria/ Question Concepts</th> <th>Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. Identify Dilemma</td> <td>98%</td> </tr> <tr> <td>2. Considers Stakeholders</td> <td>93%</td> </tr> <tr> <td>3. Analyze Alternatives and Consequences</td> <td>96%</td> </tr> <tr> <td>4. ID Appropriate Ethical Framework for Evaluating Alternatives</td> <td>96%</td> </tr> <tr> <td>5. Chooses an Action</td> <td>89%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: A CLO was piloted in 2017-18 for the Annual planning and Evaluation Report for ADJ 216 CT for the AAS degree, but not the AS degree.</p> <p>Areas where students met the target: Students met the target in all five criteria.</p> <p>Areas where students did NOT meet the target: None</p>		Results by Modality	Current Results Semester Year	Results 2017-2018	Synchronous hybrid (remote) average	94%	86%*	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	1. Identify Dilemma	98%	2. Considers Stakeholders	93%	3. Analyze Alternatives and Consequences	96%	4. ID Appropriate Ethical Framework for Evaluating Alternatives	96%	5. Chooses an Action	89%	<p>1. Changes put in place since previous assessment to improve student learning: Piloted for the AAS degree in 2017-2018. The CLO was Critical Thinking but for class ADJ 216. The CLO was also constructed differently.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Because this is a new evaluation method, the discipline needs to discuss a basic understanding of communicating assignments to students as well as developing/grading rubrics. Also, so we are all on the same page moving forward.</p> <p>4. Based on current results, new actions to improve student learning: Discuss with Discipline group. This CLO grading is subjective in nature based the instructor. This CLO is a new concept and way to evaluate assignments for the discipline faculty.</p> <p>5. Next assessment of this CLO: Spring 2024</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																														
AN	1	1	33																																														
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American Sign Language to English Interpretation, A.A.S.

	60-69%= 0 Below 59% = 0
Forming Arguments (validity)	90-100% = 8 80-89% = 6 70-79%= 2 60-69%= 0 Below 59% = 0

5. Next assessment of this CLO: This CLO will be assessed again in the spring of 2024.

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

Results by SLO Criteria/ Question Concepts	Current Results Spring 2021: % of Students > Target
1. Evaluating	100
2. Analyzing	100
3. Synthesizing	100
4. Forming Arguments (structure)	100
5. Forming arguments (validity)	87

Target Met: Yes No Partially

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

Narrative comparison of current results to previous results: The information gathered for this CLO was significantly more detailed than the last time we collected information for this CLO.

Areas where students met the target: Students were successful in each concept for this CLO.

Areas where students did NOT meet the target:
 Students were successful in each concept for this CLO.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Architecture Technology, A.A.S.

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<p>Program/Discipline Purpose Statement: This curriculum is designed to prepare students for employment. Students must see their Architecture Technology advisor to satisfy individual goals. The graduates may find employment in the field of architecture, construction, and urban design utilizing their construction knowledge, graphic communication, and problem-solving skills.</p>																																													
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy</p> <p>Operationalized Definition: SLO 3: Students will be able to describe and analyze the ethics of designing sustainable environments</p>																																													
Assessment Methods	Assessment Results		Use of Results																																										
<p>Course Name/Number: Advance Architectural Design and Graphics II - ARC 232</p> <p>Direct Measure Used: Student learning outcomes were measured by evaluation of the projects produced in our capstone course, ARC 232. Projects were evaluated in 4 areas on a scale of 1 to 4:</p> <p>1= Not demonstrated 2= Marginally demonstrated 2= Well demonstrated 4= Very well demonstrated</p> <p>A survey was administrated to ARC 232 students' work in May 2021, in Annandale and Alexandria campuses, to determine how well prepared they are in our program's four SLOs. There were 15 participating students. No exit survey was conducted in May 2021.</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <p>a. Project demonstrates the student's ability to analyze passive energy design strategies.</p> <p>b. Project demonstrates the student's ability to identify strategies for safeguard water and water efficiency.</p> <p>c. Project demonstrates the student's ability to identify energy conservation methods.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>1</td> <td>1</td> <td>12</td> </tr> <tr> <td>AN</td> <td>1</td> <td>1</td> <td>3</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>2</td> <td>2</td> <td>15</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	12	AN	1	1	3	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	15	<p>Semester/year data collected: Spring 2021</p> <p>Target: Architecture cluster has agreed that a target of 2.5 is acceptable for each of the SLOs, with an ultimate goal of 3.0.</p> <p>Results by Modality: Overall Average/Mean Score by On-campus and Online: (see table two in this column)</p> <p>Total of 15 projects were evaluated in Spring 2021 by six faculty and professional Architects and Engineers. The project evaluation team rated the projects presented 3.10 for SLO # 3 on a scale of 1 to 4:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Spring 2021</th> <th style="width: 30%;">Previous Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td>3.03</td> <td>3.07</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/</th> <th style="width: 20%;">Results Spring 2021</th> <th style="width: 20%;">Results Spring 2018</th> </tr> </thead> <tbody> <tr> <td>1. Passive energy</td> <td>3.09</td> <td>3.19</td> </tr> <tr> <td>2. Water efficiency</td> <td>3.00</td> <td>3.25</td> </tr> <tr> <td>3. Energy conservation</td> <td>3.21</td> <td>3.17</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The result of this evaluation is slightly lower than previous results, due to lack of enough face-to-face contact between students and instructors because of COVID limitations.</p> <p>Areas where students met the target: In all three areas, the target of 3.0 and above has been achieved.</p> <p>Areas where students did NOT meet the target: None</p>		Results by Modality	Current Results Spring 2021	Previous Results Spring 2017	On-campus average	3.03	3.07	Results by SLO Criteria/	Results Spring 2021	Results Spring 2018	1. Passive energy	3.09	3.19	2. Water efficiency	3.00	3.25	3. Energy conservation	3.21	3.17	<p>1. Changes put in place since previous assessment to improve student learning: The critical thinking CLO was assessed using SLO # 3. It was evaluated in Spring 2021. Though the score of 3.03 is slightly lower than the last evaluation's score of 3.07, it still meets the ultimate goal of 3.0. With breaking down our SLO # 3 to evaluate specific criteria and gain a more detailed evaluation, the faculty was able to identify areas that needed most of the concentration during preparation of their capstone project.</p> <p>2. Impact of changes on current results: The average score of SLO # 3 is reduced by 1.3%.</p> <p>3. According to current results, areas needing improvement: Though SLO # 3 has met an ultimate goal of 3.0, the faculty will try to reach the highest score of 4.</p> <p>4. Based on current results, new actions to improve student learning: We are taking the advice of the Architecture Curriculum Advisory Board members to improve and add additional subjects to our courses, such as making our capstone courses green and sustainable which are major changes that are happening in the building industry, in order to make our students and graduates more marketable in the architecture and construction fields.</p> <p>By measuring the SLOs through evaluation of capstone courses, the evaluation includes all other relevant courses, thereby making the evaluation comprehensive and efficient.</p> <p>5. Next assessment of this CLO: SLO # 3 will be evaluated again in Spring 2023.</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																										
AL	1	1	12																																										
AN	1	1	3																																										
NOVA Online	N/A	N/A	N/A																																										
Off-Site Dual Enrollment	N/A	N/A	N/A																																										
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Automotive Technology, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																						
<p>Program/Discipline Purpose Statement: This curriculum is designed to train technicians for the automotive field. Students completing this program will be ready for full-time employment as automotive technicians. Job opportunities include line technician, new car make-ready, and customer service representative.</p>																																																						
<p>Core Learning Outcome: <input type="checkbox"/> Quantitative Literacy <input checked="" type="checkbox"/> Critical Thinking</p> <p>Along with SLO 5 (which follows), students will create a properly written repair order. This assignment is a part of our assessment for SLO 5. It is to ensure they can properly communicate what is needed to repair/adjust the vehicle to the service writer or customer. Student Learning Outcome 5: Students will perform preliminary inspections and procedures needed to prepare a vehicle for alignment by checking and assessing vehicle ride height, tire condition and inflation.</p>																																																						
Assessment Methods	Assessment Results		Use of Results																																																			
<p>Course Name/Number: Auto Alignment, Suspension and Steering - AUT 266</p> <p>Direct Measure Used: SLO Lab Exercise with CLO Written Repair Order Documentation</p> <p>CLO/Rubric Criteria or Question Concepts: Rubric:</p> <ol style="list-style-type: none"> 1. Customer & Vehicle Information 2. Diagnostic Steps, Specification lookup & Measurements 3. Concern, Cause, Correction and Estimate 4. Language & Mechanics 5. Clarity for target audience <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Campus/ Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> </tr> <tr> <td>MA</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">30</td> </tr> <tr> <td>NOVA Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> <td style="text-align: center;">40</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	1	10	MA	2	2	30	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	5	3	40	<p>Semester/year data collected: Spring 2021</p> <p>Target: Student average on each SLO/CLO and sub-scores will be at or above 80%.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results 2021 Spring</th> <th style="text-align: center;">Previous Results 2020 Spring</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">73%</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="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Spring 2021</th> <th style="text-align: center;">Previous Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. 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Customer & vehicle</p>		Results by Modality	Current Results 2021 Spring	Previous Results 2020 Spring	On-campus average	67%	73%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	Previous Results Spring 2020	1. Customer & vehicle Info	82%	96%	2. Diagnostic steps, specs & measurements	45%	50%	3. Concern, Cause, Correction and Estimate	67%	75%	4. Language & Mechanics	70%	75%	5. Clarity for target audience	70%	70%	TOTAL	67%	73%	<p>1. Changes put in place since previous assessment to improve student learning: Students were presented with this activity midway through the semester. This helped with the Diagnostic steps and with the Concern, Cause & Correction sections. Many were not surprised when the repair orders were presented.</p> <p>2. Impact of changes on current results: Scores in all areas slid between 5-8%. The CLO in Spring 2020 was only given to 8 students, due to the pandemic shutdown. This time the CLO was given to 40 students and gives a broader view of our students' success.</p> <p>3. According to current results, areas needing improvement: All areas with the exception of Customer & Vehicle Information need improvement.</p> <p>4. Based on current results, new actions to improve student learning: Beginning in Fall 2021, faculty will emphasize researching specifications, taking accurate measurements and making a comparison. Fall 2021 will see faculty continuing to reinforce the Concern, Cause and Correction process on every vehicle brought into the lab. This process is covered in all classes because we use work orders in all classes, and this is an automotive industry procedure. So faculty will increase student practice in this area, providing more opportunities to engage with this set of skills.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																			
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Automotive Technology, A.A.S.

	<p>information gathering met the goal, achieving 82%. Other areas did not meet our goal of 80%: Diagnostic steps dropped 5% versus 2020. Concern, Cause Correction and Estimate dropped 8%, as many students did not complete this portion. Language and Mechanics, as well as Clarity for target audience both dropped 5% versus 2020. Overall scores are 4% higher than in 2019!</p> <p>Areas where students met the target: Students were able to easily complete Customer & Vehicle information. At 82%, it was easy for the students, as we have required this for all repair orders written.</p> <p>Areas where students did NOT meet the target: All other areas were below the 80% threshold. Students continue to neglect recording measurements while inspecting the vehicles, preferring to try and remember at the end of the inspection. We will continue to emphasize recording measurements and comparing to specifications.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Biology, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																																										
Program/Discipline Purpose Statement: The curriculum is designed to prepare students to transfer to a four-year college or university to complete a baccalaureate degree program with a major in one of the following fields: agriculture, biology, botany, pre-dentistry, forestry, genetics, microbiology, molecular biology, neuroscience, pre-pharmacy, pre-physical therapy, pre-medicine, science education, pre-veterinary, or zoology.																																																																																										
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Course Name/Number: General Biology I - BIO 101 Direct Measure Used: A quiz consisting of 10 multiple-choice questions that assessed knowledge of the scientific method was available on Canvas to all of the BIO 101 students enrolled during the Fall 2020 semester. All BIO 101 sections at NOVA were included in the assessment, including students from all campuses, NOVA Online, and Dual Enrollment. CLO/Rubric Criteria or Question Concepts: #1: Steps of the scientific method #2: What is a hypothesis #3: Validity of hypotheses #4: Importance of control #5: What counts as data #6: Example of hypothesis #7: What is a variable #8: What is a theory #9: Define data collecting #10: Appropriate conclusions Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>9</td><td>9</td><td>202 / 403</td></tr> <tr><td>AN</td><td>33</td><td>33</td><td>440 / 956</td></tr> <tr><td>MA</td><td>13</td><td>13</td><td>145 / 365</td></tr> <tr><td>LO</td><td>14</td><td>14</td><td>143 / 490</td></tr> <tr><td>WO</td><td>15</td><td>15</td><td>258 / 426</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td>5</td><td>5</td><td>88 / 122</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>24</td><td>24</td><td>299 / 519</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>113</td><td>113</td><td>1,575 / 3,281</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	9	9	202 / 403	AN	33	33	440 / 956	MA	13	13	145 / 365	LO	14	14	143 / 490	WO	15	15	258 / 426	NOVA Online	5	5	88 / 122	Off-Site Dual Enrollment	24	24	299 / 519	Total	113	113	1,575 / 3,281	Semester/year data collected: Fall 2020* *DE students completed the CLO in either Fall 2020 or Spring 2021 Target: 1. For the whole quiz: 70% of students achieving 70% on the quiz. 2. For each item: 70% of students correctly answering each item. Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 20%;">Current Results Fall 2020</th> <th style="width: 50%;">Previous Results Fall 2019</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>92.8%</td><td>92.9%</td></tr> <tr><td>On-campus average</td><td>N/A</td><td>92.6%</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>92.2%</td><td>N/A</td></tr> <tr><td>NOVA Online average</td><td>94.5%</td><td>92.8%</td></tr> <tr><td>Dual Enrollment average</td><td>94.5%</td><td>94.1%</td></tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 20%;">Current Results Fall 2020</th> <th style="width: 30%;">Previous Results Fall 2019</th> </tr> </thead> <tbody> <tr><td>1. 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Changes put in place since previous assessment to improve student learning: For the first time in 2020-21, all Dual Enrollment (DE) teachers had the option to send their students a direct link to the assessment in Google Forms (instead of accessing the assessment in Canvas). 2. Impact of changes on current results: Since many DE classes do not use Canvas regularly, the change to direct access increased DE student participation from 45.3% in Fall 2019 to 57.6% in Fall 2020. 3. According to current results, areas needing improvement: Beginning in 2021, to improve student learning, the discipline group will encourage faculty to emphasize the concepts of experimental controls (#4) and give students more practice identifying good hypotheses and writing their own hypotheses (#6). 4. Based on current results, new actions to improve student learning: SLO Lead will discuss the SLO results in the next BIO Discipline Meeting (Spring 2022) and consider ways to include practice writing hypotheses in labs. Faculty will emphasize the concepts of experimental controls (#4) and reinforce the identification of good hypotheses (#6). 5. Next assessment of this CLO: The Scientific Method SLO will be assessed in Fall 2022.	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Biology, A.S.

	<p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: Student performance was generally quite good. There were no significant differences between student scores in Fall 2019 and Fall 2020.</p> <p>Areas where students met the target:</p> <ol style="list-style-type: none"> 1. For the whole quiz: <ul style="list-style-type: none"> • Target: 70% of students achieving 70% on the quiz. • Current Results: 97.1% (1,530 / 1,575) of students scored 70% or higher. 2. For each item: <ul style="list-style-type: none"> • Target: 70% of students correctly answering each item. • Current Results: >70% of students answered each question correctly. <p>Areas where students did NOT meet the target: None</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING

2020-2021 *Biotechnology, A.A.S.*

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																	
Program/Discipline Purpose Statement: This program is designed to prepare graduates for employment in entry-level positions at biotechnology and pharmaceutical companies as laboratory, research, or manufacturing technicians. Coursework will develop an understanding of basic scientific principles in biology and chemistry, and will emphasize laboratory techniques and procedures such as solution and media preparation, DNA purification and analysis, electrophoresis, chromatography, maintenance of cells in culture, and quality control techniques																	
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Apply the scientific method including: planning an experiment, collecting data, analyzing and interpreting data																	
Assessment Methods	Assessment Results	Use of Results															
<p>Course Name/Number: Nucleic Acid Methods - BIO 252</p> <p>Direct Measure Used: Lab Notebook Assignments and Formal Lab Reports</p> <p>SLO/CLO Rubric Criteria or Question Concepts: Students were tasked with completing two projects (a molecular cloning project and a DNA sequencing project), documenting the experiments in their scientific lab notebook, and reporting the results in a scientific paper format.</p> <p>The two lab notebook assignments were worth 30 points each. Students were expected to receive an 80% or higher to demonstrate competency. Expectations for what should be listed and discussed by students in each lab notebook assignment included: an introduction to the experiment describing the purpose of the experiment and providing background information on procedures that would be used in the experiment; a listing of the materials and equipment used for performing the experimental procedures; a description of the procedures that were used and any supporting observations or calculations that were done; a description of the results including any images obtained or measurements taken; and an analysis and discussion of the results along with a conclusion regarding whether each part of the experiment was successfully executed.</p> <p>The two formal lab reports were worth 40 points each. Students were expected to receive an 80% or higher to demonstrate competency. Expectations were that these formal lab reports would resemble what would be</p>	<p>Semester/year data collected: Spring 2021</p> <p>Target: 80% of students will earn 80% or better on each SLO/CLO and sub-score</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2021</th> <th style="width: 33%;">Previous Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">82%</td> </tr> </tbody> </table> <p>Results by SLO/CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 33%;">Results by CLO Criteria/Question Concepts</th> <th style="width: 33%;">Current Results Spring 2021</th> <th style="width: 33%;">Previous Results Spring 2017</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">1. 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As part of this semester-long project, students were be tasked with designing a procedure for determining whether or not an individual has the version of the gene associated with this particular genetically-encoded trait. Students were also tasked with writing a paper describing the genetically-encoded human trait, any health effects resulting from genetic mutations in the genes controlling this trait, how common different variations in this trait are in the world, and what the inheritance pattern is for the genes controlling this trait. Although this new assignment was not included as part of this SLO/CLO assessment, it may be considered for incorporation in the future.</p> <p>2. Impact of changes on current results: While the incorporation of the semester-long project described above does not directly address any of the current SLO/CLO criteria, it does contribute to increasing the amount of critical thinking that students do in the context of researching background information, designing procedures, and describing anticipated results of those procedures based on the genetic attributes of the person being tested. In addition, students have mentioned enjoying this particular semester-long project, which has certainly increased their engagement in the course and understanding of the applications of the course material to the areas of diagnostic medicine and genetics.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Biotechnology A.A.S.

submitted by a researcher to a professional scientific journal editor for consideration for publication. Each formal lab report was expected to contain the following: a descriptive title for the report; a listing of authors and their institutional affiliations; a brief abstract describing the experiment and its procedures along with the results of the experiment; an introduction providing background information on procedures that would be used in the experiment; a listing and description of the materials and methods used as part of the experiment; a description of the results obtained including measurements and observations that were made and figures and tables that were generated; an analysis and discussion of the results indicating whether or not the procedures in the experiment were successful and what the final conclusions were; and a listing of references that are appropriately formatted in a citation style consistent with what is found in scientific journals.

Note that in Spring 2021, in part due to the COVID-19 pandemic, the BIO 252 laboratory course was conducted as a 7-week course where laboratory sessions occurred twice a week rather than being conducted as a 15-week course where laboratory sessions occurred once a week. As a result of this course format change, only one of the formal lab reports was assigned during the Spring 2021 course, rather than the typical two formal lab report assignments.

Sample:

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

Resistance Genes	were not included in this analysis	paper at all and one student submitted one paper late. These students were not included in the scientific paper data.
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Target Met: [] Yes [] No [X] Partially

Current Results Improved vs. Previous Results:

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

Narrative comparison of current results to previous results: Current results were approximately equivalent to the previous results for the SLO Criterion of Lab Notebook Assignments (70% versus 69%), and the current results were improved over the previous results for the SLO Criterion of Formal Lab Reports (89% versus 47%). While the current results do show an improvement over the results from the last time this CLO was assessed (Spring 2017), the current results were worse than previous results from the last time this SLO was assessed (Spring 2019). When comparing the current results (Spring 2021) to the previous results (Spring 2019), the results were worse for the SLO Criterion of Lab Notebook Assignments (70% versus 80%) and were approximately equivalent to the previous results for the SLO Criterion of Formal Lab Reports (89% versus 80%). Therefore, while the current results are improved as compared to the previous use of this SLO assessment to address the Critical Thinking CLO, the current results were not improved as compared to the previous assessment of this SLO.

Areas where students met the target: Students met the target in the SLO Criteria for the Formal Lab Report.

Areas where students did NOT meet the target: Students did not meet the target in the SLO Criteria for the Lab Notebook Assignments.

Note that in Spring 2021, in part due to the COVID-19 pandemic, the BIO 252 laboratory course was conducted as a 7-week course where laboratory sessions occurred twice a week rather than being conducted as a 15-week course where laboratory sessions occurred once a week. This course format change, as well as the ongoing pandemic environment, is likely responsible for some of the decreased performance observed among students for the Lab Notebook Assignments. Specifically, in the 7-week timeframe, although an equivalent number of hours were spent in the laboratory as in a 15-week semester, the number of outside-of-class hours available for completing Lab Notebook Assignments and other course assignments had been approximately halved. As a result, there likely wasn't sufficient time for students to adequately complete complex assignments such as Lab Notebook Assignments by their significantly accelerated due dates. This probably led to the decreased performance observed for the Lab Notebook Assignments SLO Criterion in the Spring 2021 class as compared to the Spring 2019 class.

3. According to current results, areas needing improvement: According to current results, the area in need of improvement is students' competency with completing Lab Notebook Assignment as outlined by the expectations listed in the SLO/CLO Rubric Criteria.

4. Based on current results, new actions to improve student learning: Although the targets were met for the Spring 2021 assessment, an area still in need of improvement is instruction for how to write and present a Formal Lab Report. While providing students with a template for these reports has helped, there is still a tendency for students to not use a narrative form when completing some sections (such as the Materials and Methods and Results) of the Formal Lab Reports. Providing students with additional examples of appropriately formatted scientific articles to read and possibly to analyze may help to improve the use of appropriate narrative form descriptions by students. Additionally, it was found that the 7-week format for this course that was piloted in Spring 2021 did not meet the needs of students or instructors with regard to having sufficient outside-of-class time during which assignments

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Biotechnology A.A.S.

		<p>could be completed. Therefore, for future offerings of this course, the traditional 15-week course will be offered instead.</p> <p>5. Next assessment of this CLO: Spring 2024</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Business Administration, A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																																											
<p>Program Purpose Statement: The Associate of Science degree curriculum in Business Administration is designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in Business Administration with a major in Accounting, Business Management, Decision Science and Management, Information Systems, Finance, Marketing, etc.</p>																																																																											
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<p>Course Name/Number: Statistical Analysis for Business - BUS 224</p> <p>Direct Measure Used: Short answer questions. 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Changes put in place since previous assessment to improve student learning: This critical thinking CLO was assessed for the first time.</p> <p>2. Impact of changes on current results: This critical thinking CLO was assessed for the first time.</p> <p>3. According to current results, areas needing improvement: The side-by-side comparison between synchronous hybrid and NOVA Online shows that synchronous hybrid outperformed NOVA Online on all three CLO criteria. For the NOVA Online SLO/CLO criteria Competency II, the target was not met.</p> <p>4. Based on current results, new actions to improve student learning: The Discipline Group discussed these results at the Fall 2021 meeting. The Discipline Group recommends the following actions to improve performance for NOVA Online:</p> <ul style="list-style-type: none"> Once the pandemic restrictions are lifted, offer face-to-face on-campus sections so that the students who prefer face-to-face class can enroll in one. During the pandemic, students did not have that option. Instructors to post videos on descriptive measures in the course Canvas site. The NOVA Online Team allows the instructors to post personalized lecture videos in the Canvas site. Adjust the course topic schedule so more time is spent teaching numerical measures. Encourage students to use Canvas Online Tutoring: English writing skills. For NOVA Online sections, the Discipline Group recommends increasing the number of students assessed to reduce the effect of the outlier(s). <p>5. Next assessment of this CLO: Not decided yet.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Business Administration, A.S.

	<p><u>NOVA Online</u>: The target was met for 2 criteria: Competency I and Competency III. The target was not met for Competency II.</p> <p>Narrative comparison of current results to previous results: This is a SLO used as a CLO for the first time. No basis for comparison.</p> <p>Areas where students met the target:</p> <ul style="list-style-type: none"> • SLO/CLO Criteria "Competency I" for synchronous hybrid: Of these 103 responses, 82% were graded Good. The target (70%) was met. • SLO/CLO Criteria "Competency II" for synchronous hybrid: Of these 103 responses, 81% were graded Good. The target (80%) was met. • SLO/CLO Criteria "Competency III" for synchronous hybrid: Of these 103 responses, 85% were graded Good. The target (75%) was met. <p>Areas where students did NOT meet the target: SLO/CLO Criteria "Competency II" for NOVA Online: Of these 41 responses, only 67% were graded Good. The target (80%) was not met.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Business Management, A.A.S.

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<p>Course Name/Number: Introduction to Business Statistics - BUS 220</p> <p>Direct Measure Used: Short answer questions. Criteria:</p> <p>a) Competency I: Organize the work b) Competency II: Uses of statistics/data c) Competency III: Appropriately answer the question</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>NOVA Online</td> <td>2</td> <td>2</td> <td>20</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>2</td> <td>2</td> <td>20</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	NOVA Online	2	2	20	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	20	<p>Semester/year data collected: Spring 2021 Target: See the Table below.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">SLO Criteria</th> <th style="width: 50%;">Will earn Good</th> </tr> </thead> <tbody> <tr> <td>Competency I</td> <td>70% or more</td> </tr> <tr> <td>Competency II</td> <td>80% or more</td> </tr> <tr> <td>Competency III</td> <td>75% or more</td> </tr> </tbody> </table> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Spring 2021</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>Reported by CLO criteria</td> </tr> <tr> <td>On-campus average</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>N/A</td> </tr> <tr> <td>NOVA Online average</td> <td>See Table below</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>Competency I</td> <td>77% scored Good</td> </tr> <tr> <td>Competency II</td> <td>70% scored Good</td> </tr> <tr> <td>Competency III</td> <td>80% scored Good</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially - The target was met for 2 criteria: Competency I and Competency III, but the target was not met for Competency II.</p> <p>Narrative comparison of current results to previous results: This is an SLO used as a CLO for the first time. No basis for comparison.</p> <p>Areas where students met the target: CLO Criteria "Competency I": Of these 20 responses, 77% were graded Good. The target (70%) was met. CLO Criteria "Competency III": Of these 20 responses, 80% were graded Good. The target (75%) was met.</p> <p>Areas where students did NOT meet the target: CLO Criteria "Competency II": Of these 20 responses, only 70% were graded Good. The target (80%) was not met.</p>	SLO Criteria	Will earn Good	Competency I	70% or more	Competency II	80% or more	Competency III	75% or more	Results by Modality	Spring 2021	All students assessed (weighted average)	Reported by CLO criteria	On-campus average	N/A	Synchronous hybrid (remote) average	N/A	NOVA Online average	See Table below	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	Competency I	77% scored Good	Competency II	70% scored Good	Competency III	80% scored Good	<p>1. Changes put in place since previous assessment to improve student learning: This critical thinking CLO was assessed for the first time.</p> <p>2. Impact of changes on current results: This critical thinking CLO was assessed for the first time.</p> <p>3. According to current results, areas needing improvement: For NOVA Online CLO criteria Competency II, the target was not met.</p> <p>4. Based on current results, new actions to improve student learning: The Discipline Group discussed these results at the Fall 2021 meeting. The Discipline Group recommends the following actions to improve performance for CLO criteria Competency II:</p> <ul style="list-style-type: none"> Spend more time teaching numerical measures mean, median, and standard deviation. Double check students' understandings on measure of central tendency. Post videos on descriptive measures in the course Canvas site. Encourage students to use Canvas Online Tutoring: English writing skills <p>5. Next assessment of this CLO: Not decided yet.</p>	
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Results by Modality	Spring 2021																																												
All students assessed (weighted average)	Reported by CLO criteria																																												
On-campus average	N/A																																												
Synchronous hybrid (remote) average	N/A																																												
NOVA Online average	See Table below																																												
Results by SLO Criteria/ Question Concepts	Current Results Spring 2021																																												
Competency I	77% scored Good																																												
Competency II	70% scored Good																																												
Competency III	80% scored Good																																												

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Cinema, A.F.A.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																									
<p>Program Purpose Statement: This curriculum is designed for individuals who plan to transfer to a four-year college or university to complete a baccalaureate degree program in the Visual Arts with a major in cinema, film, or media production.</p>																																									
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalize your CLO here: Integrate knowledge of professional industry standards and practices.</p>																																									
Assessment Methods	Assessment Results	Use of Results																																							
<p>Course Name/Number: Cinema Portfolio II - CST 298</p> <p>Direct Measure Used: Rubric for Proposed Film Project</p> <p>SLO/Rubric Criteria or Question Concepts: Students were assessed on the following topics:</p> <ol style="list-style-type: none"> 1. Purpose and rationale 2. Focus and Reflection of Skills 3. Proposed Contribution 4. Manageability and Estimates 5. Mechanics <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>WO only</td> <td>1</td> <td>1</td> <td>18</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>18</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	WO only	1	1	18	NOVA Online	N/A	N/A	N/A	Off-site Dual Enrollment	N/A	N/A	N/A	Total	1	1	18	<p>Semester/year data collected: Spring 2020</p> <p>Target for overall assignment: 75% average</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>86.86</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>Results by SLO Criteria/Question Concepts</th> <th>Current Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Purpose and rationale</td> <td>95.75</td> </tr> <tr> <td>2. Focus and Reflection of Skills</td> <td>92.51</td> </tr> <tr> <td>3. Proposed Contribution</td> <td>89.76</td> </tr> <tr> <td>4. Manageability and Estimates</td> <td>71.59</td> </tr> <tr> <td>5. Mechanics</td> <td>84.67</td> </tr> <tr> <td>Total</td> <td>86.86</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A – This is the first time that this CLO is being assessed.</p> <p>Narrative comparison of current results to previous results: The Fall 2018 semester was the implementation for the program. This is the first assessment of this CLO. As a result, no previous data has been collected for this CLO.</p> <p>Areas where students met the target: All SLOs for the Cinema, A.F.A. were disseminated, collected and analyzed by the Discipline Chair, and administered by the faculty; the results were reviewed by the discipline</p>	Results by Modality	Current Results Spring 2021	All students assessed (weighted average)	86.86	Results by SLO Criteria/Question Concepts	Current Results Spring 2020	1. Purpose and rationale	95.75	2. Focus and Reflection of Skills	92.51	3. Proposed Contribution	89.76	4. Manageability and Estimates	71.59	5. Mechanics	84.67	Total	86.86	<p>1. Changes put in place since previous assessment to improve student learning: The assessment was revised to align to match the updated program portfolio evaluation and CLO. The assessment was taken from the only section of the course offered at the college.</p> <p>2. Impact of changes on current results: This is the first time that this CLO is being assessed using the current assessment, and one area scored lower than the four others but remained above 70%.</p> <p>3. According to current results, areas needing improvement: The new emphasis placed on increasing student learning of the concepts of cost projections. To address compliance issues, all courses and instruments for assessment will be determined at the start of the academic year. These assessments and course information will be decided upon by the discipline group by the end of the first discipline group meeting of the academic year. To ensure assessment criteria are passed and assessments are implemented, the results of the discipline group decisions will be sent to the Coordinating Discipline Dean and Coordinating Discipline Provost. Once approved by the Arts Administration, the assessment information will be sent to the Office of Academic Assessment. All assessments will be sent out to the faculty by the end of September with the appropriate supervising Associate Dean attached. Additionally, work will continue on enhancing the knowledge-base and skillset of students to increase the success rate of manageability and estimates. Given that the success rate is within range of the 75% target, the faculty are confident this can be achieved through greater emphasis on related subject matter.</p> <p>4. Based on current results, new actions to improve student learning: The Discipline Group will review the</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																						
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Cinema, A.F.A.

	<p>group. All criteria had results above the target of 75% with the exception of one.</p> <p>Areas where students did NOT meet the target: Only one section of course was offered at the college resulting in a sample size. However, the sample reflects students representing multiple campuses at the college due to offering held via synchronous Zoom. The one are scoring below 75% (#4) was 71.59%, which is within a manageable range of the projected 75%.</p>	<p>results and address areas where increased emphasis on managing project expectations and costs may need to be further emphasized in the class teachings. These changes will be made for the Fall 2021 semester. The concepts assessed in this evaluation are determined to be at the appropriate competency level for the course. Regular discussions in the discipline group about course outcomes and learning objectives to maintain consistency of learning among the campus offerings. Course content delivery practices are being assessed by the discipline group to ensure consistency between course sections. In addition, meetings with all those teaching courses, both full-time and adjunct faculty, are being scheduled in the 2021-2022 academic year to discuss and share best practices. The discipline group will discuss exercises and readings to be implemented in the course to help in raising the scores for questions #1 and 5.</p> <p>5. Next assessment of this CLO: Spring 2022</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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 curriculum is designed primarily for students who wish to transfer to a four-year college or university to complete a baccalaureate degree in computer science. The curriculum emphasizes the study of the science of computing and the use of computing in a scientific setting.																																																																			
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Demonstrate critical thinking by identifying appropriate Abstract Data Types (ADTs) to solve a programming problem and then implement an efficient solution for those data structures																																																																			
Assessment Methods	Assessment Results		Use of Results																																																																
Course Name/Number: Computer Science II – CSC 202 Direct Measure Used: Homework assignment CLO/Rubric Criteria or Question Concepts: 1. Student identifies key concepts in the problem Description. 2. Student selects appropriate data structures to efficiently solve the problem. 3. Student develops an algorithm that efficiently solves the problem. 4. Student implements the algorithm in a high-level programming language. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">1</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>AN</td><td style="text-align: center;">6</td><td style="text-align: center;">4</td><td style="text-align: center;">80</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;">14</td></tr> <tr><td>LO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">18</td></tr> <tr><td>WO</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">10</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td style="text-align: center;">3</td><td style="text-align: center;">3</td><td style="text-align: center;">29</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">1</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffffcc;"><td>Total</td><td style="text-align: center;">14</td><td style="text-align: center;">10</td><td style="text-align: center;">151</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	0	0	AN	6	4	80	MA	1	1	14	LO	1	1	18	WO	1	1	10	NOVA Online	3	3	29	Off-Site Dual Enrollment	1	0	0	Total	14	10	151	Semester/year data collected: Spring 2021 Target: To achieve an average of 80% competency across all students assessed. Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Semester Year</th> <th style="width: 35%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">95.94</td><td style="text-align: center;">75</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">75</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: center;">96</td><td style="text-align: center;">N/A</td></tr> <tr><td>NOVA Online average</td><td style="text-align: center;">95.69</td><td style="text-align: center;">N/A</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">92</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 Spring 2021</th> </tr> </thead> <tbody> <tr><td>1. 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The reporting criteria changed		Results by Modality	Current Results Semester Year	Results 2017-2018	All students assessed (weighted average)	95.94	75	On-campus average	N/A	75	Synchronous hybrid (remote) average	96	N/A	NOVA Online average	95.69	N/A	Dual Enrollment average	N/A	92	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	1. Student identifies key concepts in the problem Description.	95.61	2. Student selects appropriate data structures to efficiently solve the problem.	97.15	3. Student develops an algorithm that efficiently solves the problem.	94.96	4. Student implements the algorithm in a high-level programming language.	96.05	1. Changes put in place since previous assessment to improve student learning: Emphasis was placed on each faculty member to submit assessments for each of their classes. An agreed format for the homework project was used to maintain similarity between sections. These actions were implemented in Fall 2019. There was no data by individual criteria for the 2017-2018 assessment. The reporting criteria changed from the 2017-2018 report of percent of students above 70% to average/mean score. 2. Impact of changes on current results: It appears that, due to changes in collection emphasis and collection source identification, we had a high participation rate from all faculty canvassed. While we did not have criteria results from the previous assessment, the overall assessment result improved. 3. According to current results, areas needing improvement: There is no clear indicator for improvement, nor is there a clear indicator that this semester's improvement is indicative of long-term improvement. However, Critical Thinking is a core objective of this program of study, and we will continue to place heavy emphasis on assessing how students are progressing. 4. Based on current results, new actions to improve student learning: We will continue to seek ways to improve student learning for Critical Thinking. This topic is brought up during our annual and semi-annual faculty meetings. 5. Next assessment of this CLO: Spring 2024.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																																
AL	1	0	0																																																																
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Computer Science, A.S.

	<p>from the 2017-2018 report of percent of students above 70% to average/mean score. While this report shows a dramatic increase in outcomes, there is no clear causative relationship between actions taken and the results. We will reassess this CLO in the Spring of 2024 and see if the results form a trend.</p> <p>Areas where students met the target: In all areas, students met the target for this reporting period.</p> <p>Areas where students did NOT meet the target: There is no area during this reporting period where the students did not meet the target.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Construction Management Technology, A.A.S.

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<p>Program/Discipline Purpose Statement: The curriculum is designed to qualify personnel in both engineering technology and management for employment in many areas of a construction firm. Job opportunities include engineering aide, construction project manager, construction supervisor, estimator, and facilities planning and supervision.</p>																																											
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will demonstrate the use of their critical thinking and social skills to manage, mentor and lead human resources in the construction industry.</p>																																											
Assessment Methods	Assessment Results		Use of Results																																								
<p>Course Name/Number: Construction Management I - BLD 101</p> <p>Direct Measure Used: Quiz on Chapter 3 - Organizing and Leading a Construction Project. Students had to demonstrate understanding of inherent Leadership characteristics.</p> <p>CLO/Rubric Criteria or Question Concepts: Students had to demonstrate understanding of different areas of human relations in a construction project environment such as:</p> <ul style="list-style-type: none"> • Communication • Leadership • Diversity and inclusion • Conflict resolution • Mentoring process • Roles and responsibilities <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL only</td> <td>4</td> <td>2</td> <td>72</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>4</td> <td>2</td> <td>72</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	4	2	72	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	4	2	72	<p>Semester/year data collected: Fall 2020 & Spring 2021</p> <p>Target: Students to receive an average grade of 80% or better</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results 2020-21</th> <th style="width: 35%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>72/136- 53%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>31/59- 53%</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>41/77- 53%</td> <td>N/A</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results 2020-21</th> </tr> </thead> <tbody> <tr> <td>1. HR Skills</td> <td>83%</td> </tr> <tr> <td>2. Quantitative Reasoning (literacy)</td> <td>N/A</td> </tr> <tr> <td>3. Unit Price Calculations</td> <td>N/A</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: In 2017-18, we assessed the CLO Quantitative Literacy. 2020-21 is about Critical thinking and Human Relationships. It is important to note that students are evaluated in BLD 101 at the onset of their education to see their inherent early position and what improvements the management course series will make. The intent is to alternate the evaluation from BLD 101 (first course) to BLD 241 (third course) annually.</p> <p>Areas where students met the target: Diversity, Leadership & Mentoring.</p> <p>Areas where students did NOT meet the target: Communication, conflict resolution and roles and responsibilities.</p>		Results by Modality	Current Results 2020-21	Previous Results	All students assessed (weighted average)	72/136- 53%	N/A	On-campus average	31/59- 53%	N/A	Synchronous hybrid (remote) average	41/77- 53%	N/A	Results by SLO Criteria/ Question Concepts	Current Results 2020-21	1. HR Skills	83%	2. Quantitative Reasoning (literacy)	N/A	3. Unit Price Calculations	N/A	<p>1. Changes put in place since previous assessment to improve student learning: Students are assessed in a similar management topic. However, in the introductory course, the first of the four course series, as opposed to mastery of the topic in the third management course. Students learn to apply various tools throughout the curriculum. However, it is important to evaluate the baseline from which they start. In the quiz, questions 5-11 are designed to evaluate critical thinking ability through analysis vs. application. The human resource management topic in BLD 241 later in the program, students clearly demonstrate an understanding the use of Task/accountability.</p> <p>2. Impact of changes on current results: Students are evaluated to better understand the change in approach, from evaluating their skills in BLD 241 to evaluating their initial abilities in BLD 101 first, and see improvement made by the time they complete BLD 241.</p> <p>3. According to current results, areas needing improvement: Students need to be taught more tools on accountability.</p> <p>4. Based on current results, new actions to improve student learning:</p> <ul style="list-style-type: none"> • Incorporate new topics and techniques in the lectures. • Team teaching to present varying perspectives and to promote diversity and inclusion. <p>5. Next assessment of this CLO: Fall 2021 & Spring 2022.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Criminology and Criminal Justice, A.S.

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<p>Program/Discipline Purpose Statement: This program is designed to prepare students to transfer to a four-year college or university to complete a baccalaureate degree program in criminal justice, criminology, or related fields.</p>																																																	
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Analyze ethical issues and policies, ethical dilemmas, using major ethical systems.</p>																																																	
Assessment Methods	Assessment Results	Use of Results																																															
<p>Course Name/Number: Ethics and the Criminal Justice Professional - ADJ 133</p> <p>Direct Measure Used: Writing assignment with rubric.</p> <p>CLO/Rubric Criteria or Question Concepts: See attached writing assignment/scenario and “grading” rubric. The rubric contained 5 traits that were graded using the rubric:</p> <ol style="list-style-type: none"> 1. Identify Dilemma 2. Considers Stakeholders 3. Analyze Alternatives and Consequences 4. ID Appropriate Ethical Framework for Evaluating Alternatives 5. Chooses an Action <p>The students were scored in an unacceptable, acceptable, and exemplary category for each criterion. Scores in the acceptable/exemplary categories were considered “passing” for correct answers.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AN</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">33</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;">2</td> </tr> <tr> <td>WO</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">14</td> </tr> <tr> <td>NOVA Online</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">49</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AN	1	1	33	MA	1	1	2	WO	1	1	14	NOVA Online	1	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	4	3	49	<p>Semester/year data collected: Spring 2021</p> <p>Target: 70% Acceptable or above</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 40%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">N/A</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: 60%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 40%;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. Identify Dilemma</td> <td style="text-align: center;">98%</td> </tr> <tr> <td>2. Considers Stakeholders</td> <td style="text-align: center;">93%</td> </tr> <tr> <td>3. Analyze Alternatives and Consequences</td> <td style="text-align: center;">96%</td> </tr> <tr> <td>4. ID Appropriate Ethical Framework for Evaluating Alternatives</td> <td style="text-align: center;">96%</td> </tr> <tr> <td>5. Chooses an Action</td> <td style="text-align: center;">89%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: A CLO was piloted in the 2017-2018 for the Annual planning and Evaluation Report for ADJ 216 CT for the AAS degree, not the A.S. degree.</p> <p>Areas where students met the target: Students met the target in all five criteria.</p> <p>Areas where students did NOT meet the target: None</p>	Results by Modality	Current Results Semester Year	Results 2017-2018	Synchronous hybrid (remote) average	94%	N/A	Results by SLO Criteria/Question Concepts	Current Results Spring 2021	1. Identify Dilemma	98%	2. Considers Stakeholders	93%	3. Analyze Alternatives and Consequences	96%	4. ID Appropriate Ethical Framework for Evaluating Alternatives	96%	5. Chooses an Action	89%	<p>1. Changes put in place since previous assessment to improve student learning: Piloted for the AAS degree in 2017-18. The CLO was Critical Thinking but for class ADJ 216. The CLO was also constructed differently.</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: Because this is new evaluation method, the discipline needs to discuss a basic understanding of proper assessment/rubrics methods so we are all on the same page for future assessments. The Discipline will invite staff “SLO/CLO experts” to review how the assignment is communicated to the students. In addition, to review rubrics with faculty.</p> <p>4. Based on current results, new actions to improve student learning: Discuss with Discipline group. This CLO grading is subjective in nature based on the instructor. This CLO is a new concept and way to evaluate for the discipline.</p> <p>5. Next assessment of this CLO: Spring 2024</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																														
AN	1	1	33																																														
MA	1	1	2																																														
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Dental Assisting, 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 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 operatory through course work in the areas of chairside assisting, radiology, dental materials, dental and biomedical sciences, as well as clinical practice. Graduates can perform certain additional tasks allowing them to become productive and valued members of the dental health team. Upon successful completion of this program, students are eligible to sit for the Dental Assisting National Board Examination (DANB). After successful completion of this examination, the credential Certified Dental Assistant (CDA) is awarded.																																						
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will be able to obtain and record the inflation rate when attempting to obtain vital sign measurements after being trained throughout the semester.																																						
Assessment Methods	Assessment Results		Use of Results																																			
Course Name/Number: Externship – DNA 140 Direct Measure Used: Assessment and grading of taking and recording of patient inflation rates when obtaining vital signs at clinical sites. Assessed and graded by dentists on site. CLO/Rubric Criteria or Question Concepts: Students were awarded full points when they recorded inflation rates when obtaining vital signs with no errors. One point was deducted for the procedure with one error, two points were deducted for the procedure with two errors, three points reduced for three errors, and four points were reduced when the student failed to record inflation rates of clinical acceptance. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>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>NOVA Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only	1	1	10	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	10	Semester/year data collected: Spring 2021 Target: 100% of the students will meet the 75% competency level on the proficiency evaluations Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2021</th> <th style="width: 35%;">Previous Results</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Spring 2021</th> <th style="width: 40%;">Previous Results Spring 2020</th> </tr> </thead> <tbody> <tr> <td>1. Blood Pressure value</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">96%</td> </tr> <tr> <td>2. Inflation Rates</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A Areas where students met the target: Target was met in all areas Areas where students did NOT meet the target: N/A		Results by Modality	Current Results Spring 2021	Previous Results	On-campus average	100%	N/A	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	Previous Results Spring 2020	1. Blood Pressure value	100%	96%	2. Inflation Rates	100%	N/A	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning: N/A - This is the first year this CLO was measured. 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: N/A 4. Based on current results, new actions to improve student learning: Although, new actions are not needed to improve student learning since the criteria were met, challenging case scenarios will be presented for students to solve in order to further improve student learning outcome. 5. Next assessment of this CLO: Spring 2022.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																			
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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/Discipline Purpose Statement: Abdomen/Ob/Gyn (General DMS): This curriculum is designed to prepare students to produce diagnostic images of the human body using special equipment to direct high frequency sound waves into different anatomic structures in a patient's body. The sonographer is a central member of the healthcare team and assists the radiologist in gathering diagnostic data for interpretation. NOVA's program emphasizes didactic and "hands-on" practice of sonographic techniques in a well-equipped scanning laboratory at the Medical Education Campus in Springfield, Virginia. Clinical experience is acquired at numerous area hospitals and private medical affiliates. Students in the Diagnostic Medical Sonography degree program learn to perform an ultrasound of the Abdomen and Small Parts as well as Obstetric and Gynecologic sonography. Upon successful completion of the degree requirements, the student will be eligible to apply to take the American Registry for Diagnostic Medical Sonography (ARDMS) examination(s) leading to credentials as a Registered Diagnostic Medical Sonographer (RDMS®).</p> <p>Vascular DMS: The curriculum is designed to prepare students to produce diagnostic images of the blood and blood flow. The vascular sonographer uses special equipment to direct high frequency sound waves into areas of the patient's body. The vascular sonographer is a central member of the health care team and assists the radiologist in body image interpretation. Upon successful completion of degree requirements, the student will be eligible to apply to take the American Registry of Diagnostic Medical Sonography examinations leading to credentials as a Registered Diagnostic Medical Sonographer (RDMS®), Registered Diagnostic Cardiac Sonographer (RDCS®) and Registered Vascular Technologist (RVT®).</p> <p>Echocardiography DMS: The curriculum prepares students to produce diagnostic images of the heart structures and motion to diagnose cardiovascular changes. The echocardiographer uses special equipment to direct high frequency sound waves into areas of the patient's body. The echocardiographer is a central member of the health care team and assists the radiologist in body image interpretation. Upon successful completion of degree requirements, the student will be eligible to apply to take the American Registry of Diagnostic Medical Sonography examinations leading to credentials as a Registered Diagnostic Cardiac Sonographer (RDCS®).</p>														
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy</p> <p>Operationalized Definition: Critical thinking for the completion of an ultrasound exam at a clinical setting by the DMS ultrasound student involves: patient communication, patient care, ultrasound equipment manipulation, the technical aspects of scanning, ensuring the diagnostic quality of images, adherence to exam time, adherence to the protocol, professional presentation of their images to the clinical instructor and radiologist, and cooperation with the student with all the regulations at their clinical site</p>														
Assessment Methods	Assessment Results	Use of Results												
<p>Course Name/Number: Clinical Education 4 - DMS 232; General Cohort – Complete Abdomen Graded 30 min (G3)</p> <p>Direct Measure Used: Graded Competency Rubric: Excellent (100) Above average (90), average (80), below average (75), unacceptable (0). Any student graded with 3 unacceptable grades for this evaluation, fails the evaluation</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1. COMMUNICATION: Correctly greets, identifies, and releases patients; explains procedures clearly; understands instructions and is understood by patients, physicians and hospital staff. 2. PATIENT CARE: Provides patient comfort; correctly establishes professional rapport; follows established procedures for infection control; provides equipment, clean linen, and supplies as needed. 3. EQUIPMENT MANIPULATION: Correctly starts, performs, and ends procedure using imaging system software; consistently chooses appropriate probe for the exam, correctly adjusts ultrasound unit monitor, 	<p>Semester/year data collected: Spring 2021 (extra semester caused by COVID Quarantine)</p> <p>Target: Students will average above 95% on the assessment measure.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Results Class of 2019 / May 2021 Spring 2021</th> <th style="text-align: center;">Previous Results Class of 2018-2019 Fall 2019</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All students assessed (weighted average)</td> <td style="text-align: center;">97.7%</td> <td style="text-align: center;">93.5%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results Class of 2019 / May 2021 Spring 2021</th> <th style="text-align: center;">Previous Results Class of 2018-2019 Fall 2019</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Results by Modality	Results Class of 2019 / May 2021 Spring 2021	Previous Results Class of 2018-2019 Fall 2019	All students assessed (weighted average)	97.7%	93.5%	Results by SLO Criteria/ Question Concepts	Current Results Class of 2019 / May 2021 Spring 2021	Previous Results Class of 2018-2019 Fall 2019				<p>1. Changes put in place since previous assessment to improve student learning: An additional semester was added due to the interruption in the Spring 2020 semester. When the students returned to campus mid-July 2020, the DMS staff worked with students on campus on the days that the students were not at the clinical site. Faculty emphasized to students the need to improve. The off-campus clinical sites were under a great deal of stress and some of the sites did not allow students to directly perform ultrasound exams on real patients due to the risk of exposing the students to COVID-positive patients. To help alleviate this critical issue, the DMS program applied for funding to provide SonoSim simulated ultrasound transducers to each ultrasound student. This technology allows the student to simulate scanning using their own personal computer at home on a simulated surface. The SonoSim simulation has a didactic portion and scanning case studies with actual pathology images related to the various disease entities that the DMS students are studying. The Program Director first applied for the ETF funding of this</p>
Results by Modality	Results Class of 2019 / May 2021 Spring 2021	Previous Results Class of 2018-2019 Fall 2019												
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Diagnostic Medical Sonography, A.A.S.

<p>keyboard, and stretcher; correctly uses accessory devices when appropriate; towels, rolls, bolsters, and cable braces.</p> <p>4. TECHNICAL ASPECT - RESOLUTION AND FIELD OF VIEW: All images met all requirements for optimal preset selection, frequency selection, focal depth, focal number, image depth, image width, zoom when necessary.</p> <p>5. TECHNICAL ASPECT - ACOUSTIC WINDOWS: All images met requirements for optimal gel contact, cross-section visibility, clear organ boundaries/walls, and centered anatomy</p> <p>6. TECHNICAL ASPECT - 2D APPEARANCE: All images display proper gain settings, harmonics, compression, dynamic range, TGC as needed.</p> <p>7. DIAGNOSTIC QUALITY - MEASUREMENTS: All images met requirements for optimal 2D and/or Doppler (PW / CW) measurements and use of calc package necessary.</p> <p>8. DIAGNOSTIC QUALITY - COLOR DOPPLER, POWER DOPPLER AS APPLICABLE: All images met requirements for optimal color box steering, flow direction, color box placement when necessary. All images met optimal color/power Doppler scale, baseline, gain, box size and filter.</p> <p>9. DIAGNOSTIC QUALITY - PW DOPPLER, CW DOPPLER AS APPLICABLE: All images met requirements for optimal PW/CW Doppler steering, flow direction, baseline, and sweep speed. All images met requirements for optimal PW Doppler scale/PRF, gain, wall filter, sample volume size, and sample volume placement.</p> <p>10. PATHOLOGY RECOGNITION: Student recognizes and documents pathology properly.</p> <p>11. PROTOCOL: Memorizes department protocol, evaluates requests & performs required procedures according to department guidelines. All labels and annotation are accurately placed as determined by the department guidelines.</p> <p>12. PROFESSIONAL PRESENTATION: Student presents a professional organized verbal and/or written report as required.</p> <p>13. EXAM TIME: Student completes the assigned images in a timely fashion reflective of the student's level in the program.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>3. Communication</td><td style="text-align: center;">100</td><td style="text-align: center;">100</td></tr> <tr><td>4. Patient Care</td><td style="text-align: center;">100</td><td style="text-align: center;">99</td></tr> <tr><td>5. Equipment Manipulation</td><td style="text-align: center;">98</td><td style="text-align: center;">90</td></tr> <tr><td>6. Technical Aspect-Resolution and Field of View</td><td style="text-align: center;">98</td><td style="text-align: center;">94</td></tr> <tr><td>7. Technical Aspect-Acoustic Windows</td><td style="text-align: center;">99</td><td style="text-align: center;">97</td></tr> <tr><td>8. 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Cooperation</td><td style="text-align: center;">97</td><td style="text-align: center;">98</td></tr> </table> <p>Target Met: [X] Yes [] No [] Partially</p> <p>Current Results Improved vs. Previous Results: [X] Yes [] No [] Partially [] N/A</p> <p>Narrative comparison of current results to previous results: Technical aspects of exam performance are critical for the patient diagnosis and treatment plan. Our students are prepared on campus for the performance of clinical competencies at their clinical site. The class under the current evaluation had a 5-month gap in scanning because of COVID quarantine. We added an additional 5th semester that provided the students with additional clinical hours to perfect their scanning skills amounting to approximately 20 to 30 as compared to the previous class. This additional time not only resulted in the confidence boost that comes with experience but also fostered greater attention to critical analysis of performance by each student.</p> <p>Areas where students met the target:</p>	3. Communication	100	100	4. Patient Care	100	99	5. Equipment Manipulation	98	90	6. Technical Aspect-Resolution and Field of View	98	94	7. Technical Aspect-Acoustic Windows	99	97	8. Technical Aspect – 2D Appearance	99	97	9. Diagnostic Quality – Measurements	93	93	10. Diagnostic Quality – Color Doppler, Power Doppler as applicable.	99	95	11. Pathology Recognition	98	88	12. Protocol	100	90	13. Professional Presentation	94	85	14. Exam Time	95	89	15. Cooperation	97	98	<p>project in August 2020 and was able to provide students with the technology September 2021 (Class of December 2022).</p> <p>2. Impact of changes on current results: The additional time and one-on-one with the DMS instructors boosted the confidence of the students with clear demonstration of this according to the results.</p> <p>3. According to current results, areas needing improvement: The faculty have expanded our use of the SonoSim product by purchasing individual transducers for each student with ETF and Carissa grant money. Students will have use of the transducers that plug into their personal computer for the Fall, Summer, and Spring semesters. Students will return them for use by the next cohort. Students utilize the SonoSim license to perform didactic modules as part of their assignments for their clinical classes. Additionally, SonoSim scanning modules provide each student with real sonographic images of specific pathology to review, scan (student is challenged to perform specific protocol views), and measure (reinforcement of accuracy of specific measurements for specific pathologies). In the clinical setting, it is not uncommon that students are not permitted to scan the difficult pathologies due to the expertise required for complicated measurements and techniques (Color Doppler, Pulsed Wave Doppler, Continuous Wave Doppler, Power Doppler).</p> <p>4. Based on current results, new actions to improve student learning: The implementation of our program enabling students to use SonoSim didactic and scanning assignments as part of DMS 190, DMS 196, and DMS 231 will reinforce the specific protocols-driven measurement requirements for various pathologies. DMS 232 is the last and most advanced clinical course that evaluates the student as job prepared. Students are evaluated as potential employees based on their patient-care skills, technical expertise, productivity, adherence to department policy and procedures, and scanning skills.</p> <p>5. Next assessment of this CLO: 2023</p>
3. Communication	100	100																																							
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Diagnostic Medical Sonography, A.A.S.

<p>COOPERATION: Assists staff without undue argument or complaint; accepts constructive criticism as a form of instruction.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/ Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME</td> <td>1</td> <td>1</td> <td>12</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>12</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME	1	1	12	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	12	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>1. Communication</td><td style="text-align: right;">100</td></tr> <tr><td>2. Patient Care</td><td style="text-align: right;">100</td></tr> <tr><td>3. Equipment Manipulation</td><td style="text-align: right;">98</td></tr> <tr><td>4. Technical Aspect-Resolution and Field of View</td><td style="text-align: right;">98</td></tr> <tr><td>5. Technical Aspect-Acoustic Windows</td><td style="text-align: right;">99</td></tr> <tr><td>6. Technical Aspect – 2D Appearance</td><td style="text-align: right;">99</td></tr> <tr><td>7. Diagnostic Quality – Color Doppler, Power Doppler as applicable.</td><td style="text-align: right;">99</td></tr> <tr><td>8. Pathology Recognition</td><td style="text-align: right;">98</td></tr> <tr><td>9. Protocol</td><td style="text-align: right;">100</td></tr> <tr><td>10. Professional Presentation</td><td style="text-align: right;">94</td></tr> <tr><td>11. Exam Time</td><td style="text-align: right;">95</td></tr> <tr><td>12. Cooperation</td><td style="text-align: right;">97</td></tr> </tbody> </table> <p>Areas where students did NOT meet the target:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Diagnostic Quality – Measurements</td> <td style="text-align: right;">93</td> </tr> </table>	1. Communication	100	2. Patient Care	100	3. Equipment Manipulation	98	4. Technical Aspect-Resolution and Field of View	98	5. Technical Aspect-Acoustic Windows	99	6. Technical Aspect – 2D Appearance	99	7. Diagnostic Quality – Color Doppler, Power Doppler as applicable.	99	8. Pathology Recognition	98	9. Protocol	100	10. Professional Presentation	94	11. Exam Time	95	12. Cooperation	97	Diagnostic Quality – Measurements	93	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Driver Education Instructor, C.S.C.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																												
Program Purpose Statement: The Driver Education Career Studies Certificate program is designed for students who wish to become qualified teachers of driver education or maintain qualifications in the state of Virginia.																																																												
Core Learning Outcome: <input type="checkbox"/> Quantitative Literacy <input checked="" type="checkbox"/> Critical Thinking Operationalize your CLO here: Students will design a proper behind the wheel driving route.																																																												
Assessment Methods	Assessment Results	Use of Results																																																										
Course Name/Number: Instructional Principles of Driver Education - EDU 214 Direct Measure Used: Students in EDU 214 must create a proper behind the wheel driving route that they will use when teaching drivers education. Having detailed routes that will address each standard of learning throughout the seven days of driving is important for planning and preparation SLO/Rubric Criteria or Question Concepts: Students were assessed on the following criteria: <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SLO Criteria/Question Concepts</th> </tr> </thead> <tbody> <tr><td>1. Diagram</td></tr> <tr><td>2. School/area you are working at</td></tr> <tr><td>3. Step by Step Directions</td></tr> <tr><td>4. Level of Risk Addressed</td></tr> <tr><td>5. Appropriate</td></tr> <tr><td>6. 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Results: Overall Average/Mean Score by In-Class, Online, Dual Enrollment: <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results Spring 2021</th> <th style="text-align: center;">Previous Results Summer 2019, Fall 2019, Spring 2020</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%/ 100%/ 100%</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/Question Concepts</th> <th style="text-align: center;">Current Results Spring 2021</th> <th style="text-align: center;">Previous Results Summer 2019, Fall 2019, Spring 2020</th> </tr> </thead> <tbody> <tr> <td>Diagram</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>School/area you are working at</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Step by Step Directions</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%/ 100%/ 90%</td> </tr> <tr> <td>Level of Risk Addressed</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Appropriate</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Skills being taught</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Current Results improved vs. Previous Results? <input checked="" type="checkbox"/> Yes <input 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: Based on the results above, there is no change from the previous year.	Results by Modality	Current Results Spring 2021	Previous Results Summer 2019, Fall 2019, Spring 2020	On-campus average	100%	100%/ 100%/ 100%	Results by SLO Criteria/Question Concepts	Current Results Spring 2021	Previous Results Summer 2019, Fall 2019, Spring 2020	Diagram	100%	100%	School/area you are working at	100%	100%	Step by Step Directions	100%	100%/ 100%/ 90%	Level of Risk Addressed	100%	100%	Appropriate	100%	100%	Skills being taught	100%	100%	Total	100%	100%	1. Changes put in place since previous CLO assessment to improve student learning: The only changes that have been put into place since we started assessing this outcome in 2017 was that the instructor is demonstrating how to design a proper behind the wheel driving route more in class. Last year we were forced to move this class to an online format which has proven to be a little difficult, but the data does not represent that. 2. Impact of changes on current results: There was no impact as no changes were put into place. The instructor noted that he stayed after class quite a few times to help students who needed more assistance with this assignment. 3. According to current results, areas needing improvement: According to the current results, some areas that need improving are the way we are teaching behind the wheel using the more technologically advanced cars. The mirror setting may need to be adjusted, and accelerating and braking time may need to be altered because of the new technology that is available. This new technology has made it easier for students to recognize hazardous situations, so it is important for the instructor to demonstrate driving with or without that technology. 4. Based on the results, current actions to improve CLO: The instructors will continue to demonstrate how to create a proper behind the wheel driving route through modeling and demonstration. There were some struggles with students given that they were learning in a virtual format, but that will not be an issue going forward. Instructors will also adjust their teaching to account for the new technology in automobiles. Now that there are increased safety measures in cars to account for blind spots and vehicle awareness, the instructor will need to	
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Driver Education Instructor, C.S.C.

	<p>However, as you can see above, 100% of students passed this again this time around.</p> <p>Strengths: The instructor’s demonstration of how to create a proper behind the wheel driving route appears to be effective in helping students to be successful with this specific outcome.</p> <p>Weaknesses: Our biggest weakness appears to be moving the course to the online format and making sure that we are checking for understanding throughout the course, so students do not have any issues with this in the future.</p>	<p>use cars with this newer technology to instruct students on how to teach properly.</p> <p>5. Next assessment of this CLO: This CLO will be assessed again in Fall 2021 and Spring 2022.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Emergency Medical Services, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																													
Program/Discipline Purpose Statement: The curriculum is designed to develop the competencies needed to prepare the student to achieve National Registry Paramedic Certification (NRP).																													
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: When presented with a patient experiencing a medical emergency, students will be able to perform a scene size-up, conduct a primary assessment, take a patient history appropriate to the patient's condition, obtain vital signs, and intervene in accordance with relevant, established standards of care. Students will learn, then display the ability to perform complex calculations and comprehensive assessments, in the delivery of advanced level holistic care. Involving client's suffering from a medically oriented emergency. Client population to be variable and encompass all layers of the lifespan																													
Assessment Methods	Assessment Results	Use of Results																											
Course Name/Number: Advanced Patient Care - EMS 204 Direct Measure Used: Direct evidence gained via student testing by program faculty during clinical lab scenario testing, consisting of complex simulated medical emergencies, utilizing high fidelity manikins as simulated patients. CLO/Rubric Criteria or Question Concepts: Program faculty utilized evaluation forms tailored to specifically procure data related to each essential element of the medical emergency scenario being assessed. The topic areas and point allocation criteria are noted below. Topic Areas being assessed: 1. Scene Size-Up Performed 2. Conducts Primary Assessment 3. Takes Appropriate Patient History (relevant to patient's presenting condition) 4. Complete set of Vital Signs Obtained (within clinically acceptable timeframe) 5. Appropriate Clinical Interventions initiated as dictated by patient's presenting condition (appropriate omissions are also relevant) Scoring Criteria: <ul style="list-style-type: none"> • 0-Points: Failed to perform action completely or with clinically inappropriate delay. Action likely harmful to patient outcome. • 1-Points: Partially Performed action with or without clinically inappropriate delay. Action not likely harmful to patient outcome. • 2-Points: Action fully and appropriately performed in a clinically acceptable fashion within desired timeframe. 	Semester/year data collected: Spring 2021 Target: ≥ 80% of students assessed will meet, or exceed, the minimal passing standard of 80%. Additionally, ≥ 80% of all students assessed will score ≥ 80% in each of the noted topic (CLO criteria) areas Results by Modality: Overall Average/Mean Scores <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Results by Modality</th> <th style="padding: 2px;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">On-campus average</td> <td style="padding: 2px;">91.8%</td> </tr> </tbody> </table> Results by CLO Criteria: Average/Mean Score per criteria <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="padding: 2px;">Results by SLO Criteria/ Question Concepts</th> <th colspan="2" style="padding: 2px;">Spring 2021</th> </tr> <tr> <th style="padding: 2px;">Avg. Score</th> <th style="padding: 2px;">≥ 80% target</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1. Scene size-up performed</td> <td style="padding: 2px;">96.2%</td> <td style="padding: 2px;">93%</td> </tr> <tr> <td style="padding: 2px;">2. Conducts primary assessment</td> <td style="padding: 2px;">100%</td> <td style="padding: 2px;">100%</td> </tr> <tr> <td style="padding: 2px;">3. Takes appropriate patient history (relevant to patient's presenting condition)</td> <td style="padding: 2px;">92.8%</td> <td style="padding: 2px;">91.2%</td> </tr> <tr> <td style="padding: 2px;">4. Complete set of vital signs Obtained (withinclinically acceptable timeframe)</td> <td style="padding: 2px;">95.1%</td> <td style="padding: 2px;">94%</td> </tr> <tr> <td style="padding: 2px;">5. Appropriate clinical interventions initiated dictated by patient's presenting condition (appropriate omissions are also relevant)</td> <td style="padding: 2px;">78.3%</td> <td style="padding: 2px;">77.4%</td> </tr> <tr> <td style="padding: 2px;">Totals</td> <td style="padding: 2px;">92.5%</td> <td style="padding: 2px;">91.1%</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 - Direct comparison not possible as an entirely different assessment area, modality,	Results by Modality	Current Results Spring 2021	On-campus average	91.8%	Results by SLO Criteria/ Question Concepts	Spring 2021		Avg. Score	≥ 80% target	1. Scene size-up performed	96.2%	93%	2. Conducts primary assessment	100%	100%	3. Takes appropriate patient history (relevant to patient's presenting condition)	92.8%	91.2%	4. Complete set of vital signs Obtained (withinclinically acceptable timeframe)	95.1%	94%	5. Appropriate clinical interventions initiated dictated by patient's presenting condition (appropriate omissions are also relevant)	78.3%	77.4%	Totals	92.5%	91.1%	1. Changes put in place since previous assessment to improve student learning: A different CLO was assessed than that which was assessed during the 2017-2018 time period, Although both assessments looked at Critical Thinking different assessment tools were invoked, each ultimately proving to be near equivalent. 2. Impact of changes on current results: A different CLO was assessed than that which was assessed during the 2017-2018 time period 3. According to current results, areas needing improvement: Topic area #5: Appropriate Clinical Interventions initiated asdictated by patient's presenting condition (appropriate omissions are also relevant). 4. Based on current results, new actions to improve student learning: The deficits most frequently encountered in area #5 revolve around the student's inability to make appropriate pharmacological choices, as well as the appropriate administration of these agents. In order to address this topic area's deficiency, the faculty will be incorporating an alteration in our hands-on lab pedagogy. The faculty will train students to clearly explain their decision-making process regarding Rx (indications/dosages/contraindications, etc.) before they administer medications to the simulated patient. Faculty will note problems in these labs. These deficiencies will be utilized to form relevant individualized homework assignments that are related to any deficits regarding pharmacological
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Emergency Medical Services, A.A.S.

- Total possible points per each criterion: 2.
- Total possible points from all criteria/topic areas: 10.
- To be deemed as having been successful, a minimum score of 7 points (out of the 10 possible) was required.

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
ME only	1	1	12
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	12

and tool was utilized: 2017-2018 CLO (QR). The EMS Advanced Life Support Student will demonstrate competent affective Behavior related to Emergency medical care, as measured by the Northern Virginia Community College EMS Program Affective Behavior Assessment tool. Note: The 2017-2018 assessment did yield results that met the ascribed target set by the program: Target: > 80% of all students assessed will achieve > 80% (>1.6 points) for each of the eleven topic areas. The assessment's result was 81.6% (surpassing the target).

Areas where students met the target: Students met the target in 4 out of 5 of the ascribed question/concepts: Areas 1, 2, 3, and 4 all met or exceeded the target.

Areas where students did NOT meet the target: The target was not achieved in concept/question area #5.

therapies. These actions will be conducted by program faculty starting in the Fall 2021 semester.

5. Next assessment of this CLO: Spring 2022.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

General Studies: Health Sciences Specialization, A.S.

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Program/Discipline Purpose Statement: The academic foundation in this degree will allow students to continue their education by applying to a competitive program at the Medical Education Campus or prepare for entry to a variety of allied health or health sciences baccalaureate programs. Students should consult an academic advisor in selecting electives to this curriculum.																																							
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will utilize their critical thinking skills to analyze a medical case study.																																							
Assessment Methods	Assessment Results	Use of Results																																					
Course Name/Number: Medical Terminology - HIM 111 Direct Measure Used: Students taking the NOL HIM 111 exam 3 had to use their critical thinking skills to answer mini case-based questions related to medical terminology. CLO/Rubric Criteria or Question Concepts: <ul style="list-style-type: none"> • Question 1: Related to spina bifida • Question 2: Related to a cerebral infarction • Question 3: Related to dyspnea • Question 4: Related to asthma • Question 5: Related to tachypnea and hemoptysis • Question 6: Related to bronchoscopy • Question 7: Related to pernicious anemia Sample: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>MEC only</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>NOVA Online</td> <td>7</td> <td>7</td> <td>145</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>7</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>16</td> <td>7</td> <td>145</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	MEC only	2	0	0	NOVA Online	7	7	145	Off-Site Dual Enrollment	7	0	0	Total	16	7	145	Semester/year data collected: Fall 2020 Target: 85% of students will be able to apply their critical thinking skills required to analyze mini medical case studies incorporated into the NOL HIM 111 Exam 3. Results by CLO Criteria: Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 30%;">Current Results Fall 2020</th> </tr> </thead> <tbody> <tr> <td>1. Analysis of a medical case related to spina Bifida</td> <td>85%</td> </tr> <tr> <td>2. Use MRI and PET scan to diagnose cerebral infarction</td> <td>80%</td> </tr> <tr> <td>3. Identification of dyspnea in a medical case study</td> <td>92%</td> </tr> <tr> <td>4. Analysis of a medical case related to asthma</td> <td>94%</td> </tr> <tr> <td>5. Identifying respiratory symptoms of tachypnea and hemoptysis</td> <td>81%</td> </tr> <tr> <td>6. Use of bronchoscopy for diagnosing</td> <td>95%</td> </tr> <tr> <td>7. Analysis of a medical case related to pernicious anemia</td> <td>71%</td> </tr> </tbody> </table> Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially Narrative comparison of current results to previous results: Since the General Studies, Health Sciences Specialization A.S. degree pathways is relatively new, launching in Fall 2019, there are no previous results to do a comparison with the current data for this particular CLO. Areas where students met the target: In 4 out of 7 critical thinking questions, the target was met. Students, in question 1, were able to correctly identify the diagnosis based on	Results by SLO Criteria/ Question Concepts	Current Results Fall 2020	1. Analysis of a medical case related to spina Bifida	85%	2. Use MRI and PET scan to diagnose cerebral infarction	80%	3. Identification of dyspnea in a medical case study	92%	4. Analysis of a medical case related to asthma	94%	5. Identifying respiratory symptoms of tachypnea and hemoptysis	81%	6. Use of bronchoscopy for diagnosing	95%	7. Analysis of a medical case related to pernicious anemia	71%	1. Changes put in place since previous assessment to improve student learning: Since the General Studies, Health Sciences Specialization A.S. degree is new, beginning in Fall 2019, this particular Critical Thinking CLO was assessed for the first time. Data from this assessment will serve as a benchmark for future assessments. The General Studies, Health Sciences Specialization degree pathway was created to ensure that students interested in a career in health would have an option to prepare to either enter a competitive AAS degree program at the Medical Education Campus at NOVA or a transfer degree program at a partner four-year university. 2. Impact of changes on current results: N/A - Since this is a new degree pathway, launching in Fall 2019, this SLO was assessed for the first time. 3. According to current results, areas needing improvement: Based on the current results, the critical thinking questions were more challenging to the students compared to breaking down medical words into their components to derive at the medical definition as assessed in this year's SLO. Areas needing improvement include students' critical thinking skills related to medical cases. Also, in particular, we will focus more classroom time on discussing the different types of cerebral infarctions, pernicious anemia, and lung disorders and related symptoms. 4. Based on current results, new actions to improve student learning: Overall, we would recommend that students are provided authentic assessments, such as case study analyses, in this course to best help them effectively apply their critical thinking skills.	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																				
MEC only	2	0	0																																				
NOVA Online	7	7	145																																				
Off-Site Dual Enrollment	7	0	0																																				
Total	16	7	145																																				
Results by SLO Criteria/ Question Concepts	Current Results Fall 2020																																						
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
General Studies: Health Sciences Specialization, A.S.

	<p>information provided. In questions 3 and 4, students were able to read about the case and understand the symptoms and critically think through the medical diagnosis. In question 6, students were able to review the case and identify, through critical thinking, what the doctors were evaluating.</p> <p>Areas where students did NOT meet the target: In 3 out of the 7 critical thinking questions, the target was not met. In question 2, the students demonstrated difficulty differentiating between the different types of strokes. In question 5, students showed challenges critically thinking through the case study, analyzing the symptoms, and considering a diagnosis based on these symptoms. In question 7, students were most challenged with critically thinking about what they know about this topic.</p>	<p>5. Next assessment of this CLO: This CLO will be reassessed in AY 2023-2024.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Graphic Design, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																												
<p>Program/Discipline Purpose Statement: The curriculum is designed for individuals who seek full-time employment in the graphic design field. Job opportunities include graphic designer, art director, illustrator, production artist, package designer and web content developer, among others in the graphic design marketplace. Graphic Design Interactive Design Specialization AAS: The curriculum is designed for individuals who seek full-time employment in the communication design profession. Upon completion, an individual would be prepared to work in the field of web-based interactive design including multimedia techniques specific to the web. Job opportunities include web designer, UX designer, web content developer and motion graphic designer, among others in the graphic design marketplace.</p>																																												
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will design and execute a 6 panel, full 4/Color/CMYK folding brochure for their chosen client. Final designs will be appropriate for their client's branding position.</p>																																												
Assessment Methods	Assessment Results		Use of Results																																									
<p>Course Name/Number: Graphic Techniques – ART 265</p> <p>Direct Measure Used: Students in ART 265, Graphic Techniques, were evaluated on the design and execution a 6 panel, full 4/Color/CMYK folding brochure for their chosen client. Final designs were to be highly appropriate for their client's branding position. Brochures must be free from technical errors and suitable for 4 Color commercial printing.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas: 1. Identifies and Gathers Evidence (5pts) 2. Interpretation/Analysis (5pts) 3. Formulate new solutions based on evidence (5pts) 4. Final Project (10 pts)</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td>1</td> <td>1</td> <td>14</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>14</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	14	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	14	<p>Semester/year data collected: Spring 2021</p> <p>Target: The target was to have more students above the average level, which would be in the 75% range = C</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2021</th> <th style="width: 34%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>22.5 (90%)</td> <td>15.85 (75%)</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 25%;">Current Results Spring 2021</th> <th style="width: 30%;">Previous Results Spring 2019</th> </tr> </thead> <tbody> <tr> <td>1. Identifies and Gathers Evidence</td> <td>4.4 (88%)</td> <td>5.2 (74%)</td> </tr> <tr> <td>2. Interpretation/Analysis</td> <td>4.5 (90%)</td> <td>5.3 (75%)</td> </tr> <tr> <td>3. Formulate new solutions</td> <td>4.5 (90%)</td> <td>5.2 (74%)</td> </tr> <tr> <td>4. Final Project</td> <td>8.8 (88%)</td> <td>N/A</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The previous results come from Spring 2019, and the overall/mean score was 15.85 (75%); 3 students did not make submissions for the project. The previous rubric which was changed to be more in line with our current rubrics used 3 SLO criteria, each worth 7 points</p>		Results by Modality	Current Results Spring 2021	Previous Results Spring 2019	All students assessed (weighted average)	22.5 (90%)	15.85 (75%)	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	Previous Results Spring 2019	1. Identifies and Gathers Evidence	4.4 (88%)	5.2 (74%)	2. Interpretation/Analysis	4.5 (90%)	5.3 (75%)	3. Formulate new solutions	4.5 (90%)	5.2 (74%)	4. Final Project	8.8 (88%)	N/A	<p>1. Changes put in place since previous assessment to improve student learning: The assignment assessed was broken down into more manageable parts to help the students in giving more time for them to evaluate the evidence before moving forward:</p> <ul style="list-style-type: none"> • Phase 1: Students will research and conceptualize their clients' needs. • Phases 2 and 3: Students respond to and incorporate feedback in order to improve the quality of their deliverable. • Phase 4: Students submit a final, packaged InDesign folder with a well-designed 6 panel brochure, free from any technical errors. The final project must have correct image formats, color modes, spelling/grammar, and any other layout or mandatory requirements. Students must also include a Process Book with research, design studies, analysis and printing estimates. <p>2. Impact of changes on current results: Without the sudden change due to COVID in teaching and student modality mid-semester, these changes should have maintained or improved learning outcomes.</p> <p>3. According to current results, areas needing improvement: The biggest improvement would be one constant teaching and learning modality from the start of the course to the end of the course. A project pool can be created so that courses taught on both AL and LO campuses see that there are not too many classes teaching the same projects unless it is the same course. An example would be that all Typography classes have a menu project but that such a project isn't taught in a</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																									
LO only	1	1	14																																									
NOVA Online	N/A	N/A	N/A																																									
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Graphic Design, A.A.S.

	<p>for a total of 21 points. This change makes the comparison based only on percentage.</p> <p>Areas where students met the target: All areas</p> <p>Areas where students did NOT meet the target: None</p>	<p>different course such as Graphic Design 1 so that the students do not have too many of the same projects in their portfolios.</p> <p>4. Based on current results, new actions to improve student learning: Hybrid Online: individual instruction sessions can be scheduled during assigned lab time for students who are exhibiting difficulty with technical aspects of class requirements. These can be supported by non-synchronous video postings recorded by the instructor for the entire class on any subjects that tend to be problematic for more than a few students. The learning and teaching modality will be determined and maintained throughout the semester. By using the same modality throughout the semester, whether online or face-to-face, a consistency of modality and expectations of faculty and students is maintained. The APER report assessment results are now housed on the Google Drive for access by all full-time faculty. The APER report is discussed in faculty meetings. The specific adjuncts who participate in CLO or SLO assessments are notified of specific assessment results.</p> <p>5. Next assessment of this CLO: Spring 2024</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Health Information Management, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																															
<p>Program/Discipline Purpose Statement: The 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, plus managed care, consulting firms, claims and reimbursement companies, and research firms. Graduates of the program are eligible to take a national certifying examination. The Registered Health Information Technician (RHIT) Certification is recognized nationwide as proof of proficiency in health information management</p>																															
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Differentiate the roles and responsibilities of various providers and disciplines, to support documentation requirements throughout the continuum of Healthcare (I.B) (Core Learning Outcome): Understand the documentation guidelines for various providers and disciplines; Apply policies, regulations and standards to the management of health information. Determine compliance of health record content within the organization.</p>																															
Assessment Methods	Assessment Results	Use of Results																													
<p>Course Name/Number: Fundamentals of Health Information Systems II – HIM 142</p> <p>Direct Measure Used: McCuen Case Study 1-19 -- Copy and Paste in the electronic health records (EHR). Students created an essay of their literature findings including advantages, disadvantages, and best practices when copy and paste function is enabled for a clinician to use in a hospital EHR system. Students concluded their essay with a summary paragraph justifying their opinion about whether copy and paste should be allowed in a hospital EHR system.</p> <p>CLO/Rubric Criteria or Question Concepts: The assessment consisted of 3 questions, worth a total of 50 points.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>NOVA Online</td> <td>1</td> <td>1</td> <td>13</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>13</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	NOVA Online	1	1	13	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	13	<p>Semester/year data collected: Spring 2021 Target: 100% of students achieved a score of 72% or above</p> <p>Results by Modality: McCuen Case Study 1.19 — Copy and Paste in the EHR -- 81.2% passing rate</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 2021</th> </tr> </thead> <tbody> <tr> <td>NOVA Online average</td> <td>100%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 50%;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. Research peer-reviewed articles</td> <td>100%</td> </tr> <tr> <td>2. Do comparative analysis</td> <td>100%</td> </tr> <tr> <td>3. Summarize key findings & determine superior SOPs</td> <td>100%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: Overall, all student scores met the target; however, three students did not submit the assignment and received a grade of zero. Otherwise, all students scored 100% of the points.</p> <p>Areas where students met the target: All areas.</p> <p>Areas where students did NOT meet the target: There were no areas where students did not meet the target.</p>	Results by Modality	Spring 2021	NOVA Online average	100%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	1. Research peer-reviewed articles	100%	2. Do comparative analysis	100%	3. Summarize key findings & determine superior SOPs	100%	<p>1. Changes put in place since previous assessment to improve student learning: No prior assessments; 2021 was the initial SLO assessment.</p> <p>2. Impact of changes on current results: No previous changes were made as there were no prior SLO assessments for this assignment.</p> <p>3. According to current results, areas needing improvement: The target for this SLO assessment was met. The HIM Program will continue to evaluate the course for any areas that need improvement based on the program competencies.</p> <p>4. Based on current results, new actions to improve student learning: During Fall 2021, the HIM Program created lesson plans to include mixed learning methodologies and strategies designed to meet the new 2018 Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, the program's accrediting body) competencies to update and improve assignments related to this SLO. Implementation was completed in Fall 2021.</p> <p>5. Next assessment of this CLO: Spring 2022</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																												
NOVA Online	1	1	13																												
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Interior Design, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																									
Program/Discipline Purpose Statement: This program prepares students to become assistant designers or interior design technicians. The curriculum provides a basic education covering a broad range of topics in interior design, art history, furniture history, and basic design. Computer-aided drafting, rendering, and business practices round out the curriculum. Students become knowledgeable in both residential and contract design. Career opportunities exist not only in the retail marketing of furniture, fabrics, and accessories, but also in commercial design firms as space planners, drafters, and technical support staff. The curriculum can be completed in two years; however, students may enroll on a part-time basis. There are no entry requirements, but many IDS courses have prerequisites to ensure that students are properly prepared for advanced coursework.																																									
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will apply critical, analytical, and strategic thinking skills in the interpretation of project requirements.																																									
Assessment Methods	Assessment Results	Use of Results																																							
<p>Course Name/Number: Theory and Research in Commercial Design - IDS 215</p> <p>Direct Measure Used: Project. The project assignment for this course requires that students develop space requirements for a commercial "client" and develop them into a space planning project. The project includes several specific areas that require students to use their critical thinking and strategic planning skills.</p> <p>CLO/Rubric Criteria or Question Concepts: In this assessment, the focus is on concept development (20 points) and space planning (20 points) specifically.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td>1</td> <td>1</td> <td>14</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>1</td> <td>1</td> <td>14</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	14	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	14	<p>Semester/year data collected: Fall 2020</p> <p>Target: Students will score 80% or better on the project. Students will also score 80% or better on two specific areas of the project: the Concept and the Space Plan, both of which were 20 points out of the 100 points for the project.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">Results by Modality</th> <th style="width: 20%;">Current Results Semester Year</th> <th style="width: 40%;">Results 2017-2018*</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>85%</td> <td>N/A</td> </tr> <tr> <td>On-campus average</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>85%</td> <td>N/A</td> </tr> </tbody> </table> <p><small>*This CLO has not previously been evaluated; however, there is an IDS SLO that is similar, and it was last evaluated in Spring 2017. In that evaluation, students' overall scores were not recorded, but that data is available: in that assessment, the class as a whole averaged 85% on the project assignment.</small></p> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 40%;">Current Results Fall 2020</th> </tr> </thead> <tbody> <tr> <td>1. Concept</td> <td>85%</td> </tr> <tr> <td>2. Space Plan</td> <td>85%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: When this was assessed as an SLO, the averages for the two areas were Concept development 89% and Space Plan 89%. In the current assessment, students' scores fell four percentage points.</p> <p>Areas where students met the target: Students met the target in all areas being assessed.</p> <p>Areas where students did NOT meet the target: N/A</p>	Results by Modality	Current Results Semester Year	Results 2017-2018*	All students assessed (weighted average)	85%	N/A	On-campus average	N/A	N/A	Synchronous hybrid (remote) average	85%	N/A	Results by SLO Criteria/Question Concepts	Current Results Fall 2020	1. Concept	85%	2. Space Plan	85%	<p>1. Changes put in place since previous assessment to improve student learning: Since the last assessment of the SLO for critical thinking, the project has been broken down into smaller portions and evaluated with the option of improvement for several sections.</p> <p>2. Impact of changes on current results: Students continue to exceed the target for the assessment; however, their scores have fallen a bit, possibly because of the transition to both remote synchronous and hybrid learning.</p> <p>3. According to current results, areas needing improvement: Students are doing well on these sections of the project.</p> <p>4. Based on current results, new actions to improve student learning: Even though students are doing well on their projects, there are two areas that need to be improved. The project assignment itself is convoluted and complex and should be re-written to be more succinct and clear. The rubric should also be rewritten to more clearly depict expectations and outcomes for the assignment. This will be done in Fall 2021.</p> <p>5. Next assessment of this CLO: Fall 2023</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																						
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Liberal Arts: Theater, C.S.C.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																			
Program/Discipline Purpose Statement: This program is designed to meet the needs of individuals seeking to further develop skills in acting, directing, arts management, technical theatre, and theatre scholarship. It extends theatre opportunities outside of the classroom and into community, educational, and professional theatres.																																																			
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Critical Thinking – Students will be able to locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.																																																			
Assessment Methods	Assessment Results	Use of Results																																																	
Course Name/Number: Introduction to the Theatre - CST 130 Direct Measure Used: Instructors asked students to do a discussion assignment for which students (a) read two different plays and (b) evaluated which play they found to be more important with two justifications for their answer. CLO/Rubric Criteria or Question Concepts: <ul style="list-style-type: none"> • On a scale from 0-3, score student's understanding of the discussion assignment and their ability to present relevant information to support their point of view • On a scale from 0-3, score the discussion's ability to make thoughtful, well-reasoned conclusions • On a scale from 0-3, evaluate the discussion's overall composition Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>9</td></tr> <tr><td>AN</td><td>1</td><td>1</td><td>14</td></tr> <tr><td>MA</td><td>2</td><td>2</td><td>32</td></tr> <tr><td>LO</td><td>2</td><td>2</td><td>38</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td>1</td><td>1</td><td>20</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>7</td><td>7</td><td>113</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	9	AN	1	1	14	MA	2	2	32	LO	2	2	38	NOVA Online	1	1	20	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	7	7	113	Semester/year data collected: Spring 2021 Target: Student average on the overall assessment will be above 70%. (Note: With a total possible score of 9 points available, 70% = average score of 6.3 or above) Results by Modality: Overall Average/Mean Scores <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 Semester Year</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>7.28 Avg. (81%)</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>7.09 Avg. (79%)</td> </tr> <tr> <td>NOVA Online average</td> <td>8.20 Avg. (91%)</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*First year this CLO is being assessed.</p> 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 Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. Ability to present relevant information</td> <td>2.43 Avg. (81%)</td> </tr> <tr> <td>2. Ability to make well-reasoned conclusions</td> <td>2.36 Avg. (79%)</td> </tr> <tr> <td>3. Composition</td> <td>2.49 Avg. (83%)</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 - First assessment of this CLO. Areas where students met the target: Students scored at target for Criteria 1, 2, and 3 (i.e., scores at 70% or above). Areas where students did NOT meet the target: N/A	Results by Modality	Current Results Semester Year	All students assessed (weighted average)	7.28 Avg. (81%)	Synchronous hybrid (remote) average	7.09 Avg. (79%)	NOVA Online average	8.20 Avg. (91%)	Results by SLO Criteria/Question Concepts	Current Results Spring 2021	1. Ability to present relevant information	2.43 Avg. (81%)	2. Ability to make well-reasoned conclusions	2.36 Avg. (79%)	3. Composition	2.49 Avg. (83%)	1. Changes put in place since previous assessment to improve student learning: N/A - This is the first year we are assessing this CLO. 2. Impact of changes on current results: On a small anecdotal level, the Theatre faculty believe the COVID-19 pandemic and the training received in Summer 2020 regarding the creation of robust Canvas shells helped ensure that sections across the College had Canvas assignments with improved clarity of instructions. Students had more opportunities to engage in online discussion board activities about course content with feedback from peers and faculty which may have helped strengthen their critical thinking skills. At this point, this is based on observation rather than data so this impact would require further investigation. 3. According to current results, areas needing improvement: Now that students are gaining critical thinking skills, Theatre faculty believe students should be provided these skills in presentations. 4. Based on current results, new actions to improve student learning: Based on current results, Theatre faculty will continue to provide students with opportunities to engage in discussion activities. These activities will allow students to locate, evaluate, interpret, and combine information into well-reasoned conclusions. 5. Next assessment of this CLO: Spring 2024	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																											
<p>Program/Discipline Purpose Statement: The program is designed to prepare personnel who collect and process blood and other samples for medical laboratory analysis. Phlebotomists work in hospitals, medical clinics, commercial laboratories, and in other settings where blood is collected from patients. The curriculum includes learning experiences in both on-campus laboratories and affiliated clinical laboratories. Graduates are eligible to sit for the national examination to become certified as a phlebotomy technician.</p>																																											
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy</p> <p>Operationalized Definition: Phlebotomy students will demonstrate critical thinking skills when responding to problems encountered during a venipuncture or any other procedure.</p>																																											
Assessment Methods	Assessment Results	Use of Results																																									
<p>Course Name/Number: Phlebotomy - MDL 105</p> <p>Direct Measure Used: Questions embedded on the Final Exam.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas:</p> <ol style="list-style-type: none"> 1. Evaluate consequences of application of a prolonged tourniquet 2. Propose solution for sample identification problem 3. Interpret problems arising from incorrect order of draw 4. Select best needle gauge for certain tasks 5. Analyze complication of drawing blood from arm on mastectomy side 6. Propose effect of not inverting a lavender stopper Venipuncture tube 7. Analyze consequence of failure to completely fill filter paper sample with newborn blood <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME</td> <td>1</td> <td>1</td> <td>16</td> </tr> <tr style="background-color: #ffff00;"> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #ffff00;"> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Total</td> <td>1</td> <td>1</td> <td>16</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME	1	1	16	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	16	<p>Semester/year data collected: Spring 2021</p> <p>Target: 80% of PBT students on MDL 105 will obtain an average of 85% correct answers or more in questions involving higher level skills of interpretation, evaluation, and analysis of laboratory situations to suggest the best course of action.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by Modality</th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>Synchronous hybrid (remote) average</td> <td>96%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. 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During these practices, simulated problems are presented to evaluate the student's response and guide them to correctly choose the best answer. Simulated certification exams have also been an important tool to prepare students to successfully answer critical thinking questions.</p> <p>2. Impact of changes on current results: The strategy of using simulations of problems that may occur during blood collection has been instrumental in reaching the target.</p> <p>3. According to current results, areas needing improvement: Some areas of special tests within the body of knowledge will always require some emphasis, but the basic knowledge is the one that needs to be practiced over and over through simulations to make sure students can perform the basic procedures with confidence during their clinical practice.</p> <p>4. Based on current results, new actions to improve student learning: The course instructor will be emphasizing the principal techniques of Venipuncture and skin puncture and their troubleshooting. The computerized program of the simulated exam provides great feedback and is available to be used during asynchronous time.</p> <p>5. Next assessment of this CLO: Spring 2024</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Medical Laboratory Technology: Phlebotomy, C.S.C.

	<p>Narrative comparison of current results to previous results: In the previous cycle for the evaluation of the Critical Thinking CLO, the evaluation utilized the scores on the certification test.</p> <p>Areas where students met the target: Students met the target for all seven areas.</p> <p>Areas where students did NOT meet the target: Students scored lowest on #6 and 7.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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 checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Explain current issues in copyright law (SLO #3)																																																														
Assessment Methods	Assessment Results	Use of Results																																																												
Course Name/Number: Music Copyright Law - MUS 179 Direct Measure Used: 2,500 word or more paper explaining how sampling violates copyright and remedies. CLO/Rubric Criteria or Question Concepts: Students were assessed on the following concepts: 1. Access, substantial similarity, and style 2. Case study: Arnstein vs. Porter 3. Case study: Williams vs. Gaye 4. Disputes over sampling 5. Prevalence of mixtapes and implications for sampling 6. DJs using sampling to promote new releases-fair use or not 7. <i>De minimis</i> use defense 8. Remedies/how to prevent infringement Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">9</td> </tr> <tr style="background-color: #ffffcc;"> <td>NOVA Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr style="background-color: #ffffcc;"> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">9</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	9	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	9	Semester/year data collected: Spring 2021 Target: 50% would score >90% Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2021</th> <th style="width: 35%;">Previous Results Spring 2018</th> </tr> </thead> <tbody> <tr> <td>On-campus average</td> <td style="text-align: center;">97.5%</td> <td style="text-align: center;">82%</td> </tr> </tbody> </table> <p>Current Results: One paper assigned to 9 students:</p> <ul style="list-style-type: none"> 7 earned an "A" 2 earned a "B" <p>Results by SLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 40%;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. 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Remedies/how to prevent infringement</td> <td style="text-align: center;">10</td> </tr> </tbody> </table> <p>Previous Results by CLO Criteria - Spring 2018: 11 students were assessed on 6 criteria and determined to be highly proficient (HP), proficient (P); have some proficiency (SP), or have no proficiency (NP):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Criteria</th> <th style="width: 15%;">HP</th> <th style="width: 15%;">P</th> <th style="width: 15%;">SP</th> <th style="width: 15%;">NP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="text-align: center;">5/11</td> <td style="text-align: center;">3/11</td> <td style="text-align: center;">2/11</td> <td style="text-align: center;">1/11</td> </tr> <tr> <td>2</td> <td style="text-align: center;">5/11</td> <td style="text-align: center;">5/11</td> <td style="text-align: center;">3/11</td> <td style="text-align: center;">1/11</td> </tr> </tbody> </table>	Results by Modality	Current Results Spring 2021	Previous Results Spring 2018	On-campus average	97.5%	82%	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	1. 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The new text adopted has many prominent lawsuits and areas for discussion.</p> <p>4. Based on current results, new actions to improve student learning: This was the first time this assessment was used, and it works well for comprehension of law to use case studies ostensibly. Faculty will encourage more detailed case studies and reading. The textbook has been changed to serve this goal properly.</p> <p>5. Next assessment of this CLO: Spring 2025</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Music Recording Technology, Certificate

3	6/11	5/11	N/A	N/A
4	6/11	3/11	2/11	1/11
5	5/11	4/11	2/11	1/11
6	6/11	3/11	2/11	N/A

Target Met: Yes No Partially

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

Narrative comparison of current results to previous results: Students had to write on the issue of sampling other music and using it in their releases. Different areas were evaluated from the previous assessment. Two prominent cases were used as examples to encourage discussion on Zoom.

Areas where students met the target: All

Areas where students did NOT meet the target: None

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Nursing, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																							
<p>Program/Discipline Purpose Statement: The two-year Associate of Applied Science Degree in Nursing at NOVA prepares students for a successful career in nursing. The curriculum is designed to prepare selected students for eligibility to take the National Council Licensure Examination (NCLEX) and a future career as a registered nurse (RN) providing and coordinating care for patients in a variety of healthcare settings.</p>																							
<p>Core Learning Outcome: [X] Critical Thinking [] Quantitative Literacy Operationalized Definition: Clinical Judgement: Demonstrate nursing judgment through the use of clinical reasoning, the nursing process, and evidence-based practice in the provision of safe, quality care</p>																							
Assessment Methods	Assessment Results		Use of results																				
<p>Course Name/Number: Health Care Concepts II - NSG 211</p> <p>Direct Measure Used: ATI Standardized Exam: RN Concept-Based Assessment Level 3. Ninety-nine (99) items on the ATI RN Concept Based Level 3 exam assessed student proficiency in the major content area of Critical Thinking. Eleven (11) items assessed Foundational Thinking in Nursing.</p> <p>SLO/Rubric Criteria or Question Concepts: Students were assessed on the following Critical Thinking topics:</p> <ul style="list-style-type: none"> • RN Assessment (24 items) • RN Analysis/Diagnosis (21 items) • RN Planning (18 items) • RN Implementation/Therapeutic Nursing Intervention (39 items) • RN Evaluation (8 items) <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>ME only (Remote)</td> <td>6</td> <td>6</td> <td>101</td> </tr> <tr> <td>Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>6</td> <td>6</td> <td>101</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	ME only (Remote)	6	6	101	Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	6	6	101	<p>Semester/Year Data Collected: Fall 2020</p> <p>Target: 62.2%</p> <p>Results:</p> <ul style="list-style-type: none"> • The adjusted group score: 66.3% • Institution benchmark: 45.5% • Individual National mean: 62.2% • Student group scoring above individual National mean: 69.3% <p>The students completing the RN Concept Based Level 3 proctored exam exceeded the ATI recommended benchmarks by assessment level.</p> <ul style="list-style-type: none"> • Students scoring Level 3 proficiency: 14.9%, (Level 3 benchmark: 9%) • Students scoring Level 2 proficiency: 54.5%, (Level 2 benchmark: 40%) • Students scoring Level 1 proficiency: 20.8%, (Level 1 benchmark: 39%) • Students scoring below Level 1 proficiency: 9.9%, (Below Level 1 benchmark: 12%) <p>The Group Score for the Clinical Judgment/Critical Thinking in Nursing Content Area (66.7%)</p> <p>Fall 2020 ATI Subscales/Topics to Review – Content:</p> <ul style="list-style-type: none"> • Neurocognitive Disorders: Manifestations of Delirium (27.7% of Students Answered Item Correctly) • Psychotic Disorders: Developing a Plan of Care for a client who is experiencing auditory hallucinations (14.9% of Students Answered Item Correctly) • Stress management-Teaching progressive muscle relaxation (27.7% of Students Answered Item Correctly) 		<p>1. Changes put in place since previous assessment to improve student learning: Utilized 3 ATI Real Life Mental Health Scenarios on Bipolar disorder, Schizophrenia, and Anxiety as a virtual classroom learning experience.</p> <p>2. Impact of changes on current results: Student results on the ATI proctored exam does not meet the benchmark of 62.2%.</p> <p>3. According to current results, areas needing improvement: Areas in the Critical Thinking Content Area that continue to fall below benchmark related to NSG 211 content included Schizophrenia, Health Promotion, and Human Growth.</p> <p>4. Based on current results, new actions to improve student learning: In 2021, the discipline group will instruct faculty to continue utilizing the ATI Level 3 Competency exam to measure knowledge related to curriculum content. Students who demonstrate partial proficiency in the knowledge and skills related to the assessed concepts and exemplars will be provided with opportunities for remediation. Faculty will provide active learning templates for topics students need additional practice. These templates will align with Level concepts. In Fall 2021, class learning activities for all classes will be developed by the discipline committee for weak content areas as evidenced by ATI Competency exam results ATI remediation will be required for practice exam.</p> <p>5. Next assessment of this SLO: Spring 2023</p>
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																				
ME only (Remote)	6	6	101																				
Online	N/A	N/A	N/A																				
Off-Site Dual Enrollment	N/A	N/A	N/A																				
Total	6	6	101																				

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Nursing, A.A.S.

	<ul style="list-style-type: none"> • Medications for children and adolescents who have mental health issues: Teaching about Methylphenidate (32.7% of Students Answered Item Correctly) • Bipolar Disorder: Planning care for a client experiencing mania (31.7% of Students Answered Item Correctly) <p>Comparison to Fall 2019 ATI Assessment:</p> <ul style="list-style-type: none"> • Neurocognitive Disorders: Manifestations of Delirium (23.9% of Students Answered Item Correctly) • Psychotic Disorders: Developing a Plan of Care for a client who is experiencing auditory hallucinations (10.9% of Students Answered Item Correctly) • Stress management-Teaching progressive muscle relaxation (20.7% of Students Answered Item Correctly) • Medications for children and adolescents who have mental health issues: Teaching about Methylphenidate (21.7% of Students Answered Item Correctly) • Bipolar Disorder: Planning care for a client experiencing mania (17.4% of Students Answered Item Correctly) <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: Students improved in all content areas above from Fall 2019 to Fall 2020. This course did not take place in Spring 2020.</p> <p>Areas where students met the target:</p> <ul style="list-style-type: none"> • Alzheimer's Disease: Intervention for communication (80.2% of students answered item correctly) • Psychotic Disorders: Recognizing positive symptoms of Schizophrenia (98% of students answered item correctly) • Grief, Loss, Palliative Care: Client teaching about organ donation (86.1% of students answered item correctly) • Psychosocial Issues of Infants, Children, and Adolescents: Planning care for a toddler who has Autism Spectrum Disorder (94.1% of students answered item correctly) • Immune and Infectious Disorders Diagnostic Procedures: Client teaching about scratch testing (87.1% of students answered item correctly) 	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Nursing, A.A.S.

	<ul style="list-style-type: none"> • Rheumatoid Arthritis: Identifying late complications (78.2% of students answered item correctly) • Inflammatory Bowel Disease: Clinical manifestations of Crohns Disease (85.1% of students answered item correctly) • Inflammatory Bowel Disease: Manifestations of Ulcerative Colitis(89.1% of students answered item correctly) • Family and Community Violence: Identifying characteristics of abusive parents (86.1% of students answered item correctly) • Family and Community Violence: Planning staff education about intimate partner violence (94.1.1% of students answered item correctly) • Crisis Management Priority Action for a client who has suicidal ideation (91.1% of students answered item correctly) • Anxiety Disorders: Expected client reaction to restriction of ritualistic behavior (95% of students answered item correctly) <p>Areas where students did NOT meet the target: Topics mentioned above under Fall 2020 ATI Subscales/Topics to Review</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Occupational Therapy Assistant, A.A.S.

B. Chooses appropriate methods and/or adaptive equipment (4 points)

Sample:

Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
ME only: OCT 207	3	3	24
ME only: OCT 202	3	3	24
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	6	6	48

	4/10	N/A
	3/10	N/A
	2/10	N/A
	1/10	N/A
	0/10	N/A
III.E	4/4	66.7%
	3/4	8.3%
	2/4	8.3%
	1/4	0%
	0/4	4.2%
IV.C	4/4	70.8%
	3/4	8.3%
	2/4	0%
	1/4	0%
	0/4	20.8%

program was utilized in OCT 202 Occupational Therapy with Physical Disabilities to provide more “real life” demonstration of the skills.

2. Impact of changes on current results: The COVID pandemic dramatically impacted the provision of these hands-on-skills. Midway during the Spring 2020, the OCT 207 Therapeutic Skills lab course moved to remote learning. Students demonstrated skills in a variety of ways including video demonstrations. When students were allowed back on campus in Summer 2020, a “boot camp” was instituted to provide students with more hands-on reinforcement before completing the OCT 207 Therapeutic Skills final practical. Since mid-spring 2020, lectures for OCT 207 Therapeutic Skills and OCT 202 Occupational Therapy with Physical Disabilities have continued to be done in a remote format. Labs have consistently been done in person since Fall 2020. Similarly, the OCT 207 Therapeutic Skills practical exam had previously been revised to place more emphasis on safety components of transfer skills. In OCT 207 Therapeutic Skills, students are still struggling with demonstration of these concepts. Despite the additional supports that were instituted in OCT 202 Occupational Therapy with Physical Disabilities (Fall 2020), students demonstrated increased difficulty with the clinical reasoning required to perform transfers and ADLs as simulated on the practical final examination.

3. According to current results, areas needing improvement: Students need to continue to practice and apply problem-solving and decision-making skills in OCT 207 Therapeutic Skills and in OCT 202 Occupational Therapy with Physical Disabilities to be ready to successfully demonstrate these on fieldwork experiences. Students appear reluctant to practice hands-on skills during labs and open lab times despite multiple ways to encourage and demonstrate the benefits of this practice. Whether this is due to the remote format, possible reluctance during COVID to practice hands-on skills, or the training itself, helping students to demonstrate proficiency in these skills is paramount to student success on fieldwork and in future employment.

Target 2 – OCT 202 Occupational Therapy with Physical Disabilities:

- 100% of the OTA students will successfully apply reflective problem-solving skills and decision-making skills in a safe manner while providing OT intervention in a safe manner on a case-based OT with Physical Disabilities final practical as demonstrated by the following rubric scores on items III.A and V.A.
 - Scores on III.A will be 5/5
 - Score on V.A will be 3/3
- 100% of the OTA students will successfully select and perform accurately the intervention as demonstrated by the following rubric scores on items III.B and V.B.
 - Scores on III.B will be 5/5 or 4/5
 - Scores on V.B will be 3/3
- Items V.A and V.B have been changed from Fall 2019 to focus on an area that is critical for OTA students to be able to demonstrate proficiency. As such, the data cannot be compared.

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Fall 2020	Previous Results Fall 2019
On-campus average	100%	100%

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

Rubric Item	Graded	Current Results Fall 2020:	Previous Results Fall 2019:

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Occupational Therapy Assistant, A.A.S.

		% of students with this grade	% of students with this grade
III.A.	5/5	68.7%	100%
	4/5	6.3%	0%
	3/5	6.3%	0%
	2/5	0%	0%
	1.5/5	6.3%	0%
	1/5	6.3%	0%
	0/5	6.3%	0%
III.B.	5/5	37.5%	90%
	4/5	12.5%	10%
	3/5	25%	0%
	2.5/5	6.3%	0%
	2/5	0%	0%
	1.5	6.3%	0%
	1/5	6.3%	0%
V.A.	3/3	100%	N/A
	2/3	0%	N/A
	1/3	0%	N/A
	0/3	0%	N/A
V.B.	3/3	93.7%	N/A
	2/3	0%	N/A
	1/3	6.3%	N/A
	0/3	0%	N/A

4. Based on current results, new actions to improve student learning: The OTA program will increase its utilization of more case-based scenarios in the OCT 207 Therapeutic Skills and OCT 202 Occupational Therapy with Physical Disabilities courses. Additionally, more opportunities to complete lab assignments where students need to demonstrate clinical decision making “on the spot” will be provided to help students visualize the work that is done in the clinic. Competency based checklists are continuing to be done to facilitate student proficiency with the performance of skills during lab. Additionally, a SimUcase program is being utilized in the OCT 190 Coordinated Internship fieldwork courses in 2020-21 that focuses on development of student critical thinking skills. This program allows faculty to key into problem solving and decision-making skills and provides additional practice in utilizing decision making/problem solving to provide effective patient education. Vignettes from SimUcase will continue to be embedded into other intervention courses to enhance students’ practice with clinical reasoning/ problem solving.

5. Next assessment of this SLO: The item will be scored in the 2021-2022.

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

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

Narrative comparison of current results to previous results:

- In OCT 207 Therapeutic Skills: there is no comparison possible as the previous rubric contents have been thoroughly changed to enhance the scoring of this SLO/CLO.
- In OCT 202 Occupational Therapy with Physical Disabilities: a significant number of students did not effectively apply reflective problem-solving skills and decision-making skills in a safe manner while providing OT intervention in a safe manner on a case-based OT with Physical Disabilities final practical. The level of performance was dramatically decreased from previous years.

Areas where students met the target:

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Occupational Therapy Assistant, A.A.S.

- In OCT 207 Therapeutic Skills: students met the criteria for item III.D with an 82.3% score.
 - In OCT 202 Occupational Therapy with Physical Disabilities: 100% of the students met the target goal in one of four rubric items (V.A) – demonstrating safety awareness in ADLS after a retake.
- Areas where students did NOT meet the target:**
- In OCT 207 Therapeutic Skills: students did not meet the criteria for items III.E (66.7%) and IV.C (70.8%) which was concerning. Only 16.6% of the students met the target on III.E (verbalize rationale) and 20% on IV.C. (discuss functional implications) on their first attempt which is extremely concerning. Students were provided with review and allowed retakes resulting in the scores in the above table.
 - In OCT 202 Occupational Therapy with Physical Disabilities: students did not initially meet the targets for III.A, III.B, and V.B (demonstrates safety w/ transfers, select and perform accurately for transfers and ADLs) which was extremely concerning. Students were provided with review and allowed retakes resulting in the percentage of passing scores in the above table. Initially, only 31% of the students met the target on III.A (safety transfer training) and 37.5% on V.A. (safety with ADLs) on their first attempt which is extremely concerning. Students exhibited problems with time management, clinical reasoning, verbal communication, and lack of preparation for the practical exam which is very concerning.
 - Due to the impact of COVID-19, changes to lectures and lab may have contributed to these scores. Instead of in-person lectures and labs, during COVID each student was assigned to a specific open lab time on campus instead of having broader open lab times available. Students did not regularly take advantage of this scheduled opportunity. Additionally, students appeared reluctant to practice skills in lab time, stating they preferred to watch videos than practice the skills with others. This scheduling format and a lack of student participation may have had an impact on the skill areas mentioned above in terms of managing time effectively, clinical reasoning, and verbal communication regarding patient education.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Paralegal Studies, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																					
<p>Program/Discipline Purpose Statement: The curriculum is designed to provide an individual with a sufficient level of knowledge, understanding, and proficiency to perform the tasks associated with meeting a client's needs. These tasks can be performed by a trained, non-lawyer assistant working under the direction and supervision of a lawyer. A paralegal or legal assistant will have a basic understanding of the general processes of American law, along with the knowledge and proficiency required to perform specific tasks under the supervision of a lawyer in the fields of civil and criminal law. Occupational objectives include employment in corporate law firms, government agencies, and any of the varied law-related fields. Paralegals or legal assistants are prohibited by law from offering legal services directly to members of the public.</p>																																					
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Solve issues using proper legal citation form and writing style</p>																																					
Assessment Methods	Assessment Results	Use of Results																																			
<p>Course Name/Number: Legal Writing - LGL 126</p> <p>Direct Measure Used: Memorandum of Law (Victoria V Case). After reading a scenario, students analyzed case law and wrote a memorandum of law to determine whether their client's negligence claim had merit.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed using the following criteria: 1. Format 2. Analysis 3. Proper Legal Citation 4. Conclusion</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL only</td> <td>2</td> <td>2</td> <td>36</td> </tr> <tr style="background-color: #ffff00;"> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #ffff00;"> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr style="background-color: #e0e0e0;"> <td>Total</td> <td>2</td> <td>2</td> <td>36</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL only	2	2	36	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	2	2	36	<p>Semester/year data collected: Spring 2021</p> <p>Target: Student average on the overall assessment will be at or above 80 percent</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by Modality</th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>Synchronous hybrid (remote) average</td> <td>89%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Results by SLO Criteria/Question Concepts</th> <th>Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td>1. Format</td> <td>89%</td> </tr> <tr> <td>2. Analysis</td> <td>89%</td> </tr> <tr> <td>3. Proper Legal Citation</td> <td>89%</td> </tr> <tr> <td>4. Conclusion</td> <td>89%</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: A different method of assessment (Susie Speaker Memo) was used in Spring 2018; therefore, no previous year results are available.</p> <p>Areas where students met the target: Students met the target in the following areas: format (used the prescribed format, analysis (used cases cited in the <i>Ann M</i> opinion resulting in a more detailed analysis), proper legal citation (used italics or underlined parties' names, correct volume, reporter and page number, court name and year case decided), conclusion (used critical thinking to resolve the issue stated in the exercise).</p> <p>Areas where students did NOT meet the target: Analysis: students did not use all of the required cases in this section; proper legal citation: students did not use the correct citation format.</p>	Results by Modality	Spring 2021	Synchronous hybrid (remote) average	89%	Results by SLO Criteria/Question Concepts	Current Results Spring 2021	1. Format	89%	2. Analysis	89%	3. Proper Legal Citation	89%	4. Conclusion	89%	<p>1. Changes put in place since previous assessment to improve student learning: The following changes were implemented to prepare for this assessment: during the Fall 2020 meeting, faculty discussed the methods of assessment for each SLO. At that time they decided to use the Memorandum of Law (Victoria V) to determine how well students were able to solve issues using proper legal citation form and writing style. This assignment required students to use more resources (case law and Constitutional provisions) compared to the previous assignment (Susie Speaker Memo).</p> <p>2. Impact of changes on current results: The program will be in a better position to assess the impact of these changes the next time this SLO/CLO is assessed.</p> <p>3. According to current results, areas needing improvement: The following areas need improvement: analysis (students must use all of the required cases in this section) and proper legal citation.</p> <p>4. Based on current results, new actions to improve student learning: Even though the target was met, faculty will continue to emphasize the importance of proper legal citation and analytical skills in their course lectures. In Fall 2021, the faculty included more citation exercises in their curriculum. In addition, additional case and statutory analysis exercises were included in lesson plans by all the faculty.</p> <p>5. Next assessment of this CLO: Spring 2022</p>	
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																		
AL only	2	2	36																																		
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Personal Training, C.S.C.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.														
Program/Discipline Purpose Statement: This program is based on the standards of the American Council on Exercise (ACE) and prepares students to become knowledgeable fitness professionals in health clubs, recreation departments, and fitness facilities in private, commercial, corporate, or government settings. Emphasis is placed on preparing students to sit for a nationally recognized certification exam in Personal Training.														
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will identify and describe the academic areas of study and professional opportunities in the fitness industry.														
Assessment Methods	Assessment Results	Use of Results												
<p>Course Name/Number: HLT 206 – Exercise Science</p> <p>Direct Measure Used: The American Kinesiology (AKA) Association and the National Academy of Kinesiology (NAK) recognize that there are three ways that core knowledge in the discipline of Kinesiology is obtained: Scholarly Study of Physical Activity, Professional Practice in Physical Activity, and Experiencing Physical Activity. The PED/HLT group chose to focus this CLO on Experiencing Physical Activity as its importance has gained more recognition in the discipline over the past 5 years. Students were asked to complete a written Physical Activity Experiences and Reflection assignment worth 10 points (10%) toward their final grade.</p> <p>CLO/Rubric Criteria or Question Concepts: The Physical Activity Experiences and Reflection assignment consisted of 3 parts:</p> <ol style="list-style-type: none"> 1. Physical Activity Experiences – 4 points <ol style="list-style-type: none"> a. Briefly define (in your own words) the Spheres of Physical Activity Experiences: Self-Sufficiency, Work, Education, Leisure, Health, and Competition. 2. Importance of Physical Activity Experiences – 3 Points <ol style="list-style-type: none"> b. What Factors have influenced your Physical Activity Patterns? c. Describe the difference between practice and training? d. How would you define Physical Fitness? 3. Importance of Subjective Physical Activity Experiences – 3 Points <ul style="list-style-type: none"> • Briefly describe the Components of Subjective Physical Activity Experiences. • The text discusses Factors Affecting our Enjoyment of Physical Activity. Briefly describe each of the Factors 	<p>Semester/year data collected: Spring 2021</p> <p>Target: 75% of students will complete the Physical Activity Experiences and Reflection Assignment with a score of 80% or better.</p> <p>Results by Modality: 92.86% of students (13 of 14) completed the assignment. The average score of completed assignments was 97.7%.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by Modality</th> <th style="padding: 5px;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Synchronous hybrid (remote) average</td> <td style="padding: 5px;">13/14 students completed assignment= 92.86% 97.7 = avg. score</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Results by SLO Criteria/ Question Concepts</th> <th style="padding: 5px;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Physical Activity Experiences</td> <td style="padding: 5px;">97.12% (3.88 out of 4)</td> </tr> <tr> <td style="padding: 5px;">2. Importance of Physical Activity Experiences</td> <td style="padding: 5px;">100%</td> </tr> <tr> <td style="padding: 5px;">3. Importance of Subjective Physical Activity Experiences</td> <td style="padding: 5px;">97.12% (3.88 out of 4)</td> </tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Areas where students met the target: All students completing the assignment (13 in total) scored well above the target with an average score of 97.7%.</p> <p>Areas where students did NOT meet the target: None</p>	Results by Modality	Current Results Spring 2021	Synchronous hybrid (remote) average	13/14 students completed assignment= 92.86% 97.7 = avg. score	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	1. Physical Activity Experiences	97.12% (3.88 out of 4)	2. Importance of Physical Activity Experiences	100%	3. Importance of Subjective Physical Activity Experiences	97.12% (3.88 out of 4)	<p>1. Changes put in place since previous assessment to improve student learning, and 2. Impact of changes on current results: This is the first time evaluating this CLO with HLT 206.</p> <p>3. According to current results, areas needing improvement: Based on this evaluation, the course and specific assignment are meeting the goals of this CLO, as well as goals outlined by the American Kinesiology Association and the National Academy of Kinesiology.</p> <p>4. Based on current results, new actions to improve student learning:</p> <ul style="list-style-type: none"> • The instructor of the course has been working on the Transfer Virginia writing team for HLT 206. The initiative is currently in review by Kinesiology departments at all 4-year Virginia institutions. It is expected that the VCCS-wide course content summary for the course will be finalized in Spring 2022 for implementation in Fall 2022. This will standardize the course throughout the VCCS and make sure the course continues to align with NAK/AKA goals and the expectations of 4-year institutions for transfer into their Kinesiology programs. • Importance of Physical Activity Experiences: Beginning in Spring 2022, the section of the assignment will add questions related to the Physical Activity Guidelines for Americans established by the U.S. Department of Health and Human Services. Specifically, these questions will ask the student to consider the recommendations for various populations (e.g., children, adults, older adults, people with disability) and how promoting physical activity to all can contribute to society and reduction of major lifestyle-related diseases.
Results by Modality	Current Results Spring 2021													
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Results by SLO Criteria/ Question Concepts	Current Results Spring 2021													
1. Physical Activity Experiences	97.12% (3.88 out of 4)													
2. Importance of Physical Activity Experiences	100%													
3. Importance of Subjective Physical Activity Experiences	97.12% (3.88 out of 4)													

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Personal Training, C.S.C.

Affecting our Enjoyment of Physical Activity and give examples of how each factor could negatively impact participation in physical activity/exercise/or sports.

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL only	1	1	14
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	14

5. Next assessment of this CLO: Given the importance of this course to the Personal Training CSC, it will be important to gather more data to make sure the course is meeting the learning outcome needs of students as outlined by the NAK/AKA. The next assessment of this CLO will be in Spring 2022 with an emphasis placed on Civic Engagement.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Photography and Media, A.A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																
Program/Discipline Purpose Statement: The curriculum is designed to prepare students for diverse career options within the field of photography and digital imaging. Coursework will stress both technical and aesthetic elements, enabling students to solve a wide range of visual problems with imagination and originality.																																
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will write an artist statement that aimed at identifying the project concept and clarifying student's thought process in their creation of visual project																																
Assessment Methods	Assessment Results	Use of Results																														
<p>Course Name/Number: Advanced Photography I & II – PHT 201 & 202</p> <p>Direct Measure Used: Writing an artist statement: The statement should be a reflection upon students' work throughout the semester. Writing a statement should clarify the conceptual intent of students' work and help them identify and be aware of their creative process.</p> <p>CLO/Rubric Criteria or Question Concepts: Critical thinking will be demonstrated by an artist's statement that:</p> <ol style="list-style-type: none"> 1. Identifies and explains the relevance <ul style="list-style-type: none"> • Overview of the project • Main idea 2. Recognizes context (i.e., cultural/social, scientific, technological, political, ethical, personal experience) <ul style="list-style-type: none"> • Subject matter • Styles • How your work relates to the world around us? • Influences 3. Communicates personal points of view (perspective) <ul style="list-style-type: none"> • Your experience of creating work • Messages to convey through work 4. Analyses and Justifies decisions (i.e., visual styles, technical, and aesthetic) <ul style="list-style-type: none"> • Specific ways of seeing, styles • Does the project change over time? If so, why? • What medium does it involve? Is there any significance for your project that you are using a specific media? 5. Uses College-level writing <p>Sample:</p>	<p>Semester/year data collected: Spring 2021</p> <p>Target: 70 percent of students will score 3 points (100 percent) on each criterion and 15 points (100 percent) on the overall score.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">Results by Modality</th> <th style="width: 33%;">Current Results Spring 2021</th> <th style="width: 33%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">72%</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">N/A</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: 33%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 33%;">Current Results Spring 2021</th> <th style="width: 33%;">Previous Results Spring 2018</th> </tr> </thead> <tbody> <tr> <td>1. Identifies and explains the relevance</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">94%</td> </tr> <tr> <td>2. Recognizes context (i.e., cultural/social, scientific, technological, political, ethical, personal experience)</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td>3. Communicates personal points of view (perspective)</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">94%</td> </tr> <tr> <td>4. Analyses and Justifies decisions (i.e., visual styles, technical, and aesthetic)</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">77%</td> </tr> <tr> <td>5. Uses College-level writing</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">61%</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>	Results by Modality	Current Results Spring 2021	Results 2017-2018	All students assessed (weighted average)	77%	72%	On-campus average	N/A	72%	Synchronous hybrid (remote) average	77%	N/A	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	Previous Results Spring 2018	1. Identifies and explains the relevance	84%	94%	2. Recognizes context (i.e., cultural/social, scientific, technological, political, ethical, personal experience)	74%	66%	3. Communicates personal points of view (perspective)	84%	94%	4. Analyses and Justifies decisions (i.e., visual styles, technical, and aesthetic)	74%	77%	5. Uses College-level writing	74%	61%	<p>1. Changes put in place since previous assessment to improve student learning: For #2, faculty emphasized these aspects of writing an artist's statement in class and provided students with websites and examples of well-written artist statements in Canvas starting Fall 2018. For #5, faculty encouraged students to get help from the Writing Center starting in Fall 2018. The faculty also encouraged students to submit draft writing and peer review in class.</p> <p>2. Impact of changes on current results: Students met the target for all categories. There was an 8% increase for #2 and a 13% increase for #5, indicating that the changes were effective. The faculty will continue to provide well-written artist statements, class discussions about the statements, and promote the use of the Writing Center, draft submission, and peer review in class.</p> <p>3. According to current results, areas needing improvement: #2, #3, and #5's success rates were lower than the other two categories. Of those three categories, changes made for #2 and #5 from the last assessment were adequate. #3: Analyses and justifies decisions decreased by 3% and needs improvement. This result might be because of the course modality due to the pandemic. The current assessment results reflect students who were creating projects in a 100% digital environment, which might have affected the decision-making process because of the limitation students had in their creative process.</p> <p>4. Based on current results, new actions to improve student learning: Reintroduce and increase hands-on activities of making work, including both printing and exhibiting work. Also, promote observations and analyses in the creative process during class</p>
Results by Modality	Current Results Spring 2021	Results 2017-2018																														
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Photography and Media, A.A.S.

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL	1	1	13
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	13

Narrative comparison of current results to previous results: Overall results increased by 5%. In the previous assessment, the results for five criteria were uneven, some are in the 90% range, and others were below target. The current results were balanced throughout all criteria, and differences are within 10%. Success rates for #2: Recognizes context increased by 8%, and #5 College-level writing increased by 13%. #1: Identifies and explains the relevance, and #3: Communicates personal points of view decreased by 10%; however, it is above the target. #4: Analyses and Justifies decisions also decreased by 3%; however, it is also above the target.

Areas where students met the target: Students met the target for all categories.

Areas where students did NOT meet the target: N/A

discussions. This change will be implemented in Fall 2021.

5. Next assessment of this CLO: Spring 2024

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Psychology, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																														
Program/Discipline Purpose Statement: This curriculum is designed for students who plan to transfer to a college or university for a BS or B.A. degree in psychology.																																																														
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will differentiate elements of and/or apply the scientific method, types of research methodology, and skills and errors in critical thinking and problem-solving.																																																														
Assessment Methods	Assessment Results		Use of Results																																																											
Course Name/Number: Research Methodology for the Behavioral Sciences – PSY 211 Direct Measure Used: The discussion section of the final paper for the class was graded using a rubric to assess critical thinking. SLO/Rubric Criteria or Question Concepts: The assessment included ratings of student's ability to relate their study to previous research findings and critically examine external validity, confounds, and limitations in their research paper. Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">1</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>AN</td><td style="text-align: center;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">43</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;">24</td></tr> <tr><td>LO</td><td style="text-align: center;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">44</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr><td>Total</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">111</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	0	0	AN	2	2	43	MA	1	1	24	LO	2	2	44	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	6	5	111	Semester/year data collected: Spring 2021 Target: Students would average 70% or higher Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2021</th> <th style="width: 35%;">Previous Results Spring 2018</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">71%</td><td style="text-align: center;">69.5%</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">69.5%</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: center;">71%</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> Results by SLO Criteria: Average/Mean Score per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Results by SLO Criteria/Question Concepts</th> <th style="width: 30%;">Current Results Spring 2021</th> <th style="width: 30%;">Previous Results Spring 2018</th> </tr> </thead> <tbody> <tr><td>a. 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The students' performance decreased on discussions of external validity. Areas where students met the target: Students met the target in restating facts and discussing confounds and limitations. Areas where students did NOT meet the target: Students did not meet criteria for tying their study to previous literature and discussions of external validity.		Results by Modality	Current Results Spring 2021	Previous Results Spring 2018	All students assessed (weighted average)	71%	69.5%	On-campus average	N/A	69.5%	Synchronous hybrid (remote) average	71%	N/A	Results by SLO Criteria/Question Concepts	Current Results Spring 2021	Previous Results Spring 2018	a. Restating facts	77.3%	69.4%	b. Tie to previous literature	67.1%	N/A	c. External validity	65.3%	67.8%	d. Confounds & Limitations	74.5%	71.2%	1. Changes put in place since previous assessment to improve student learning: After the Fall 2020 Discipline Group meeting, faculty were encouraged to examine how they teach these concepts. Suggestions were made to include more detailed expectations about these concepts in the rubric for the final paper. These suggestions were included in the minutes that are circulated to faculty. The rubric included a new assessment criterion to assess students' ability to tie their results to previous studies. 2. Impact of changes on current results: Students improved in their ability to restate their results and to assess confounds and limitations. The students did not meet expectations for this new criterion. 3. According to current results, areas needing improvement: Discussion of external validity decreased slightly. Looking at the original data, that decrease could be due to one professor's class (13 of 23 students scored a 1 out of a possible 4 in this criteria). By the next assessment, this course will become a 4-credit course with more time available for helping students with aspects of writing their paper. 4. Based on current results, new actions to improve student learning: We need to establish the reliability of the rubric by having professors grade a few of the same papers or a few examples of work representing each rating. The change in format to the course will allow instructors more time to address critical thinking and writing aspects of the course. 5. Next assessment of this CLO: Spring 2026.
Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed																																																											
AL	1	0	0																																																											
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.														
Program/Discipline Purpose Statement: This curriculum is designed for persons seeking to develop research, analytical, and field skills in historic preservation, archaeology, and museum studies sufficient for the student to continue or to participate in local community-based projects.														
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will explain the role and function of preservation in society														
Assessment Methods	Assessment Results	Use of Results												
<p>Course Name/Number: Introduction to Historic Preservation - HIS 181</p> <p>Direct Measure Used: Hybrid Discussion Board Assignment – Commission Meeting Review and Evaluation</p> <p>CLO/Rubric Criteria or Question Concepts: This is the discussion assignment for the two Local Historic Preservation Committee or Architectural Review Board Meetings students had to attend during the course. The students' initial post answering the following questions were due Wednesday, April 7th, 6:59 pm: what are the powers and jurisdiction of the commission, what role does the commission play in local preservation efforts, and what happened at the meetings? The post should be approximately 600 to 800 words in length, fully answering the questions mentioned above. Students had to reply to two of their fellow students by Sunday, April 11th, 11:59 pm, providing additional insight into the commission process and comparison with their own meeting experience.</p> <p>The best initial responses analyzed the situation regarding the question, added an opinion, or identified related issues. There are two tactics for replies: add to the initial post or tactfully disagree with it and state the reasons why. Simply stating agreement or repeating the same thoughts as the initial post will not achieve a good score. Direct quotations should not be done for this assignment, students had to use their own words.</p> <ul style="list-style-type: none"> • An "A" grade specifically and fully answers all parts of the questions asked; conclusions, opinions stated, or evaluations called for in the question are supported by appropriate analysis and a good range of specific facts; and the assignment is well written. 	<p>Semester/year data collected: Spring 2021</p> <p>Target: 80% of students should demonstrate competence</p> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Results by SLO Criteria/ Question Concepts</th> <th style="padding: 2px;">Current Results Spring 2021</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1. A</td> <td style="padding: 2px;">12</td> </tr> <tr> <td style="padding: 2px;">2. B</td> <td style="padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">3. C</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">4. D</td> <td style="padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">5. F</td> <td style="padding: 2px;">2</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Narrative comparison of current results to previous results: This was the first time that we had assessed this CLO. Previously, we assessed the SLO in Fall 2019 as a standalone evaluation with 14 students, but with a different course and assignment. At that time, eight students reached the threshold, but six students did not. This was because those six students did not complete the assignment.</p> <p>Areas where students met the target: For the most part, students succeeded with the assignment when they completed it, which mirrored the results from last year's SLO assessment. Fifteen out of the nineteen students completed the CLO successfully, while three out of the four who did not, failed to complete either part or all of the assignment.</p> <p>Areas where students did NOT meet the target: The primary reason students did not meet the target threshold was that they did not complete the assignment. Even</p>	Results by SLO Criteria/ Question Concepts	Current Results Spring 2021	1. A	12	2. B	3	3. C	1	4. D	1	5. F	2	<p>1. Changes put in place since previous assessment to improve student learning: As a way to maintain institutional memory and records, we have kept information recorded here longer than a one-year assessment window. Before the Fall 2015 semester, the program was revised and renamed, helping to streamline the learning process, scale back the required courses, and produce more graduates. During the past four years, we have hired a full-time faculty member with a Ph.D. in public history to teach these classes (hired in August 2015), revised our SLOs twice (Spring 2017 and Fall 2018), improved the curriculum map (Fall 2018), updated course content summaries (July 2016 and August 2018), and stabilized the program. We have used the SLOs as a way to measure the program's and courses' strengths and weaknesses, always looking for ways to improve, especially in regard to content delivery (on campus, hybrid, and online) and maintaining professional awareness. This was the first time we had assessed this particular CLO.</p> <p>2. Impact of changes on current results: Again, this was the first time that this particular CLO was assessed. The SLO has been evaluated multiple times during the past few years with varying degrees of success.</p> <p>3. According to current results, areas needing improvement: This was the first time we had assessed this particular SLO with HIS 181. Previously, we had assessed this specific SLO in our HIS 180 and 183 courses. Students who did not complete the assignment were the ones who typically did not meet the threshold in successfully completing this SLO. Moving forward, we will try to identify why this happened.</p> <p>4. Based on current results, new actions to improve student learning: We need to determine why students</p>
Results by SLO Criteria/ Question Concepts	Current Results Spring 2021													
1. A	12													
2. B	3													
3. C	1													
4. D	1													
5. F	2													

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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

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

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
LO only	1	1	19
NOVA Online	N/A	N/A	N/A
Off-Site Dual Enrollment	N/A	N/A	N/A
Total	1	1	19

giving students additional time to complete the work and submit it late did not work. For an unknown reason, a significant number of students just did not want to complete it.

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

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

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Social Sciences: Teacher Education Specialization, A.S.

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																								
Program/Discipline Purpose Statement: This curriculum prepares students to transfer to a four-year college or university teacher preparation program. It is specifically designed for students who plan to seek endorsement and licensure as teachers in PK-3, PK-6, middle school, or special education. This degree program is designed to help students earn all of the required endorsement course hours for a teaching license in elementary education for the state of Virginia. In addition, this degree program includes many of the required endorsement courses for licensure in middle school (any subject) and high school history and social sciences. Some of these universities will guarantee admission to graduates of this program who have a cumulative GPA of at least 2.5, earn at least a "C" in all English courses. Students are strongly encouraged to take the VCLA exam shortly after completing their 200-level English course. Students may want to take the Praxis CORE math exam after completing 9-12 hours of mathematics. The student, working directly with a NOVA Teacher Education Specialization advisor/counselor, should complete a transfer letter of agreement.																																																																								
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will analyze the educational court cases that have helped define and regulate the educational system in the U.S.																																																																								
Assessment Methods	Assessment Results	Use of Results																																																																						
<p>Course Name/Number: Introduction to Teaching as a Profession - EDU 200</p> <p>Direct Measure Used: Court Case Paper - Students had to choose a Supreme Court case related to an educational issue, research the case using at least 2 sources, provide a description of the case's background and history, state the final decision, analyze the impact of the case on education, and give a personal opinion on the case.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas:</p> <ol style="list-style-type: none"> 1. Court Case History 2. Final Decision 3. Impact on Education 4. Opinion <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Campus/ Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>1</td><td>1</td><td>22</td></tr> <tr><td>AN</td><td>1</td><td>1</td><td>23</td></tr> <tr><td>MA</td><td>1</td><td>1</td><td>20</td></tr> <tr><td>LO</td><td>1</td><td>1</td><td>19</td></tr> <tr><td>WO</td><td>1</td><td>1</td><td>22</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td>2</td><td>2</td><td>40</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td>8</td><td>8</td><td>122</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td>15</td><td>15</td><td>268</td></tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	22	AN	1	1	23	MA	1	1	20	LO	1	1	19	WO	1	1	22	NOVA Online	2	2	40	Off-Site Dual Enrollment	8	8	122	Total	15	15	268	<p>Semester/year data collected: Spring 2021</p> <p>Target: 85% of students will critically analyze the impact of a Supreme Court Case on education with at least 85% accuracy.</p> <p>We use a rubric to determine if students are critically analyzing the impact on education. Students must earn an 85% or higher on this section.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 35%;">Results by Modality</th> <th style="width: 30%;">Current Results Spring 2021</th> <th style="width: 35%;">Previous Results Fall 2019</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>88%</td><td>93%</td></tr> <tr><td>On-campus average</td><td>N/A</td><td>94%</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>88%</td><td>N/A</td></tr> <tr><td>NOVA Online average</td><td>90%</td><td>90%</td></tr> <tr><td>Dual Enrollment average</td><td>87%</td><td>96%</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: 45%;">Results by SLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Spring 2021</th> <th style="width: 35%;">Previous Results Fall 2019</th> </tr> </thead> <tbody> <tr><td>1. 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Teacher Education faculty worked with the librarians at the Loudoun campus to create these research guides.</p> <p>2. Impact of changes on current results: Our changes did not positively impact our students' performance. We believe the pandemic impacted our students. Virtual and remote learning made it more difficult for students to access the librarians and library resources. In addition, we have more DE students than previous years. DE students had difficulty with analysis of the impact of education. We believe DE students need more practice with application and analysis papers.</p> <p>3. According to current results, areas needing improvement: We believe DE students need more practice with application and analysis papers.</p> <p>4. Based on current results, new actions to improve student learning: Beginning in Fall 2021, faculty will provide additional training to our DE instructors. We will discuss strategies for helping students complete analysis papers. We will also share library research guides to support our DE instruction.</p> <p>5. Next assessment of this CLO: Fall 2023</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Social Sciences: Teacher Education Specialization, A.S.

	<p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: Overall, we met our target of 85% in all areas. Students had the most difficulty on the impact of education.</p> <p>Areas where students met the target: Court Case History, Final Decision, Impact on Education, Opinion</p> <p>Areas where students did NOT meet the target: N/A</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Veterinary Technology, A.A.S.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																															
<p>Program/Discipline Purpose Statement: Our program is accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA). We award an Associate of Applied Science (A.A.S.) degree and prepare you for the Veterinary Technician National Examination (VTNE), an entry-level national licensing exam</p>																																															
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy</p> <p>Operationalized Definition: Explain animal patient assessment, nursing procedures, and the implantation of prescribed diagnostics and treatments, including basic animal care or husbandry.</p>																																															
Assessment Methods	Assessment Results		Use of Results																																												
<p>Course Name/Number: Introduction to Veterinary Technology - VET 105</p> <p>Direct Measure Used: Completion of written veterinary medical case-based patient scenarios including various decision-making components for animal assessment and nursing procedures in VET 105 (Intro to Veterinary Technology).</p> <p>CLO/Rubric Criteria or Question Concepts: Students were assessed on the following areas:</p> <ol style="list-style-type: none"> 1. - Plants 2. -Chocolate 3. - Xylitol 4. - Rodenticide <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Campus/ Modality</th> <th style="text-align: center;">Total # of Sections Offered</th> <th style="text-align: center;"># Sections Assessed</th> <th style="text-align: center;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>LO only</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">38</td> </tr> <tr> <td>NOVA Online</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">38</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	LO only	1	1	38	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	1	1	38	<p>Semester/year data collected: Fall 2020</p> <p>Target: Students will score a 70% or higher</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results 2020</th> <th style="text-align: center;">Previous Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">89%</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">95%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: Average/Mean Score per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results 2020</th> <th style="text-align: center;">Previous Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>1. - Plants</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">82.5%</td> </tr> <tr> <td>2. -Chocolate</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">77.7%</td> </tr> <tr> <td>3. - Xylitol</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">66.7%</td> </tr> <tr> <td>4. - Rodenticide</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: The course offering in 2020 was taught by adjunct faculty, and assignment results may be skewed due to different teaching instruction than used before. Additionally, students in 2017-18 were either working full-time in a veterinary clinic and taking courses part-time or were taking full-time, in-person courses. Having a virtual classroom vs. an in-person classroom for those who prefer face-to-face learning may have posed a difficulty in</p>		Results by Modality	Current Results 2020	Previous Results 2017-2018	All students assessed (weighted average)	72%	89%	On-campus average	72%	95%	Results by SLO Criteria/ Question Concepts	Current Results 2020	Previous Results 2017-2018	1. - Plants	76%	82.5%	2. -Chocolate	81%	77.7%	3. - Xylitol	56%	66.7%	4. - Rodenticide	82%	100%	<p>1. Changes put in place since previous assessment to improve student learning: Unable to accurately answer as adjunct faculty have taught the on-campus version of this course several times since the last assessment. These adjunct faculty are no longer teaching for the Veterinary Technology Program.</p> <p>2. Impact of changes on current results: Unable to accurately answer this due to reason stated above.</p> <p>3. According to current results, areas needing improvement: Overall delivery method of material/supplementing more hands-on components while students are learning this material (vs being 'spoken to' with little/no engagement), case studies, etc. Particular areas of concerns were Chocolate; Xylitol; Rodenticide.</p> <p>4. Based on current results, new actions to improve student learning: Students appear to have struggled most with calculations in the Fall 2020 exercise. Having more in-class experience with calculating toxic dosages may be helpful to enhance student learning and memory retention. Additionally, students seemed to struggle with basic anatomy identification when describing what areas of the patient's body was painful. An anatomy review while students are learning palpation skills as both hands-on and taught via visual aid may increase student learning. The third area students struggled in was with triage and determining whether a case of chocolate ingestion required immediate medical attention. Further discussion and practice to differentiate between milk, dark, bakers and white chocolate and their toxicities may be helpful for students. These actions will be implemented in Fall 2022 and will be overseen by the</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Veterinary Technology, A.A.S.

	<p>understanding course material, in addition to an adjunct. Many students do work at least part-time in a veterinary facility, and while this certainly enhances learning, the veterinary profession has been hit with increased clientele and decreased staff since the COVID-19 pandemic began. Finally, this was the first year of a curriculum change which requires our first-year students to take on a larger course load.</p> <p>Areas where students met the target:, Plants; Chocolate; Rodenticide.</p> <p>Areas where students did NOT meet the target: Xylitol.</p>	<p>former instructor of the course who will serve as adjunct faculty liaison for this course. This instructor will work closely with the adjunct to ensure that there are no gaps in learning and what material is being offered to the students.</p> <p>5. Next assessment of this CLO: Fall 2023.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Visual Art, A.F.A.

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																										
<p>Program/Discipline Purpose Statement: This studio-arts intensive curriculum is designed for students who seek transfer into a Bachelor of Fine Arts (BFA) program or similar baccalaureate program in fine arts at a college or university.</p>																																																										
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students were instructed to create a portfolio of artworks or design that highlighted technical competence and conceptual skill and/or thematic exploration. Students were also instructed to create an artist statement and other supporting materials that highlight skills, interests, and accomplishments.</p>																																																										
Assessment Methods	Assessment Results	Use of Results																																																								
<p>Course Name/Number: Portfolio Preparation for Associate of Fine Art Students – ART 299</p> <p>Direct Measure Used: Students created a portfolio of works that highlight technical competence and conceptual skill and/or thematic exploration. Other supporting materials highlight skills, interests, and accomplishments.</p> <p>CLO/Rubric Criteria or Question Concepts: Students were instructed to create a portfolio of artworks or design that highlighted technical competence and conceptual skill and/or thematic exploration. Students were also instructed to create an artist statement and other supporting materials that highlight skills, interests, and accomplishments.</p> <p>Instructor evaluation of this portfolio considered the merits of the portfolio based on the artist statement and supporting materials, technical competence and skill mastery, conceptual skill and/or thematic exploration. Instructors used a provided rubric to assess portfolios.</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>1</td> <td>1</td> <td>18</td> </tr> <tr> <td>AN</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>LO</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>NOVA Online</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Off-Site Dual Enrollment</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>3</td> <td>1</td> <td>18</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	1	1	18	AN	1	0	0	LO	1	0	0	NOVA Online	N/A	N/A	N/A	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	3	1	18	<p>Semester/year data collected: Spring 2021</p> <p>Target: At least 80% of students will earn a score of 80 or better. A score of 80 or better is “Proficient” as reflected on the attached General Rubric.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Current Results Spring 2021</th> <th>Previous Results Fall 2019</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>87.44</td> <td>82.8</td> </tr> <tr> <td>On-campus average</td> <td>N/A</td> <td>82.8</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>87.44</td> <td>N/A</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 Spring 2021</th> <th>Previous Results Fall 2019</th> </tr> </thead> <tbody> <tr> <td>1. 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Within the criteria themselves, “Portfolio” had the largest gain</p>	Results by Modality	Current Results Spring 2021	Previous Results Fall 2019	All students assessed (weighted average)	87.44	82.8	On-campus average	N/A	82.8	Synchronous hybrid (remote) average	87.44	N/A	Results by SLO Criteria/Question Concepts	Current Results Spring 2021	Previous Results Fall 2019	1. Portfolio	23.9	20.1	2. Artist Statement	21.2	20.7	3. Skill Mastery	20.5	20.9	4. Concept and Thematic Exploration	21.8	21.1	<p>1. Changes put in place since previous assessment to improve student learning: As indicated in the 2019-2020 APER report, the Fine Art Discipline Group met in early October 2020. It was decided that our course of action would entail:</p> <ol style="list-style-type: none"> 1) In all studio courses, emphasize the importance of documenting work. 2) Provide resources for students (online, in or outside of class demonstration) on how to properly document work. 3) In all courses, emphasize the importance of “caring for” and preserving their artwork. This may mean: <ol style="list-style-type: none"> a) placing work in a portfolio or other safe place for proper storage b) using proper archival techniques and materials <p>No other changes were implemented. The Discipline Group felt no further action should be taken until a comparison of assessment scores from different assessment semesters were possible. At that time, rubrics and the assessment tools were adequate.</p> <p>2. Impact of changes on current results: The changes implemented resulted in a noticeable increase in the “Portfolio” score; other scores were up slightly</p> <p>3. According to current results, areas needing improvement: 1) Sample size for this assessment was very small; only one of three sections submitted an assessment. 2) All areas, but “Portfolio” can show improvement.</p> <p>4. Based on current results, new actions to improve student learning: Encourage all instructors teaching ART 299 to submit assessments. Success in the</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Visual Art, A.F.A.

	<p>(3.8 points). Scores in the other criteria increased slightly.</p> <p>Areas where students met the target: Target was not met. 80% of students did not score in the Proficient range (a score equal to or greater than 80).</p> <p>Areas where students did NOT meet the target: 80% of students did not score in the Proficient range (a score equal to or greater than 80).</p>	<p>assessed course, ART 299, is dependent upon adequate preparation. This includes, among other things:</p> <ol style="list-style-type: none"> 1) Taking the course in the student's third or fourth semester 2) Completing the prerequisite, ART 199 3) Taking the two courses in sequence <p>Unfortunately, many students take the course whenever convenient and are often unprepared. The Fine Art Discipline Group SLO sub-committee will examine these issues and this SLO to suggest new actions to improve student preparation and better evaluate student learning and performance that can be better reflected in our annual reports. This sub-committee will meet in early November 2021.</p> <p>An immediate action that will be implemented is offering students more advising resources and better awareness of the sequence ART 199 and ART 299. A new class that will combine ART 199 and 299 into a single portfolio class will also be proposed.</p> <p>5. Next assessment of this CLO: Fall 2022.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Disciplines

Communication Studies

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

Program/Discipline Purpose Statement: This program is designed for students who wish to study speech communication at the college level or who wish to transfer to a four-year institution for a baccalaureate degree.

Core Learning Outcome: Critical Thinking Quantitative Literacy

Operationalized Definition: We assessed the CLO: Critical thinking using SLO 2: Students will be able to analyze the relationship between communication and culture, within a small-group based discussion board assignment.

Assessment Methods	Assessment Results	Use of Results																																										
<p>Course Name/Number: Intercultural Communication CST 229</p> <p>Course Name/Number: CST 229 Intercultural Comm.</p> <p>Direct Measure Used: Discussion Board Rubric. SLO/Rubric Criteria or Question Concepts: Examining Cultural Diffusion (Group Discussion) Students will apply the communication concepts we've explored in class, please respond to the following discussion prompts, using specific examples to support your response. Discuss both positive and negative effects of cultural diffusion. It is important to "see" both sides of the issue.</p> <ol style="list-style-type: none"> 1. Identify 2-3 specific examples from your textbook or other credible source to illustrate your points. 2. Explain whether you think it is <i>right</i> or <i>wrong</i> (ethical) to try to influence another culture into adopting your cultural practices. Is there a "right way" to share your cultural practices with others, while respecting the culture of others? 3. Return to the discussion board later in the week to respond to at least three of your classmates <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">43</td> </tr> <tr> <td>AN</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">24</td> </tr> <tr> <td>MA</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">14</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;">1</td> <td style="text-align: center;">17</td> </tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	4	3	43	AN	2	1	24	MA	2	1	14	ME	N/A	N/A	N/A	LO	3	1	17	<p>Semester/year data collected: Spring 2021</p> <p>Target: For this first time assessing SLO 2 for CST 229 our target was for students to earn an average of 2.2 which would be equal to 70%.</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Spring 2021</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">2.33</td> </tr> <tr> <td>On-campus average</td> <td style="text-align: center;">1.95</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">2.48</td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">2.52</td> </tr> <tr> <td>Dual Enrollment average</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <p>*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. 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Proposing Solutions</td> <td style="text-align: center;">2.12</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:</p>	Results by Modality	Spring 2021	All students assessed (weighted average)	2.33	On-campus average	1.95	Synchronous hybrid (remote) average	2.48	NOVA Online average	2.52	Dual Enrollment average	N/A	Results by CLO Criteria/Question Concepts	Spring 2021	1. Analyzing Cultural Diffusions	2.53	2. Proposing Solutions	2.12	<p>1. Changes put in place since previous assessment to improve student learning: CST only began assessing in 2018. Since that time CST 229 has not been assessed for Critical Thinking.</p> <p>2. Impact of changes on current results: Remote instruction due to quarantine continued to be a challenge in Spring 2021, but we are not sure that it played a part in our results. We knew the sample size would be small when looking at CST 229 because NOVA offers considerably less sections than 100 or 110. We do anticipate the number of sections to grow based on the increasing inclusion of CST 229 by majors such as Dental Hygiene and Nursing. Out of the 17 sections eventually offered, 10 instructors returned data sheets in April/May 2021. Continued work needs to happen regarding getting support from faculty to participate in assessments.</p> <p>3. According to current results, areas needing improvement: Proposing solutions was the area of the rubric where students struggled. They could deconstruct what went wrong but making suggestions on how to improve the communication interaction fell short.</p> <p>A second area needing our attention is the gap between on-campus performance and the hybrid/online-only students. On-campus classes only require two discussion boards. Those discussion boards are typically an introduction assignment (low-risk) followed by a summary assignment to close out the semester. They likely do not get the same level of instruction, modeling or practice that hybrid and online-only students do regarding discussion boards.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Communication Studies

WO	2	2	38	<p>[<input type="checkbox"/>] Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] Partially [X] N/A</p> <p>Narrative comparison of current results to previous results: N/A we have not previously tested this CLO in regards to this course.</p> <p>Areas where students met the target: Students met the target in the area of analyzing cultural diffusions.</p> <p>Areas where students did NOT meet the target: Students did not meet the target in the area of proposing solutions.</p>	<p>4. Based on current results, new actions to improve student learning: Faculty should spend more time incorporating activities where students have to problem-solve/evaluate communication and propose solutions. This could be done as in-class exercises or as open-ended exam questions.</p> <p>Professors in on-campus sections should be instructed to spend additional time modeling, providing examples and incorporating discussion assignments into the coursework in order to prepare on-campus students for the discussion board expectations.</p> <p>5. Next assessment of this CLO: Spring 2024.</p>
NOVA Online	5	2	29		
Off-Site Dual Enrollment	N/A	N/A	N/A		
Total	18	10	165		

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Economics

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p> <p>Program/Discipline Purpose Statement: Economics provides an objective interpretation of human behavior. Rational and predictable economic behavior allows for the quantification and logical analysis of many social problems. Also, an understanding of how the national and international economy functions is critical to success in today's business environment. At the macro-level, how national governments influence the economy and how that affects industry are pertinent to students entering the business world. At the micro-level, explorations of consumer theory, theory of the firm, market structures, and resource markets contribute to students' understanding of the underpinnings of capitalism.</p> <p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: Students will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions. Students will be able to analyze graphs, tables, and statistical economic data. [SLO 3b]</p>																																																													
Assessment Methods	Assessment Results	Use of Results																																																											
<p>Course Name/Number: Principles of Macroeconomics, ECO 201</p> <p>Direct Measure Used: multiple choice questions (attached)</p> <p>CLO/Rubric Criteria or Question Concepts:</p> <ol style="list-style-type: none"> 1. Students will be able to use Real GDP figures to calculate economic growth 2. Students will be able to use information about economic growth to calculate how long it will take for an economy's size to double. <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 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>NO</td><td>REPORT</td><td></td></tr> <tr><td>AN</td><td>NO</td><td>REPORT</td><td></td></tr> <tr><td>MA</td><td>6</td><td>6</td><td>167</td></tr> <tr><td>ME</td><td>Na</td><td>Na</td><td></td></tr> <tr><td>LO</td><td>9</td><td>5</td><td>99</td></tr> <tr><td>WO</td><td>No</td><td>Report</td><td></td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td>8</td><td>8</td><td>169</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>Na</td><td>na</td><td></td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td>23</td><td>19</td><td>435</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	NO	REPORT		AN	NO	REPORT		MA	6	6	167	ME	Na	Na		LO	9	5	99	WO	No	Report		NOVA Online	8	8	169	Off-Site Dual Enrollment	Na	na		Total	23	19	435	<p>Semester/year data collected: Spring 2021</p> <p>Target: 75% of students will score 75% or better on the questions as a set and individually</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Spring 2021</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>60.92%</td></tr> <tr><td>On-campus average</td><td>NA</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>60.15%</td></tr> <tr><td>NOVA Online average</td><td>62.13%</td></tr> <tr><td>Dual Enrollment average</td><td>NA</td></tr> </tbody> </table> <p><small>*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. 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Rule of 70</td><td>77.47%</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 type="checkbox"/> N/A</p>	Results by Modality	Spring 2021	All students assessed (weighted average)	60.92%	On-campus average	NA	Synchronous hybrid (remote) average	60.15%	NOVA Online average	62.13%	Dual Enrollment average	NA	Results by CLO Criteria/Question Concepts	Spring 2021	1. Calculating economic growth	75.86%	2. Rule of 70	77.47%	<p>1. Changes put in place since previous assessment to improve student learning: None. We tested Critical Thinking in 2017-2018 but so few professors turned in their data that the statistical portion of the 2017-2018 AY report was not completed.</p> <p>2. Impact of changes on current results: NA</p> <p>3. According to current results, areas needing improvement: Encourage professors to improve economic growth materials in their courses.</p> <p>4. Based on current results, new actions to improve student learning: Very poor participation by several campuses. Annandale only submitted NOL course information (questions were incorporated into NOL courses); Alexandria and Woodbridge did not submit. Loudoun submitted an incomplete report with approximately one half of sections not being tested. The Economics Discipline Group intends to create a plan to ensure we are testing SLOs and CLOs at the frequency that the college wishes. We have been doing one SLO per year. With 7 SLOs, that would mean it would take 14 years to do each one twice. It is our understanding that the college would like each SLO tested at least twice in a 5 year period. This will be a significant change for a discipline that is not very strong on getting widespread assessment less frequently.</p> <p>5. Next assessment of this CLO: 2023-2024 AY</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Economics

	<p>Narrative comparison of current results to previous results: In 2017-2018, the ECO discipline measured Critical Thinking BUT there was not enough participation for a report to be completed.</p> <p>Areas where students met the target: 75% of students were able to answer each question correctly but only ~60% of students were able to answer both questions correctly (this was the only way to score a 75% or better on the two questions).</p> <p>Areas where students did NOT meet the target: The students met the target individually. In the future, the ECO Discipline Group should not craft assessments where students have to be perfect (100%) in order to meet a 75% goal.</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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/Discipline Purpose Statement: Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. **This is a Passport Transfer Course.** Lecture 3 hours per week.

Core Learning Outcome: Critical Thinking

Operational Definition: SLO 5. Students will integrate and document appropriate sources within their own academic writing, following MLA style guidelines.

Assessment Methods	Assessment Results	Use of Results																																																																														
<p>Course Name/Number: ENG 111</p> <p>Direct Measure Used: SLO 5 Reviewed anonymized student essays with a rubric.</p> <p>SLO/Rubric Criteria: Selection of Sources; Integration of sources; Documentation: in-text citation; Documentation: Works Cited entries</p> <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Campus/Modality</th> <th>Total # of Sections Offered</th> <th># Sections Assessed</th> <th># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>92</td><td>4</td><td>6</td></tr> <tr><td>AN</td><td>146</td><td>17</td><td>34</td></tr> <tr><td>MA</td><td>90</td><td>9</td><td>15</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>194</td><td>7</td><td>15</td></tr> <tr><td>WO</td><td>91</td><td>13</td><td>25</td></tr> <tr><td>NOVA Online</td><td>251</td><td>8</td><td>16</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>218</td><td>17</td><td>40</td></tr> <tr><td>Total</td><td>1082</td><td>75</td><td>151</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	92	4	6	AN	146	17	34	MA	90	9	15	ME	0	0	0	LO	194	7	15	WO	91	13	25	NOVA Online	251	8	16	Off-Site Dual Enrollment	218	17	40	Total	1082	75	151	<p>Semester/year data collected: Fall 2020</p> <p>Target: 70% will select appropriate sources and integrate, cite, and document them correctly.</p> <p>Results by Modality: Overall Average/Mean Scores</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by Modality</th> <th>Fall 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td>73%</td></tr> <tr><td>On-campus average</td><td>N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td>69%</td></tr> <tr><td>NOVA Online average</td><td>73%</td></tr> <tr><td>Dual Enrollment average</td><td>82%</td></tr> </tbody> </table> <p>Results by SLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria <input checked="" type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Results by SLO Criteria/Question Concepts</th> <th>Results Fall 2020</th> </tr> </thead> <tbody> <tr><td>1. 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The remote synchronous and Nova Online classes fell below the target threshold of 70% on source integration, in-text citation, and work cited creation. Dual enrollment students also struggled with in-text citations.</p> <p>4. Based on current results, new actions to improve student learning: English Assessment Lead shared the results with the Discipline Group at the January 2021 meeting for discussion. The Discipline Group steering committee and the ENG associate deans will organize a best practices in teaching source integration, in-text citation, and work cited creation workshop for faculty during the back to school week in August for all ENG faculty including adjunct, and dual enrollment. ENG 111 for NOL is being updated, so the leads on that project</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

	<p>Current Results Improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: Students in all modalities did well in selecting sources. DE students performed consistently high in three out of four areas. The application of in-text citation is the lowest area of achievement and is consistent across modalities. NOL and remote synchronous students performed well at selecting sources, but not at integrating them.</p> <p>Areas where students met the target: Selection of Sources; Integration of sources; Documentation: Works Cited entries.</p> <p>Areas where students did NOT meet the target: Documentation: In-text citation.</p>	<p>will adjust the modules on the use of sources and documentation.</p> <p>Additionally, ENG 111 is the focus of the QEP, so all ENG 111 faculty will have multiple professional development opportunities for training in transparent assignment design, problem-based learning, and culturally responsive pedagogy in August of 2022.</p> <p>5. Next assessment of this SLO: Fall 2023.</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Environmental Science

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																			
Program/Discipline Purpose Statement: Environmental science (ENV) courses provide students with opportunities to acquire fundamental knowledge of the principles of biological systems and their interactions with the non-living components of the environment, along with knowledge of humanity's relationship to the environment. Topics include causes, effects, and possible mitigation of major environmental issues. The courses are designed for both science and non-science majors, and may serve as prerequisites for advanced science courses, a laboratory science graduation requirement, or as transfer credit for a four-year institution.																																																																			
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Assessment Methods	Assessment Results	Use of Results																																																																	
Course Name/Number: ENV 121/122 Direct Measure Used: Students were assessed by taking a five question quiz after watching a video about a bee foraging study. CLO/Rubric Criteria or Question Concepts: 1. identify hypothesis; 2. independent v. dependent variable; 3. analyze graphical results; 4. explain experimental design; 5. identify research applications Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">6</td><td style="text-align: center;">5</td><td style="text-align: center;">99</td></tr> <tr><td>AN</td><td style="text-align: center;">7</td><td style="text-align: center;">2</td><td style="text-align: center;">29</td></tr> <tr><td>MA</td><td style="text-align: center;">3</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;">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;">8</td><td style="text-align: center;">3</td><td style="text-align: center;">78</td></tr> <tr><td>WO</td><td style="text-align: center;">2</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffff00;"><td>NOVA Online</td><td style="text-align: center;">2</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #ffff00;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr style="background-color: #e0e0e0;"><td>Total</td><td style="text-align: center;">28</td><td style="text-align: center;">11</td><td style="text-align: center;">211</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	6	5	99	AN	7	2	29	MA	3	1	5	ME	0	0	0	LO	8	3	78	WO	2	0	0	NOVA Online	2	0	0	Off-Site Dual Enrollment	0	0	0	Total	28	11	211	Semester/year data collected: Spring 2021 Target: Students will earn an average of 70% on the quiz. Results by Modality: Overall Average/Mean Scores <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 50%;">Results by Modality</th> <th style="width: 50%;">Current Results Semester Year</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">77.8%</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: center;">77.8%</td></tr> <tr><td>NOVA Online average</td><td style="text-align: center;">N/A</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <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. 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Analyze graphical results	92.9%	4. Explain experimental design	91.5%	5. Identify research applications	79.6%	1. Changes put in place since previous assessment to improve student learning: This is our first ENV discipline assessment. Our Discipline Chair communicated via email with the Office of Academic Assessment to decide which CLOs our discipline will cover. The Discipline Chair worked with the members of the ENV discipline to write three SLOs that can also be used as CLOs. For this SLO, our Discipline Chair decided to have students watch a video about bee foraging behavior research. Students are then asked to answer questions that pertain to each step in the scientific method. Students explicitly learn about the scientific method in ENV 121. Students apply the scientific method in labs in both ENV 121 and ENV 122. 2. Impact of changes on current results: This is our first ENV discipline assessment. 3. According to current results, areas needing improvement: Students need to understand the format of a hypothesis (statement, not a question) and be able to discern what is being tested in the experiment. The Discipline Chair deployed a Google Form to gather feedback from discipline group members about how to improve the next assessment. 4. Based on current results, new actions to improve student learning: We gathered the opinions of as many ENV professor as replied to decide on any changes to this SLO. Since students did not meet the target for the hypothesis question, we added a short video to the assessment reminding students of the scientific method. The Discipline Chair will also encourage more faculty participation in this process. This report will be available to faculty on a shared Google Drive. The Discipline Chair	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021
Environmental Science

	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: This is our first semester assessing this.</p> <p>Areas where students met the target: Students met the target for the assessment. Students did well on questions about independent v. dependent variables, analysis of graphical results, explaining experimental design, and identifying research applications.</p> <p>Areas where students did NOT meet the target: Students did not meet the target to identify a hypothesis. The possible answers to this multiple choice question included the following: The correct answer, phrased as an “If..., then...” statement, the hypothesis for the experiment but presented as a question, incorrect hypotheses phrased as “If..., then...” statements or as questions, an “all of the above” option. Students who got this incorrect tended to choose either the hypothesis presented as a question or the “all of the above” option. This shows that students understand what was being tested in the research but may not know that a hypothesis must be a statement, not a question. Students that choose “all of the above” likely did not understand the research or the proper format for a hypothesis.</p>	<p>will email all discipline group members highlights from this report.</p> <p>5. Next assessment of this CLO: Fall 2021</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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.

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: Critical Thinking

Operational Definition: SLO 1: Demonstrate an appreciation and respect for the diversity of perspectives, world-views, and cultures.

Assessment Methods

Course Name/Number: GEO 210 Intro to Cultural Geography
Direct Measure Used: Video and quiz

Provide Rubric Criteria or Question Concepts: (attach Rubric): See attached. Rubric scored student results based on:

1. Factual knowledge
 - Analyze how discriminatory practices and systems can create barriers for others
 - Discuss how aspects of identity (race, gender, sexual orientation, nationality, immigration status, disability) are socially constructed.
2. Analysis of discriminatory practices and systems
3. Discussion of social construction of identities

Sample: (Specify N/A where not offered)

Campus/Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed
AL	1	1	9
AN	1	0	
MA	4	0	
ME	0	0	
LO	2	0	
WO	0	0	
Online	3	0	
DE*			
Total	11	1	9

*Off-site Dual-enrollment

Assessment Results

Semester/year data collected: Spring 2020

Target: 4.1/5.5 or 75%

Results: 4.1/5.5

Overall Average/Mean Score by In-Class, Online, Dual Enrollment: (Specify N/A where not offered):

Results by Modality	SP/2020
In-class	4.1/5.5
Online	
DE*	
Total Average	4.1/5.5

*Off-site Dual-Enrollment

Results by SLO Criteria: (Check type of score)
 Average/Mean Score per criteria or
 Percent of Students > [target] per criteria

Results by SLO Criteria/ Question Concepts	Current Results SP 2020
1. Factual knowledge	3/4
2. Analysis	2.7/4
3. Discussion	2.7/4
Total	8.4/12

Target Met?

Yes No Partially

Current Results improved vs. Previous Results?

Yes No Partially N/A

Use of Results

Changes put in place since previous SLO assessment to improve student learning: This was first attempt to operationalize and assess the Human Diversity SLO. Implemented in one classroom with a small number of students.

Assignment was designed as a culmination of several weeks' worth of lecture, activities, and reading on human cultural diversity, social construction of identities, and histories of genocide and ethnic cleansing.

2. Impact of changes on current results: Not applicable; first attempt.

3. According to current results, areas needing improvement: Analysis and discussion could be improved. Students could be given more practice responding to open-ended questions where they need to draw from their foundation knowledge in the course in order to respond.

GEO could improve results with a greater sample size. There are two full-time GEO faculty. The semester was interrupted by COVID and medical leave by the SLO lead, so faculty did not have time to collaborate to design a complete plan. The SLO lead instead used existing course and assignment for assessment.

4. Based on the results, current actions to improve SLO: During 2021-2022, assignment will be shared by SLO lead on GEO Canvas shell with all GEO instructors. Suggestions for adapting or improving the assignment and assessment will be requested. Results will be posted

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

	<p>Narrative comparison of current results by criterion/concept to previous year's results: This was the first attempt to assess SLO 6: Human diversity in a GEO course.</p> <p>Strengths: Factual knowledge was demonstrated by quiz results. Student responses identified multiple examples of dehumanization and categorization, as part of the recognized ten stages of genocide.</p> <p>Weaknesses: Assignment was for extra credit, so not all students attempted it. I think assignment needs to be revised to focus more on intervention and examples of collective identity building, to allow students to exercise creative and self-empowering skills.</p>	<p>by SLO lead on GEO Canvas shell so that all GEO faculty can use results to improve their teaching of the assessed skills.</p> <p>5. Next assessment of this SLO: 2022-2023</p>
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Core Learning Outcome: Critical Thinking
Operationalize your CLO here: Students will determine which technology to use to best accomplish workplace tasks and solve workplace problems. They will display proficiency with ubiquitous technology applications and use technologies successfully to communicate new information.

Assessment Methods	Assessment Results	Use of Results														
<p>Course Name/Number: GEO 210 Intro to Cultural Geography</p> <p>Direct Measure Used: Assignment in two parts: Reading the Cultural Landscape and Making Sense of Census Data.</p> <p>This assignment requires students to:</p> <ol style="list-style-type: none"> 1. use a digital camera to take pictures of a cultural landscape, 2. to research the same place by accessing census data through the Census.gov website, 3. and to use the ArcGIS StoryMap application to create a narrated map of the location. <p>Provide Rubric Criteria or Question Concepts: (attach Rubric): See attached rubric. The rubric scored student use of technology based on:</p> <ol style="list-style-type: none"> 1. Use technologies to conduct research 2. Use technologies to organize data 3. Evaluation of data 4. Use technologies to create/present new information 	<p>Semester/year data collected: Spring 2020</p> <p>Target: 75/100</p> <p>Results: 84/100</p> <p>Overall Average/Mean Score by In-Class, Online, Dual Enrollment: (<i>Specify N/A where not offered</i>):</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by Modality</th> <th style="text-align: center;">Current Results SP 2020</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">In-class</td> <td style="text-align: center;">84</td> </tr> <tr> <td style="text-align: center;">Online</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td style="text-align: center;">DE*</td> <td></td> </tr> <tr> <td style="text-align: center;">Total Average</td> <td style="text-align: center;">84</td> </tr> </tbody> </table> <p style="text-align: center;">* Off-site Dual-enrollment</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> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Results by SLO Criteria/ Question Concepts</th> <th style="text-align: center;">Current Results [SP 2020]</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Results by Modality	Current Results SP 2020	In-class	84	Online	N/A	DE*		Total Average	84	Results by SLO Criteria/ Question Concepts	Current Results [SP 2020]			<p>1. Changes put in place since previous CLO assessment to improve student learning: This was the first attempt to assess professional readiness and one classroom was involved in assessment. The assignment introduced students to multiple new technologies and concepts. This was a small class where individual attention and feedback was possible.</p> <p>2. Impact of changes on current results: Not applicable; first attempt.</p> <p>3. According to current results, areas needing improvement: If this assignment were to be adapted and used in courses across other campuses, other instructors would need to be prepped in advance, so that they are comfortable using and answering questions about the Census website and the StoryMap application.</p> <p>4. Based on the results, current actions to improve CLO: SLO lead is adding the assignment instructions and links to the shared GEO Canvas course where other instructors may access the materials.</p>
Results by Modality	Current Results SP 2020															
In-class	84															
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Campus/ Modality	# of Total Sections Offered	# Sections Assessed	# Students Assessed												
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				<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 the first attempt to assess professional readiness in GEO 210.</p> <p>Strengths: Classroom lecture prepared students with background information on fieldwork, the Census, cultural landscape concepts, and to introduce the ArcGIS StoryMap tool. Students were able to ask questions and trouble shoot in the classroom while they worked with the various tools.</p> <p>Weaknesses: This is a complex and multi-part assignment. Will need to closely coordinate with GEO instructors to implement and assess in the future.</p>	<p>GEO could improve results with a greater sample size. There are two full-time GEO faculty. The semester was interrupted by COVID and medical leave by the SLO lead, so faculty did not have time to collaborate to design a complete plan. The SLO lead instead used existing course and assignment for assessment.</p> <p>During 2021-2022, assignment will be shared by SLO lead on GEO Canvas shell with all GEO instructors. Suggestions for adapting or improving the assignment and assessment will be requested. Results will be posted by SLO lead on GEO Canvas shell so that all GEO faculty can use results to improve their teaching of the assessed skills.</p> <p>5. Next assessment of this CLO: 2022-2023.</p>										

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

History

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Program/Discipline Purpose Statement: Social Sciences A.S. - The Associate of Science degree in Social Sciences focuses on how human beings interact with each other in the past and present. It emphasizes, through quantitative and qualitative research methods, how social scientists develop an understanding of the ways in which humans relate to themselves and each other through beliefs, customs, organizations, and institutions. The Associate of Science degree in Social Sciences prepares students for transfer to a broad range of Bachelor of Science and Bachelor of Arts programs, in fields such as economics, geography, geographic information systems, history, political science, psychology, sociology, teacher education, and more.																																																																														
Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: SLO 2 Students were instructed to analyze and evaluate primary and secondary sources in writing. This is an essential component of all history courses.																																																																														
Assessment Methods	Assessment Results		Use of Results																																																																											
Course Name/Number: HIS 112 – World Civilization II Direct Measure Used: Students were assessed with a writing assignment on a historical theme. The style of assignment varied by instructor. Some students evaluated primary sources in writing, while others wrote research essays. CLO/Rubric Criteria or Question Concepts: Students were assessed in the following categories: 1. Identification of Concepts 2. Explanation/Identification of Issues 3. Evidence Utilization 4. Context Recognition 5. Perspective/Position 6. Analysis 7. Creative/Innovative Thinking 8. Problem Solving Other Method (if used): N/A Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>3</td><td>1</td><td>34</td></tr> <tr><td>AN</td><td>3</td><td>2</td><td>58</td></tr> <tr><td>MA</td><td>4</td><td>1</td><td>24</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>21</td></tr> <tr><td>WO</td><td>5</td><td>1</td><td>28</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td>2</td><td>2</td><td>87</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td>0</td><td>0</td><td>0</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	1	34	AN	3	2	58	MA	4	1	24	ME	0	0	0	LO	3	1	21	WO	5	1	28	NOVA Online	2	2	87	Off-Site Dual Enrollment	0	0	0	Semester/year data collected: Spring 2021 Target: Students will average at least 70% (grade of C) in the overall assessment. Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 35%;">Current Results Spring 2021</th> <th style="width: 35%;">Results 2017-2018*</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">78.4%</td><td style="text-align: center;">86%</td></tr> <tr><td>On-campus average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">88%</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: center;">82.3%</td><td style="text-align: center;">N/A</td></tr> <tr><td>NOVA Online average</td><td style="text-align: center;">75.3%</td><td style="text-align: center;">81%</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. If you assessed the same CLO as you did in 2017-2018.</p> Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">CLO Criteria/Question Concepts</th> <th style="width: 20%;">Results Spring 2021</th> <th style="width: 40%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr><td>1. Identification of Concepts</td><td style="text-align: center;">77.0%</td><td style="text-align: center;">N/A</td></tr> <tr><td>2. Explanation/Identification of Issues</td><td style="text-align: center;">80.5%</td><td style="text-align: center;">N/A</td></tr> <tr><td>3. Evidence Utilization</td><td style="text-align: center;">76.4%</td><td style="text-align: center;">N/A</td></tr> <tr><td>4. Context Recognition</td><td style="text-align: center;">75.1%</td><td style="text-align: center;">85%</td></tr> <tr><td>5. Perspective/Position</td><td style="text-align: center;">82.9%</td><td style="text-align: center;">N/A</td></tr> <tr><td>6. Analysis</td><td style="text-align: center;">72.0%</td><td style="text-align: center;">83%</td></tr> </tbody> </table>		Results by Modality	Current Results Spring 2021	Results 2017-2018*	All students assessed (weighted average)	78.4%	86%	On-campus average	N/A	88%	Synchronous hybrid (remote) average	82.3%	N/A	NOVA Online average	75.3%	81%	Dual Enrollment average	N/A	N/A	CLO Criteria/Question Concepts	Results Spring 2021	Results 2017-2018	1. Identification of Concepts	77.0%	N/A	2. Explanation/Identification of Issues	80.5%	N/A	3. Evidence Utilization	76.4%	N/A	4. Context Recognition	75.1%	85%	5. Perspective/Position	82.9%	N/A	6. Analysis	72.0%	83%	1. Changes put in place since previous assessment to improve student learning: While not an intentional change, the learning environment shifted dramatically from in-person instruction to remote and online learning. The rubric was also changed to better measure student learning. 2. Impact of changes on current results: Not all students are best suited to remote and virtual learning, and this is likely reflected in the results. The improved rubric gives us a better understanding of where students need the most support. Analysis is a higher cognitive skill that students are often introduced to in college, but there should be better results for concept identification and evidence utilization. 3. According to current results, areas needing improvement: Based on the results, students would benefit from improved analysis, identification of concepts, evidence utilization and context recognition. 4. Based on current results, new actions to improve student learning: While a higher score than the other two areas of improvement, emphasizing the need for evidence in writing will be a point of emphasis. This is directly connected to the
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All students assessed (weighted average)	78.4%	86%																																																																												
On-campus average	N/A	88%																																																																												
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NOVA Online average	75.3%	81%																																																																												
Dual Enrollment average	N/A	N/A																																																																												
CLO Criteria/Question Concepts	Results Spring 2021	Results 2017-2018																																																																												
1. Identification of Concepts	77.0%	N/A																																																																												
2. Explanation/Identification of Issues	80.5%	N/A																																																																												
3. Evidence Utilization	76.4%	N/A																																																																												
4. Context Recognition	75.1%	85%																																																																												
5. Perspective/Position	82.9%	N/A																																																																												
6. Analysis	72.0%	83%																																																																												

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

History

Total	20	8	252	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">7. Creative/Innovative Thinking</td> <td style="width: 20%; text-align: center;">80.1%</td> <td style="width: 30%; text-align: center;">N/A</td> </tr> <tr> <td>8. Problem Solving</td> <td style="text-align: center;">78.7%</td> <td style="text-align: center;">N/A</td> </tr> </table>	7. Creative/Innovative Thinking	80.1%	N/A	8. Problem Solving	78.7%	N/A	
7. Creative/Innovative Thinking	80.1%	N/A									
8. Problem Solving	78.7%	N/A									
				<p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: With the smaller sample size and relatively new remote learning environment, student results declined between AY 2017-2018 and AY 2020-2021. We changed our rubric to be more specific and collect better, more specific data, so there are few direct comparisons available in the CLO criteria.</p> <p>Areas where students met the target: Students met the target in each of the assessment categories.</p> <p>Areas where students did NOT meet the target: Students met the target in each of the assessment categories.</p>	<p>other areas needing improvement. Strong utilization of evidence can reflect a student's understanding of context in writing. Without an understanding of context, analysis cannot be achieved. Improving evidence utilization may naturally see improvement in the other categories.</p> <p>The implementation of these measures should be the joint responsibility of the discipline chair, SLO/CLO lead, and Steering Committee representatives. As these positions are not compensated, duties are delegated based on the needs of the discipline each semester and academic year. This may impact the consistency of our data. A solution for potential inconsistency in data would be to compensate faculty for these extracurricular efforts in release time.</p> <p>This report and data are available to all history faculty on our discipline's Canvas site. It is discussed at our discipline meetings at the beginning of each semester.</p> <p>5. Next assessment of this CLO: Spring 2024</p>						

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Liberal Arts: Art History Specialization

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.																																																																			
Program/Discipline Purpose Statement: <i>This program is designed for students who plan to transfer to a college or university for a Bachelor of Arts in Art History.</i>																																																																			
Core Learning Outcome 1: [x] Critical Thinking SLO 5 Critically evaluate works of art within their historical context																																																																			
Assessment Methods	Assessment Results		Use of Results																																																																
Course Name/Number: ART 101 Direct Measure Used: Students were assigned a formal analysis paper/project. SLO/Rubric Criteria or Question Concepts: See attachment 1 Other Method (if used): N/A Sample: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td style="text-align: center;">3</td><td style="text-align: center;">3</td><td style="text-align: center;">71</td></tr> <tr><td>AN</td><td style="text-align: center;">15</td><td style="text-align: center;">9</td><td style="text-align: center;">239</td></tr> <tr><td>MA</td><td style="text-align: center;">9</td><td style="text-align: center;">9</td><td style="text-align: center;">262</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;">7</td><td style="text-align: center;">158</td></tr> <tr><td>WO</td><td style="text-align: center;">13</td><td style="text-align: center;">13</td><td style="text-align: center;">277</td></tr> <tr style="background-color: #ffffcc;"><td>NOVA Online</td><td style="text-align: center;">9</td><td style="text-align: center;">6</td><td style="text-align: center;">182</td></tr> <tr style="background-color: #ffffcc;"><td>Off-Site Dual Enrollment</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td><td style="text-align: center;">N/A</td></tr> <tr style="background-color: #d3d3d3;"><td>Total</td><td style="text-align: center;">56</td><td style="text-align: center;">47</td><td style="text-align: center;">1189</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	3	3	71	AN	15	9	239	MA	9	9	262	ME	N/A	N/A	N/A	LO	7	7	158	WO	13	13	277	NOVA Online	9	6	182	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	56	47	1189	Semester/year data collected: Fall 2020 Target: 70% of students should accomplish better than average marks (an overall score of 3 or better) Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">Results by Modality</th> <th style="width: 40%;">Fall 2020</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted average)</td><td style="text-align: center;">3.82</td></tr> <tr><td>On-campus average</td><td></td></tr> <tr><td>Synchronous hybrid (remote) average</td><td></td></tr> <tr><td>NOVA Online average</td><td></td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: center;">N/A</td></tr> </tbody> </table> Results by SLO Criteria: <input type="checkbox"/> Average/Mean Score per criteria <input type="checkbox"/> Percent of Students > target per criteria <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;">SLO Criteria/Question Concepts</th> <th style="width: 40%;">Fall 2020</th> </tr> </thead> <tbody> <tr><td>1. 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Areas where students met the target: Students met the target in all areas Areas where students did NOT meet the target: N/A		Results by Modality	Fall 2020	All students assessed (weighted average)	3.82	On-campus average		Synchronous hybrid (remote) average		NOVA Online average		Dual Enrollment average	N/A	SLO Criteria/Question Concepts	Fall 2020	1. Organization	3.91	2. Identification	4.01	3. Description	3.99	4. Analysis	3.73	5. Evaluation	3.46	<ol style="list-style-type: none"> 1. Changes put in place since previous assessment to improve student learning and assessment: No changes 2. Impact of changes on current results: N/A 3. According to current results, areas needing improvement: Overall, students hit target marks in each rubric category. The evaluation category had the lowest average score, which suggests that a more concerted effort might be placed on helping students understand the connection between what they see in a work of art, what they know about art historical periods, and what they think a work of art means. 4. Based on current results, new actions to improve student learning: New actions to improve results would be to re-evaluate writing assignments to allow students more opportunity to practice each of the steps--particularly the evaluation part--of the formal analysis process through smaller, lower stakes writing or discussion assignments. 5. Next assessment of this SLO: Spring 2024
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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.

Program/Discipline Purpose Statement: The philosophy discipline provides the student with an opportunity to systematically develop a personal philosophical perspective on the great questions about meaning, knowledge, reality, and values. This opportunity will be provided through a study of the nature of philosophical questions, the differences between philosophy and other areas of learning, a survey of the way certain of the “great questions” have been treated by philosophers of various times and persuasions, and critical discussion of philosophy in its relation and application to our own lives and concerns.

Core Learning Outcome: **Critical Thinking** **Quantitative Literacy**

Operationalized Definition: Be able to analyze philosophical arguments through discussion and/or writing.

Assessment Methods	Assessment Results	Use of Results																																																												
<p>Course Name/Number: Introduction to Philosophy (PHI 101); Logic (PHI 111); Ethics (PHI 220); Biomedical Ethics (PHI 227)</p> <p>Direct Measure Used: Writing assignment. Instructors did not use a standard rubric but created their own.</p> <p>CLO/Rubric Criteria or Question Concepts: Writing assignments were evaluated at four levels of achievement across three criteria: 1) Explanation 2) Criticism/Defense 3) Objections</p> <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 20%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 50%;"># Students Assessed</th> </tr> </thead> <tbody> <tr><td>AL</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>AN</td><td>10</td><td>6</td><td>174</td></tr> <tr><td>MA</td><td>4</td><td>0</td><td>0</td></tr> <tr><td>ME</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>LO</td><td>13</td><td>4</td><td>122</td></tr> <tr><td>WO</td><td>3</td><td>0</td><td>0</td></tr> <tr><td>NOVA Online</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Off-Site Dual Enrollment</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>Total</td><td>41</td><td>10</td><td>296</td></tr> </tbody> </table>	Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	5	0	0	AN	10	6	174	MA	4	0	0	ME	0	0	0	LO	13	4	122	WO	3	0	0	NOVA Online	0	0	0	Off-Site Dual Enrollment	N/A	N/A	N/A	Total	41	10	296	<p>Semester/year data collected: Spring 2021</p> <p>Target: 75% of students scoring at the third level or better for each of the rubric criteria</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;">Results by Modality</th> <th style="width: 30%;">Spring 2021</th> </tr> </thead> <tbody> <tr><td>All students assessed (weighted avg)</td><td style="text-align: right;">87%</td></tr> <tr><td>On-campus average</td><td style="text-align: right;">N/A</td></tr> <tr><td>Synchronous hybrid (remote) average</td><td style="text-align: right;">87%</td></tr> <tr><td>NOVA Online average</td><td style="text-align: right;">N/A</td></tr> <tr><td>Dual Enrollment average</td><td style="text-align: right;">N/A</td></tr> </tbody> </table> <p>Results by CLO Criteria:</p> <p><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: 70%;">CLO Criteria/Question Concepts</th> <th style="width: 30%;">Spring 2021</th> </tr> </thead> <tbody> <tr><td>1. Explanation</td><td style="text-align: right;">93</td></tr> <tr><td>2. Criticism/Defense</td><td style="text-align: right;">79</td></tr> <tr><td>3. Objections</td><td style="text-align: right;">88</td></tr> </tbody> </table> <p>Target Met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>Current Results improved vs. Previous Results: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: N/A</p> <p>Areas where students met the target: Most students met the target of scoring at a level three or better for each of the three criteria.</p> <p>Areas where students did NOT meet the target: Some students did well on the assessment but did not score at or above a level three for all of the criteria.</p>	Results by Modality	Spring 2021	All students assessed (weighted avg)	87%	On-campus average	N/A	Synchronous hybrid (remote) average	87%	NOVA Online average	N/A	Dual Enrollment average	N/A	CLO Criteria/Question Concepts	Spring 2021	1. Explanation	93	2. Criticism/Defense	79	3. Objections	88	<p>1. Changes put in place since previous assessment to improve student learning: N/A</p> <p>2. Impact of changes on current results: N/A</p> <p>3. According to current results, areas needing improvement: More PHI faculty, particularly adjuncts need to report.</p> <p>4. Based on current results, new actions to improve student learning: Majority of students did well and our assessment average was well above our target. Improvements could be made in the “criticism/defense” criteria by providing students with more examples. Spring 2022 the discipline chair will email assessment results to all faculty, reminding them of the importance of writing assignments for learning and understanding philosophy. The chair will indicate all sections should include significant writing assignments and an assessment of them to maintain continuous improvement.</p> <p>5. Next assessment of this CLO: 2023</p>
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Sociology

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<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy</p> <p>Operationalized Definition: Sociology SLO #5: <i>Students will identify the main methods of data collection and analysis in sociology.</i></p>																																																																							
Assessment Methods	Assessment Results	Use of Results																																																																					
<p>Course Name/Number: Principles of Sociology/SOC 200</p> <p>Direct Measure Used: Students were asked to read a short article and then answer 10 multiple choice questions about the article.</p> <p>CLO/Rubric Criteria or Question Concepts: Critical Thinking: 1. Significant agents of socialization 2. Primary agent of socialization 3. Families and social pressure 4. Quality time 5. Race and family structure 6. Cognitive process 7. Peer pressure 8. Identification of evidence 9. Connecting claims and evidence 10. Outlining main points of an essay</p> <p>Other Method (if used):</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Campus/ Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 15%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>AL</td> <td>5</td> <td>5</td> <td>83</td> </tr> <tr> <td>AN</td> <td>13</td> <td>12</td> <td>276</td> </tr> <tr> <td>MA</td> <td>5</td> <td>5</td> <td>111</td> </tr> <tr> <td>ME</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>LO</td> <td>2</td> <td>2</td> <td>29</td> </tr> <tr> <td>WO</td> <td>4</td> <td>4</td> <td>101</td> </tr> <tr style="background-color: #ffff00;"> <td>NOVA Online</td> <td>6</td> <td>5</td> <td>87</td> </tr> </tbody> </table>	Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	AL	5	5	83	AN	13	12	276	MA	5	5	111	ME	N/A	N/A	N/A	LO	2	2	29	WO	4	4	101	NOVA Online	6	5	87	<p>Semester/year data collected: Spring 2021</p> <p>Target: 70%</p> <p>Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Results by Modality</th> <th style="width: 30%;">Current Results Semester Year</th> <th style="width: 40%;">Results 2017-2018*</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td>74%</td> <td>72%</td> </tr> <tr> <td>On-campus average</td> <td>N/A</td> <td>78%</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td>72%</td> <td>N/A</td> </tr> <tr> <td>NOVA Online average</td> <td>79%</td> <td>N/A</td> </tr> <tr> <td>Dual Enrollment average</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p><small>*Even if you used a different method/class/etc. Please include the assessment results from your 2017-2018 results and discuss them below. If you assessed the same CLO as you did in 2017-2018.</small></p> <p>Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">Results by CLO Criteria/ Question Concepts</th> <th style="width: 20%;">Current Results Semester Year</th> <th style="width: 40%;">Results 2017-2018</th> </tr> </thead> <tbody> <tr> <td>1. Significant agents of socialization</td> <td>53</td> <td>51</td> </tr> <tr> <td>2. Primary agent of socialization</td> <td>61</td> <td>53</td> </tr> <tr> <td>3. Families and social pressure</td> <td>90</td> <td>89</td> </tr> <tr> <td>4. Quality time</td> <td>84</td> <td>78</td> </tr> <tr> <td>5. 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Since the last assessment, the discipline chair created and distributed step by step instructions to guide faculty members through the assessment process. Since the last assessment, adjunct and fulltime faculty were included in the assessment design. Since the last assessment, the discipline chair worked with IT to have the quiz imported into each faculty member's Canvas site to ensure a standardized method of assessment. To maintain standardization of the collected data, a spreadsheet template was created by the discipline chair and distributed to all faculty for collection of the assessment results. The spreadsheet that was created allowed the data to be broken down into more specific categories for analysis. The spreadsheet included data sets that were broken down by modality, class session, campus, adjunct/full-time instructor. Since the last assessment, online sections were included in the assessment.</p> <p>In our previous assessment of this CLO there were 3 questions that did not meet the threshold (#1,2,6).</p> <p>After the 2018 assessment of CT, it was suggested that the committee think about how to make the breakout data more meaningful. To address this comment, we created an activity that covers the essentials of critical thinking and focused on the 3 areas where we did not meet our threshold.</p> <p>2. Impact of changes on current results:</p>	
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CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

Sociology

Off-Site Dual Enrollment	N/A	N/A	N/A
Total	35	33	685

Average response rate across all modalities= 81%
 Average response rate on campus = 81%
 Average response rate online= 79%

6. Cognitive process	31	38
7. Peer pressure	97	93
8. Identification of evidence	80	79
9. Connecting claims and evidence	86	87
10. Outlining main points of an essay	82	75

Target Met: [X] Yes [] No [] Partially
 74% overall

Current Results improved vs. Previous Results:
 [X] Yes [] No [] Partially [] N/A
 74% overall vs 72% overall

Narrative comparison of current results to previous results:

There was an overall increase in the results however the 3 problem areas (#1,2,6) still did not meet the threshold. Two of the areas (#1,2) saw an increase but not enough to meet the target. There were 3 areas that saw a decrease in correct responses; only one of these areas did not meet the target (#6).

Areas where students met the target:

3. Families and social pressure
4. Quality time
5. Race and family structure
7. Peer pressure
8. Identification of evidence
9. Connecting claims and evidence
10. Outlining main points of an essay

Areas where students did NOT meet the target:

1. Significant agents of socialization
2. Primary agent of socialization
6. Cognitive process

Despite our inclusion of a concept driven course activity, questions 1,2,6 still remained below our threshold.

This leads us to believe the instrument being used may be contributing to the low scores. These areas contradict the information that is taught in the course. And the concept areas that corresponded to class/text information reflected comprehension of the concepts and met the threshold.

3. According to current results, areas needing improvement:

The data indicates that adjunct participation needs to improve.

The results revealed three concepts need to be addressed -Significant agents of socialization, Primary agent of socialization, and Cognitive process. (Questions 1,2,6 still remained below our threshold)

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

For this year's assessment, changing the article used in the assessment was discussed but the decision was made to keep it to enable direct comparisons. However, based on this year's assessment results, the discipline chair has recommended the selection of a new article for the next assessment. This will allow us to see if it is the outdated and conflicting information that is causing the low scores on certain concepts or if it is a lack of understanding the concepts themselves.

The current article is over 20 years old, and the information contradicts some of what is taught in the class. While this is an assessment on critical thinking, the presentation of conflicting information in class and in the article may be causing confusion resulting in lower scores. An analysis of the answers indicates that the students seem to be selecting the answer to the questions based on what was taught in class and not the information contained in the article.

Moving forward, the discipline chair and assessment lead will share all results with the fulltime faculty and discuss issues at the Discipline Group meeting, during Fall convocation. The discipline chair is also working on a discipline Canvas site where the report can be posted. This will enable all faculty (fulltime and adjunct) to see proposed recommendations and put forward any additional ideas to address issues. The committee will discuss suggestions or issues at every Fall convocation and post every year.

5. Next assessment of this CLO:

The next assessment will be 2023-2024.

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

World Languages

<p>NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.</p>																																																															
<p>Program/Discipline Purpose Statement:</p>																																																															
<p>Core Learning Outcome: <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy Operationalized Definition: SLO 1: Students will identify culturally and situationally appropriate expressions to use in dialogues featuring speakers in a professional setting. Or SLO2 Students will write loosely connected texts about personal preferences, daily routines, common events and other personal topics.</p>																																																															
Assessment Methods		Assessment Results																																																													
<p>Course Name/Number: See chart below</p> <p>Direct Measure Used: Rubric</p> <p>CLO/Rubric Criteria or Question Concepts: Short Answer Questions with a rubric focusing on: Task Completion, Content, Vocabulary, Grammar, Spelling & Mechanics.</p> <p>Other Method (if used):N/A</p> <p>Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Campus/Modality</th> <th style="width: 15%;">Total # of Sections Offered</th> <th style="width: 15%;"># Sections Assessed</th> <th style="width: 45%;"># Students Assessed</th> </tr> </thead> <tbody> <tr> <td>Arabic-ARA 101</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Arabic-ARA 102</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">11</td> </tr> <tr> <td>Arabic-ARA 201</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Korean-KOR 101</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">17</td> </tr> <tr style="background-color: #ffff00;"> <td>Online</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Chinese-CHI102</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Arabic-ARA201</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">36</td> </tr> <tr style="background-color: #ffff00;"> <td>Off-Site Dual Enrollment</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td style="text-align: center;">116</td> </tr> </tbody> </table>		Campus/Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed	Arabic-ARA 101	5	1	10	Arabic-ARA 102	3	1	11	Arabic-ARA 201	3	1	18	Korean-KOR 101	2	1	17	Online				Chinese-CHI102	2	2	24	Arabic-ARA201	2	2	36	Off-Site Dual Enrollment	N/A	N/A		Total			116	<p>Semester/year data collected: Fall 2020/Spring 2021 Target: Students will earn an average of 70% or greater. Results: Overall Average/Mean Score by On-Campus, Online, and Dual Enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">Results by Modality</th> <th style="width: 30%;">2020-2021</th> </tr> </thead> <tbody> <tr> <td>All students assessed (weighted average)</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Synchronous hybrid (remote) average</td> <td style="text-align: center;">78%</td> </tr> <tr> <td>NOVA Online average</td> <td style="text-align: center;">91%</td> </tr> </tbody> </table> <p>Results by CLO Criteria: <input checked="" type="checkbox"/> Average/Mean Score per criteria or <input type="checkbox"/> Percent of Students > target per criteria</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">CLO Criteria/ Question Concepts</th> <th style="width: 30%;">2020-2021</th> </tr> </thead> <tbody> <tr> <td>1. Task Completion</td> <td style="text-align: center;">93%</td> </tr> <tr> <td>2. Content</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>3. Vocabulary</td> <td style="text-align: center;">86%</td> </tr> <tr> <td>4. Grammar</td> <td style="text-align: center;">78%</td> </tr> <tr> <td>5. Spelling & Mechanics</td> <td style="text-align: center;">82%</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: N/A While World Languages assessed this SLO/CLO in the past, we are compiling our sample using different categories. Previously, we analyzed data by campus. We are now analyzing data by language, which should yield more useful results. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input checked="" type="checkbox"/> N/A</p> <p>Narrative comparison of current results to previous results: N/A Areas where students met the target: Will need to write about the gpa difference between online and "on campus" scores.</p> <p>Areas where students did NOT meet the target: n/a</p>		Results by Modality	2020-2021	All students assessed (weighted average)	85%	Synchronous hybrid (remote) average	78%	NOVA Online average	91%	CLO Criteria/ Question Concepts	2020-2021	1. Task Completion	93%	2. Content	85%	3. Vocabulary	86%	4. Grammar	78%	5. Spelling & Mechanics	82%
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		<p>Use of Results</p> <p>1. Changes put in place since previous assessment to improve student learning: Previously, we analyzed data by campus. Beginning 2020-2021, we are analyzing data by language, which should yield more useful results.</p> <p>2. Impact of changes on current results: This will improve our ability to assess individual languages in the future. It also improves our ability to gather discipline wide data based on learning outcome rather than language.</p> <p>3. According to current results, areas needing improvement: World languages discipline is very pleased that all the students met the targets. The percentage difference between hybrid course and NOVA online needs to be investigated to discover the source of the difference.</p> <p>Looking at the breakout data, students need assistance with grammar.</p> <p>4. Based on current results, new actions to improve student learning: In the spring 2022, the discipline assessment committee will examine the assessment measure used for the CLO.</p> <p>The discipline group chair will share the result with WL faculty at the next discipline group meeting in Jan of 2022, focusing on the excellence overall data and the need to reexamine our pedagogy around grammar. In the spring of 2022, WL will revisit standard practices with regard to teaching grammar.</p> <p>5. Next assessment of this CLO: 2025</p>																																																													

CORE LEARNING OUTCOMES ASSESSMENT REPORTS: CRITICAL THINKING 2020-2021

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