



Program Assessment
At
Southwest Virginia Community College
2020-2021

Compiled by

The Office of Institutional Research and Assessment
based on the work of the:

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Technology

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The Academic Program Assessment Process

Program Assessment is integral to the viability of Southwest Virginia Community College. As one of the pieces of Institutional Effectiveness, academic program assessment ties together mission, goals and outcomes. As the first step in the assessment process, program faculty craft the mission of the program that is in step with the institutional mission statement and provides the groundwork for the program's goals and outcomes. These are reviewed each assessment cycle. Faculty then establish program goals. Program goals are general statements regarding the knowledge, skills and abilities that learners will possess after successful completion of the program. Program goals are the basis then for more specific outcomes. Faculty develop outcome statements of what the learner will know or do as a product of learning activities. Outcomes are incremental steps on the way to the attainment of a goal.

The assessment process is a robust system that is learner centered and faculty dependent. Faculty identify issues with some facet of the student's learning experience related to program goals, courses, or processes and work to resolve those issues to continuously improve student learning and instruction. The process is divided into two parts, with the outcome sought, measures and success standards due at the beginning of the fall semester. Each plan is reviewed by the Assessment/Student Outcomes committee using the assessment rubric and scores and suggestions for improvement are given to the program faculty (Appendix C). The faculty review the scores/suggestions and incorporate them into the plan for the year. At the end of the spring semester, program faculty submit their findings and action plans to the Assessment/Student Outcomes committee for final completion of the rubric and a total score for the year. Action plans are reviewed by the committee also.

At SWCC program assessment is research based. Faculty gather information, report their findings and make action plans based on those findings. At the end of the academic year, faculty reflect on the process and formulate next year's plans based on this year's findings.

A calendar is provided for each cycle, as is an assessment status matrix that lists who is responsible for coordinating the assessment efforts for each program.

Included in this report are brief summaries of each submission's progress toward goal attainment. If the goal was met the text is blue, if the goal has results pending the text is gold and if the goal was unmet the text is red. If the text is green, insufficient sample size precluded evaluation or no data was reported for the outcome. At the end of each synopsis are statements from the faculty concerning the changes that will be made as a result of the assessment and plans for additional goals or outcomes.

Also included are appendices that contain the completed forms submitted by the faculty. These are ordered by award type. In addition the Assessment Matrix is included in Appendix B. Finally included in Appendix D and E are numbers pertinent to each subject and program.

The reader will find that many of the plans were affected by the COVID-19 pandemic and the subsequent move to online instruction for all courses. With this unexpected change many faculty could not complete their data collection due to lack of time, proctored testing opportunities or rescheduled labs or clinicals. These are marked as “not met” and in the explanation is a reference to COVID-19.

Program Assessment Calendar

2020-2021

Academic Year

August 31	All Assessment Plans due to the Division Dean for Review
September 9	Deans submit Assessment Plans to VPA&SS and IRO
September 16	Convening of the Assessment/ Student Outcomes Committee
September 23	All Assessment Plans will be reviewed by the Assessment/Student Outcomes Committee
September 30	Approved Plans returned to Faculty
December22	Program Assessment Day
October-April	Continue work on Findings and Action Plans
May 13	Program Assessment Day
May 21	Preliminary Findings due to the Division Dean for Review
May 26	Findings and Action Plans reviewed by the Assessment/ Student Outcomes Committee
June 9	Draft of the 20-21 Program Assessment Report Due to the Assessment/ Student Outcomes Committee
June 23	Final Program Assessment Report Submitted and Published to the Website

Summaries of 2020-21 Program Assessment

Associate of Arts and Sciences Degrees

Business Administration Associate of Arts and Sciences

Goals, Outcomes and Analysis

Goal 1: To provide business transfer students with general education knowledge, skills, and values needed for success at four-year institutions.

Outcome Related to Goal 1: Students will demonstrate competency in communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning as measured by the General Studies Aptitude Test (GSAT).

Outcome Sample Size was too small. Too few (3) Business Administration majors took the GSAT for comparisons with other majors to be made.

Goal 2: To improve students' skills in fundamental business concepts required for successful employment in business and industry.

Outcome Related to Goal 2: Students will demonstrate basic accounting concepts covering the accounting cycle through successful completion (85%) of a comprehensive accounting cycle problem in ACC 211.

Outcome Not Met: 42 students opened and completed the assignment. 35 of 42 students completed the assignment with a grade of "C" or better (83%).

Goal 3: To improve students' skills in Excel required for successful employment in business and industry.

Outcome Related to Goal 3: 85% of ACC 212 students will demonstrate use of advanced excel formulas needed for businesses.

Outcome Not Met: Due to Covid restrictions being extended and all on-campus sections of these courses changed to online with no face-to-face instruction for students, the Advanced Excel problem was deleted from the classes for the fall and spring semesters. This helped those students who were not comfortable with being completely online to concentrate on the ACC objectives only.

Analysis/Use of Results

Covid restrictions that were in place at the end of the spring 2020 semester were still in place throughout the fall 2020 and spring 2021 semesters. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. Other changes planned are the use of practice sessions with unlimited attempts prior to the due date for the complex accounting problem.

***Business Administration
Outdoor Leadership Specialization
Associate of Arts and Sciences***

Goals, Outcomes and Analysis

Goal 1: Students will develop the skills to integrate certifications/credentials into the curriculum to demonstrate core knowledge and skills for employment.

Outcome Related to Goal 1: Students will receive Leave No Trace (LNT) Trainers certification.

Outcome Not Met: Due to COVID restrictions that limited face to face testing the program was not offered.

Goal 2: To reveal to students the career pathway opportunities and skills needed to obtain employment in the tourism and recreation industries.

Outcome Related to Goal 2: Students will be given scenarios on wilderness excursions to explore leadership techniques.

Outcome Not Met: Due to COVID restrictions the capstone course where the scenarios are used was not offered.

Goal 3: Students will develop the skills to demonstrate best practices, skills, and abilities that apply to Guide Essentials and Interpretation & Education.

Outcome Related to Goal 3: Students will be given scenarios on wilderness excursions to explore interpretation techniques.

Outcome Not Met: Due to COVID restrictions the course where the scenarios on wilderness excursions are used was not offered.

Analysis/Use of Results

Fall 2020 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2020 and Spring 2021 classes used for this assessment were redesigned to be taught online with a public venue connection. A majority of the RPK courses still required a physical presence at public venues so the students could make connections with Outdoor Recreation and Tourism research as part of the program. The COVID restrictions made these difficult to include into the courses. The RPK 125 course was developed around the National Association for Interpretation certification as an in-class course.

A marketing plan is being designed to recruit students for the Fall 2021 and Spring 2022 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers.

***Education/ Pre Teacher Education
Associate of Arts and Sciences***

Goals, Outcomes and Analysis

Goal 1: Education students will become familiar with the historical, legal and philosophical backgrounds of the teaching profession.

Outcome Related to Goal 1: Students will be able to define and describe the historical, legal, and philosophical qualities of the teaching profession on a pre-post test administered in EDU 200.

Outcome Met: All students who took the posttest were successful.

Goal 2: AA&S in Education students will become familiar with all facets of a K-12 classroom including the addition of virtual instruction for all ages.

Outcome Related to Goal 2: Students will become familiar with all facets of a K-12 classroom (observed by student) including virtual as demonstrated by journal entries.

Outcome Met: Meeting this outcome was complicated this year due to Covid and the inability to observe in person in our local schools. The program utilized an online observation program; it was sufficient but not ideal. The VDOE waived observation requirements for education majors as a consequence of the pandemic.

Goal 3: The AA&S in Education program will review the online observation format and utilize student and faculty input to determine best practices for observation in the future.

Outcome Related to Goal 3: The faculty in the AA&S in Education program will review the online observation format and utilize student and faculty input to determine best practices for observation in the future.

Outcome Met: The faculty lead, along with faculty from other VCCS institutions reviewed the online observation program. It was determined that it was not effective in providing the kind of observation required for pre-service teachers.

Goal 4: Articulation agreements and/or transfer agreements will be in place for SWCC students upon completion of AA&S in Education through Transfer Virginia to ease the transfer process.

Outcome Related to Goal 4: Students will successfully transfer to senior institutions to further their education in pursuit of their teaching career goals.

Outcome Pending: Faculty are involved in Transfer Virginia Workgroups supporting seamless transfer for students. This is a VCCS/Statewide initiative.

Analysis/Use of Results

It is important to continue to assess program quality. Continual involvement with Transfer Virginia is necessary to ensure students can transfer to four year institutions. Observation opportunities need additional thought and consideration. For example--how can we offer observation of ESL classrooms in our service area in a meaningful way? This needs to be a goal for 21-22. As a result of this assessment and others the online observation of classroom instruction was found to be ineffective and it will be discontinued.

**Engineering
And Software Engineering Specialization
Associate of Arts and Sciences
Pre Engineering Career Studies Certificate**

Goals, Outcomes and Analysis

Goal 1: Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Outcome Related to Goal 1: To determine effect of switching instruction to all online synchronous learning on the application of principles of engineering, science and mathematics.

Outcome data was unreported. No data was reported related to performance on a common exam because the integrity of the exam had been compromised. A new exam was created to alleviate sharing of prior exam copies.

Goal 2: Apply the engineering design process to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, ethical, and economic factors.

Outcome Related to Goal 2 (1): Students will consider all aspects to design decisions in addition to performance when evaluating designs.

Outcome Met: 22/31 (71%) students reported multiple factors to consider in design other than performance on preliminary design projects.

Outcome Related to Goal 2 (2): Students will show leadership, collaboration and inclusion through participation in a group design project as measured by peer review.

Outcome Met: All students reported participating between 50% and 150% of expected rate as reviewed by their peers. The largest variation was a student performing 14% more than the expected rate.

Analysis/Use of Results

Outcome 1. COVID 19 necessitates Zoom proctoring for engineering tests and exams to maintain academic integrity and consistency with other assessment methods used throughout the semester. While it was believed that the common exam would still be able to be administered by May of 2021 that was not the case because we were still not open to onsite proctoring. Concerns over some students possibly having access to that exam caused fears of an unfair advantage for some students thereby invalidating any data obtained.

Outcome 2 (1) Ethics are crucial to engineering. While ethics in general are covered they will need to be revisited throughout the semester to remind students of its permeation into all aspects of engineering. Spreading out assignments would improve that. More resources are now available with the creation of the DEI committee and the hiring of a Director of DEI at SWCC. These resources can then be shared among the member schools of the consortium. This will help improve cultural and social aspects of the design process.

Outcome 2 (2) It is easy for a student in a design course to immerse themselves and do more than their expected amount. It is of larger concern when a student does not do their fair share. No students reported an issue with the group where one member did 14% more than their expected amount. This student was a very experienced design professional working in industry. One student group did report issues during the design process but did not indicate those issues on the final peer assessment indicating that intervention was successful.

General Studies
Associate of Arts and Sciences
General Education Certificate

Goals, Outcomes and Analysis

Goal 1: To increase faculty utilization of Navigate in order to establish successful Success Coach/Faculty Mentor teams to effectively guide students through their college experience.

Outcome Related to Goal 1: Increase the use of Navigate by faculty from 62% to 75% to foster the Success Coach/Faculty Mentor relationship for general studies students.

Outcome Met: 75% of General Studies faculty utilized the Early Alert system on Navigate at least once during the Spring 2021 semester.

Goal 2: To monitor the success and persistence through college-level English of students enrolled in EDE courses beginning in Fall 2020.

Outcome Related to Goal 2: Faculty will establish a baseline for success and persistence through college-level English of students enrolled in EDE courses beginning in Fall 2020.

Outcome Not Met: Faculty sat a success standard of 75% persistence and success for these developmental students. The performance did not meet the standard set. Five students enrolled in EDE 10 in the Fall 2020 semester. One of those students enrolled in ENG 111 in the Spring 2021 semester. No students withdrew from the course. 20% of students successfully transitioned from EDE 10 to ENG 111.

Thirty-five students enrolled in EDE 11/ENG 111 in the Fall 2020 semester. Eight of those students enrolled in ENG 112 in the Spring 2021. No students withdrew from the course. 23% of students successfully transitioned from EDE 11/ENG 111 to ENG 112.

Goal 3: To incorporate the use of grading rubrics among faculty not assessed in the 2019-2020 academic year to ensure timely, clear, and useful feedback and guidance for students.

Outcome Related to Goal 3: The majority of faculty teaching general studies courses shall incorporate the use of grading rubrics among faculty to ensure timely, clear, and useful feedback and guidance for students.

Outcome Met: 85% of surveyed faculty who responded utilized a rubric on at least one assignment in each class taught during the 2020-2021 academic year.

Analysis/Use of Results

Both the use of rubrics and Navigate will be continued. Due to COVID-19 restrictions, all EDE and ENG courses were held online during the 2020-2021 academic year. Traditionally, remedial courses have been offered only in person, and the online format may have resulted in the low transition rates. This assessment will be repeated in the 2021-2022 academic year to better establish a baseline of success for the EDE courses.

**General Studies
Specialization in Fine Arts
Associate of Arts and Sciences
Arts and Crafts Certificate**

Goals, Outcomes and Analysis

Goal 1: Goal 1: Grow diversity in fine art classes through expanded program offerings.

Outcome Related to Goal 1: Grow diversity in fine art classes offered to include architecture, more Appalachian craft.

Outcome Not Met: Hosted first class in Architecture in Spring 21. Appalachian craft was put on hold due COVID restrictions precluding most in-person course delivery.

Goal 2: Participate in cooperative events with community arts organizations.

Outcome Related to Goal 2: Host at least 1 non-credit fine art class in Spring 2021.

Outcome Not Met: Continued online presence due to COVID restrictions hasn't allowed us to have non-credit classes that have been historically taught in person.

Goal 3: Goal 3: To increase credibility in an already excellent program, pursue NASAD (National Association of Schools in Art and Design) accreditation.

Outcome Related to Goal 3: Begin researching and filling out information in application for accreditation.

Outcome Not Met: All accreditation information was not submitted by Spring 2021. Full accreditation may take longer than one year.

Analysis/Use of Results

The first two outcomes desired were not met due to COVID restrictions on in person classes. Full accreditation by NASAD will take longer than one year. In Fall 21 Fine Arts will hold classes in our new Lebanon Center sewing/stained glass classroom. Based on a less stringent in person policy, 35 non-credit classes planned for Fall 21.

**General Studies
Specialization in Music
Associate of Arts and Sciences
And Advanced Studies in Music CSC**

Goals, Outcomes and Analysis

Goal 1: Students in the SWCC Music Program will read and play instruments by music notation.

Outcome Related to Goal 1: New students in the program will be reading music notation and playing by music notation on piano by the end of their first semester as students in the program.

Outcome Met: As evidenced by their preparation for end of semester recital, all students were reading music successfully by the end of the fall semester.

Goal 2: Music students will be performance ready on their chosen instrument(s).

Outcome Related to Goal 2: Students will be performance ready with at least one piece on at least one instrument by the end of each semester

Outcome Met: Students participated in a recital for each other and the instructor via Zoom and successfully played a piece on their instrument.

Goal 3: To provide opportunity for students in house and at a distance, establish an environment of providing music education and motivation to students via alternative methods to face-to face class time.

Outcome Related to Goal 3: Use online tools to providing quality music education and motivation to students via alternative methods to face-to -face class time

Outcome Met: Students responded fairly well to interactive curriculum, Smart Music, private and group lessons on Zoom. Proficiency was near levels achieved in the classroom.

Analysis/Use of Results

As a part of ongoing encouragement, staff will encourage students to continue to practice and develop their skills. All students were instructed to enroll for spring semester in Class Piano II. To maintain or increase the competency level attained in the second outcome students were encouraged to keep practicing during the summer. As restrictions relax, staff will search out opportunities for students to perform for each other and the community in person. As a result of the findings in outcome three, keep utilizing the tools for online classes and practice as needed in the future. Use Zoom to meet with students in the event of severe weather or other impediments once restrictions are lifted if necessary.

General Studies Specialization in Psychology Associate of Arts and Sciences

Due to the death of the primary faculty no assessment was completed in 2020-2021.

General Studies Specialization in Agribusiness Associate of Arts and Sciences Agribusiness Career Studies Certificate

The assessment for this degree specialization was not completed this year because there was no fulltime faculty coordinator. An assessment will be completed in 2021-22 by the new fulltime faculty coordinator.

**General Studies
Specialization in Appalachian Studies
Associate of Arts and Sciences
Appalachian Studies Career Studies Certificate**

Goals, Outcomes and Analysis

Goal 1: An effort will be made to increase the number of students participating in the Appalachian Studies program by developing an advertising strategy in coordination with SWCC's public relations team.

Outcome Related to Goal 1: Increase the number of students participating in the Appalachian Studies program.

Outcome Not Met: Due to the pandemic, increasing enrollment proved difficult and our goal was not met. However, the program retained the students from the spring semester into the fall semester.

Goal 2: To initiate collaborative work among participants specifically for their Appalachian Studies coursework by faculty facilitation of related and relevant extra-curricular activities.

Outcome Related to Goal 2: Students will do collaborative work specifically for their Appalachian Studies coursework by faculty facilitation of related and relevant extra-curricular activities.

Outcome Not Met: Due to the pandemic, availability of extra-curricular activities was nonexistent, preventing special collaborative projects across courses.

Goal 3: To incorporate the use of grading rubrics among faculty teaching Appalachian Studies courses to ensure timely, clear, and useful feedback and guidance for students by providing rubric templates.

Outcome Related to Goal 3: Grading rubrics will be used by faculty teaching Appalachian Studies courses to ensure timely, clear, and useful feedback and guidance for students by providing rubric templates.

Outcome Met: The goal of 50% of the faculty teaching Appalachian Studies courses was achieved.

Goal 4: To increase enrollment in the new Appalachian History course within the History division in order to provide students with a thorough history and appreciation of our local region by advertising on the college website and with fliers strategically placed throughout campus.

Outcome Related to Goal 4: To provide students with a thorough history and appreciation of our local region enrollment will increase in the new Appalachian History course through advertising on the college website and fliers strategically placed throughout campus.

Outcome Not Met: Due to the pandemic, a lack of students on campus and decreased enrollment prevented the goal from being met.

Analysis/Use of Results

Based on the environment created by the pandemic three of the four outcomes were not achieved. Faculty plan to continue advertising and recruiting efforts for the program now that restrictions to on-campus activities have been lifted. Opportunities for collaboration are expected to expand in the post Covid environment.

Science
Associate of Arts and Sciences

Goals, Outcomes and Analysis

Goal 1: To educate students in the proper scientific reporting of experimental data.

Outcome Related to Goal 1: To have students demonstrate knowledge of the proper scientific reporting of laboratory data, students will show critical thinking skills in interpreting and reporting the data gathered in lab. Students will be successful in preparing a detailed, organized, and data supported final lab report.

Outcome Met: 100% of the Introductory Biochemistry laboratory students showed mastery of the concepts covered in the online lab section. The students submitted reports and/or worksheets for grading purposes. The success standard was exceeded in that 100% of the students showed a satisfactory level of knowledge on the experiments performed, lab reports submitted, and worksheets prepared and submitted.

Goal 2: To show an improvement in test grades for College Chemistry II.

Outcome Related to Goal 2: To show an improvement in test grades by administering chapter quizzes prior to tests. Once a chapter is covered in class or online via Zoom lectures, students are eligible to take the respective chapter quiz. A chapter quiz will be a condensed version of the material that is to be known for the test. By seeing the material in lecture and on a quiz, this could help students enhance their knowledge and understanding of the subject area.

Outcome Met: Approximately 94% of the students in the College Chemistry II course completed the chapter quizzes. The students scored a B or higher on their total quiz grade. The total quiz grade was weighted 15% of the course grade. The overall course grades were improved as compared to previous classes by the addition of the quizzes by at least a letter grade.

Goal 3: To increase the enrollment by 20% in Introductory Biochemistry.

Outcome Related to Goal 3: To increase the enrollment by 20% in Introductory Biochemistry by offering the course online and opening it up nationwide.

Outcome Met: The enrollment for Introductory Biochemistry has increased by greater than 20% from Summer 2019, term 1 to Summer 2020, term 1. The course now consists of students not only in our immediate area but nationwide.

Analysis/Use of Results

Based on this assessment, faculty plan to incorporate the same method used with online Biochemistry lab students into face to face labs. Faculty will also continue using chapter quizzes prior to tests. The Introductory Biochemistry course will continue to be advertised both internally at the college and promoted nationwide.

Science
Specialization in Geology and Environmental Management
Associate of Arts and Sciences

Goal 1: Students will possess an understanding of the relationships between geological and biological processes on the surface of the Earth and how human activity influences environmental dynamics.

Outcome Related to Goal 1: Students will demonstrate, on a written assessment, a basic knowledge of rock types and mineralogy, as well as basic geophysics and geochemistry that results in the surface features presently existing on the surface of the planet.

Outcome Not Met: While students did show mastery on some of the exams and tests, not all students made 80% or above on all of the exams. Those who scored less than 80% were asked to do instructor consultation and remediation.

Goal 2: Students will possess an understanding of the fundamentals of biology, geology, and a working knowledge of the benchmarks of history of geologic change on Earth, as well as the impact it has had on the development and sustainment of life.

Outcome Related to Goal 2: Students will demonstrate on course exams, a working knowledge of the Earth's history and how that history has influenced the evolution and progression of life.

Outcome Not Met: While students did show mastery on some of the exams and tests, not all students made 80% or above on all of the exams. Those who scored less than 80% were asked to do instructor consultation and remediation.

Goal 3: Students will possess an understanding of the basic geological principles that govern the Earth's structure and impact its dynamic nature.

Outcome Related to Goal 3: Students will demonstrate a working knowledge of the relationships between the abiotic and biotic aspects of the environment including an understanding of geology's impact on evolution and the dynamics of the Earth's surface.

Outcome Not Met: While students did show mastery on some of the exams and tests, not all students made 80% or above on all of the exams. Those who scored less than 80% were asked to do instructor consultation and remediation.

Goal 4: Students will possess an understanding of the basic principles of Ecology, as well as the structure and complexity of ecological systems.

Outcomes Related to Goal 1-4: Students will demonstrate basic research and writing skills for the effective presentation of scientific research and reviews of known facts. Students will also demonstrate bibliographical mastery, including competency with citation methods and accepted source material for research. Finally students will show mastery of basic mathematical skills and the ability to apply them to the evaluation of quantitative data.

Outcome Met: Students mastered these topics on essay exams at the level specified. Students also mastered the use of Mathematics in the completion of laboratory assignments.

Analysis/Use of Results

The use of research and field work has proven to be a valuable tool for instructors to teach students the processes of environmental science. More research opportunities focusing on geochemical and mineralogy will be available to students in the 2021-2022 academic year. To enhance student success in the program through action research, advancement of undergraduate research opportunities with area conservation projects, proposed environmental

restorations, and various field work opportunities will be made available to all students. Work will continue to improve the material for certain geological topics with which students' struggle. Lab assignments will be more research oriented.

***Science
Specialization in Pre-Medicine
Associate of Arts and Sciences
And Advanced Studies in Science CSC***

Goals, Outcomes and Analysis

Goal 1: AA&S in Science Specialization Pre-Med students will transfer successfully to a four-year college or professional program.

Outcome Related to Goal 1: Students will successfully complete Science Pre-Med program and transfer to senior institutions.

Outcome Not Met: The 90% success standard was not met. 47% of students graduated indicated they would attend transfer institutions in fall 2021.

Goal 2: AA&S in Science Specialization Pre-Med students will identify and apply the steps of the scientific method and critically examine information and data to draw conclusions based on data collected in Bio 101.

Outcome Related to Goal 2: Students will demonstrate knowledge of scientific method and draw conclusions based on critical examination of information.

Outcome Not Met: The 80% success standard was not met. Only 56% of students showed mastery of the expectation.

Goal 3: AA&S in Science Specialization Pre-Med students will have a better understanding of effective soft skills appropriate to medical professional readiness

Outcome Related to Goal 3: Students will demonstrate through survey responses, a better understanding of appropriate soft skills and communication skills required in a professional setting

Outcome Met: Though only 56% of students responded to the survey, the overall response was positive when asked questions concerning a better understanding of soft skills.

Goal 4: AA&S in Science Specialization Pre-Med students will know career opportunities available in medical fields and associated fields.

Outcome Related to Goal 4: Students will have a better knowledge of career opportunities available in health care.

Outcome Met: Though only 48% of students responded to the survey, the overall response was positive when asked questions concerning a better understanding of alternative career opportunities.

Analysis/Use of Results

As a result of the assessments conducted in 2020-2021, students will be encouraged to complete the surveys that contribute to the assessments. Delivery options for surveys will be investigated since the response rate to email surveys is poor. Also, students who are unsuccessful in the pre-med program will be advised to enter other programs at SWCC. Faculty will work closely with counselors to make sure students that wish to change majors can do so easily and with guidance.

Summaries of 2020-21 Program Assessment

Associate of Applied Science Degrees

Accounting
Associate of Applied Science
Bookkeeping Career Studies Certificate
Insurance Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: To graduate students who demonstrate the ability to apply fundamental accounting concepts in entry-level accounting positions.

Outcome Related to Goal 1: Students will demonstrate basic accounting concepts covering the accounting cycle.

Outcome Not Met: Of the 46 students enrolled in ACC 211, 42 completed the comprehensive accounting cycle problem by completing the homework assigned for Chapter 4. This assignment was an electronic assignment. Of the 46 students enrolled in the sections, 42 opened and completed the assignment. 35 of 42 students completed the assignment with a grade of "C" or better (83%). 85% was the success standard set by the faculty.

Goal 2: To provide students with knowledge and skills in making ethical business decisions.

Outcome Related to Goal 2: Students will demonstrate knowledge of American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct.

Outcome Met: AIPCA testing was incorporated into ACC 212 for the Spring 2021 semester. Of the 24 students tested, 23 of 24 (96%) passed with a grade of "C" or better. This surpassed the success standard of 85%.

Goal 3: To improve students' skills in Excel required for successful employment in business and industry.

Outcome Related to Goal 3: Students will demonstrate use of advanced excel formulas needed for businesses.

Outcome Not Met: Due to Covid restrictions being extended and all on-campus sections of these courses changed to online with no face-to-face instruction for students, the Advanced Excel problem was deleted from the classes for the fall and spring semesters. This helped those students who were not comfortable with being completely online to concentrate on the ACC objectives only.

Analysis/Use of Results

Covid restrictions that were in place at the end of the spring 2020 semester were still in place in the fall 2020 and the spring 2021 semesters. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. In addition the findings of the testing for the professional code of conduct demonstrates the students' knowledge of the code of conduct. Changing the assessment to include a beginning and an ending score will show growth in the subject area. Finally for fall 2021, the accounting cycle problem will be given to ACC 211 students in the fall and to ACC 212 students in the spring, showing the level of growth in the two semesters of accounting.

**Accounting
Insurance Specialization
Associate of Applied Science**

Goals, Outcomes and Analysis

No students were enrolled in the Insurance Specialization fall and spring semesters so no program assessment was completed.

**Administration of Justice
Associate of Applied Science
And
Law Enforcement Certificate**

Goals, Outcomes and Analysis

Goal 1: To prepare students for careers in the three areas of the U. S. criminal justice system which are the police, courts and corrections.

Outcome Related to Goal 1: Student GPA will be positively impacted by having all ADJ student enroll in the SDV-100 course, which emphasizes the critical thinking component.

Outcome Pending: The 2015-16 cohort had 53.85 % of its members who scored a 2.0 or greater in the courses measured. The 2016-17 cohort scored much better with 66.67% scoring a 2.0 or greater. After the course redesign that incorporated critical thinking the 2017-18 cohort scored 62.96% in the measured classes which was a change of -3.71 %. The most significant change was in the 2018-19 cohort in which 72.41% scored 2.0 or greater. This is 9.45% better than the 2017-18 cohort, 5.74% greater than the 2016-17 and 18.56% better than the 2015-16 cohort. I believe that based on the significant improvement that the critical thinking components are garnering the effect that was predicted. The variance in the percentage suggests that the 2017-18 cohort was anomalous. A final visit of this assessment category using the 2019-20 cohort may clarify the variance in the 2017-18 group. Due to the COVID-19 Pandemic and the P+/P- grading system that was instituted in the Spring 2020 semester, the grades among the 2019-20 cohort are skewed and are no longer valid. The 2020-21 group will have to be utilized to achieve the measure and that data is unavailable at this time.

Goal 2: To prepare students to be successful whether they choose to begin professional employment or pursue further academic training.

Outcome Related to Goal 2: Student retention will be increased by moving the internship to the third semester (summer).

Outcome Not Met: Due to the COVID-19 Pandemic, the ADJ Advisory Committee was unable to meet for their input. There were no internship placements due to the pandemic protocols put in place by the college and host agencies. This goal cannot be addressed until the pandemic protocols have been relaxed.

Analysis/Use of Results

The findings will be shared the Division Dean for distribution to those in charge of the instructional design of the SDV-100 course. These findings may be used as a part of the study of effectiveness of the critical thinking re-design.

The Program Director, ADJ Advisory Board and Division Dean will use the results to determine any correlation in the timing of the Internship Placement and an increase student retention. This may also influence future job placement.

***Administration of Justice
Emergency Management and Preparedness Specialization
Associate of Applied Science***

No students were enrolled in the Emergency Management and Preparedness Specialization fall and spring semesters so no program assessment was completed.

***Administrative Support Technology
Associate of Applied Science***

Goals, Outcomes and Analysis

Goal 1: Provide students with opportunities to earn industry recognized certifications.

Outcome Related to Goal 1: 1. 85% of AST students enrolled in ITE 115/ITE 119 will be certified in digital literacy.

Outcome Not Met: The Microsoft Digital Literacy Certification exam was unavailable in a format compatible with the online class. The online format was made necessary to comply with campus COVID restrictions.

Outcome Related to Goal 1: 2. Due to COVID-19 utilize testing flexibility of AST students enrolled in ITE 115/ITE 119

Outcome Met: 90% percent of AST students enrolled in ITE 115/ITE 119 earned 85% on Comp. MS Office exam.

Goal 2: Deliver instruction that adequately prepares students to implement critical-thinking skills in Microsoft Office 2019 applications.

Outcome Related to Goal 2: Utilize the critical thinking skills baseline of AST students enrolled in ITE 115/ITE 119.

Outcome Met: A score of 85% on critical thinking projects was earned by 90% of AST students.

Analysis/Use of Results

As a result of assessments done in AY 20-21, the faculty will develop new critical thinking projects to keep projects current with the workplace environment. The faculty also plan to implement a new certification to measure student level of digital literacy that can be used regardless of course delivery vehicle.

***Advanced Manufacturing
Associate of Applied Science
Mechatronics Career Studies Certificate
Precision Machining Career Studies Certificate***

Goals, Outcomes and Analysis

Goal 1: To graduate students who demonstrate the abilities needed for employment in the automated advanced manufacturing job market.

Outcome Related to Goal 1: Students will demonstrate good problem solving and critical thinking skills needed for employment through written, hands on tests and certification exams.

Outcome Met: In both fall and spring 100% of test takers passed the tests administered.

Goal 2: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.

Outcome Related to Goal 2: Students earn their Workplace Readiness Certificate.

Outcome Met: 100% of students that participated in the Workplace Readiness Certification, earned all three of the Workplace Readiness Certificates.

Goal 3: To improve the online presence and availability of course offerings.

Outcome Related to Goal 3: Increase in the number of online courses offered.

Outcome Met: ELE140, MEC 140 and MEC 165, traditionally delivered in person, have been offered in the online format.

Analysis/Use of Results

The faculty had planned on adding a few NC3 certifications, but due to COVID-19, the instructor certification courses were not offered. He hopes to be able to offer these certifications during the 2021-2022 academic year. He is currently looking for additional certifications to offer to Advanced Manufacturing/Mechatronics students. He is also planning to offer the students the opportunity to earn the "Certified Manufacturing Associate" Certificate which is an online examination. Due to the success in the online format for courses, the faculty are planning to offer additional courses online during the 2021-2022 academic year. The faculty are considering a potential robotics lab kit to allow additional courses to be offered online if needed. They may also try to incorporate the new electronics lab kit used in the Electrical/Electronics program for a couple of the Mechatronics courses.

***Alternative Energy Technology
Associate of Applied Science***

No students were in the program and, as a result, an assessment was not completed.

***Business Management
Associate of Applied Science
Management Specialist Career Studies Certificate***

Goals, Outcomes and Analysis

Goal 1: Provide opportunities in which students will demonstrate recognition, knowledge and competency in soft skills related to communication.

Outcome Related to Goal 1: To emphasize the importance of these soft skills, students will demonstrate an understanding of the basic development of soft skills starting with the recognition, knowledge, and competency in using soft skills through their mannerism in oral and written communication, critical thinking, and social understanding.

Outcome Met: Of the seven BUS and MKT classes specific to the Business Management program taught this spring 2021 semester, student pass rates in these classes ranged from 75 percent to 100 percent, with an average of 86.43 percent. Students demonstrated an understanding of soft skills in both the content and writing skills in completing their assignments. These student success rates established that students demonstrated positive use of soft skills in their interactions with their peers and use of non-cognitive skills, including critical thinking, academic behavior, proper mindset, perseverance, social skills, and learning strategies.

Goal 2: Provide students with opportunities to hone critical thinking skills through developing analytical and decision making skills.

Outcome Related to Goal 2: Students will demonstrate using critical thinking skills to identify logical decision making in given business scenarios and goal setting in personal endeavors, becoming more aware of their surroundings.

Outcome Met: Student success rates in the classes specific to the Business Management program exceeded 86 percent, which demonstrates students' understanding and presentation of the required information. Students were able to identify and explain their interpretation of the intended concepts; however, there is still a need for students to improve in their writing skills to better demonstrate their level of expression.

Goal 3: Enhance students' awareness of the importance of time management in projects, decision making, and technology usage

Outcome Related to Goal 3: Students will demonstrate their understanding of time management, meeting deadlines, and interacting with peers online. Students will identify effects of procrastination. Students will also be subjected to prioritizing responsibilities.

Outcome Not Met: Although no specific percentage has been established, a noticeable percent of students miss deadlines and ask that due dates be extended or that they be allowed to submit their assignments for credit after the due date has passed. Most of these students fail to associate their progress with the progress of the class as a whole project. This line of thought de-emphasizes the effects of teamwork and the importance of time management in reference project success.

Goal 4: Provide students with opportunities to learn international business and marketing practices

Outcome Related to Goal 4: Students will demonstrate their understanding of international business practices and be able to identify effects international happenings have on the U.S. Students will be able to explain cultural differences in foreign countries.

Outcome Met: Students expressed an increased understanding of global challenges in the business environment. They correctly addressed global challenges such as the effects of COVID 19 of product shortages, the variations of legal systems in different countries, and the efforts of countries attempting to become self-sufficient as a result of the challenges of COVID 19. Students recognized and explained cultural and economic differences among different countries. They realized labor practices in other countries affects consumer behavior in the US.

Students also strategically addressed and predicted the future of businesses' and governments' use of artificial intelligence. They recognized the changing landscape of the work and business environments.

Analysis/Use of Results

Faculty indicated that the assignments designed to enhance softskills would be refined and continued. The business scenarios will help them create stronger critical thinking skills in more diverse situations, helping them to resonate the experiences between the two environments. Faculty also will place a greater emphasize on the importance of collegiate-level writing skills, which will exemplify students' success in higher education. With regard to the time management skill building, serious consideration will be applied to the evaluation of late assignments. As an introduction to each course specific to the Business Management program, students will be given an introductory assignment that includes explaining the effects of procrastination on team success. In the assignment, students will also address Immanuel Kant's categorical imperative philosophy—vaguely, what would happen to the fabric of the class if every student asked for the same exceptions you do? Hopefully, this assignment will help students resonate the effects of poor time management in both personal and professional environments.

Early Childhood Development

Associate of Applied Science

Certificate in Early Childhood Education and Career Studies Certificates in Early Childhood Education and Early Childhood Infant and Toddler

Goals, Outcomes and Analysis

Goal 1: Early Childhood Development (ECD) students will complete Key Assessments (5) and demonstrate competency in National Association for the Education of Young Children (NAEYC) standards.

Outcome Related to Goal 1: Students demonstrate competency in each NAEYC standard (KA1-KA5).

Outcome Met: In the aggregate 90% of students met criteria for competency when all standards were considered which was the success standard set by faculty. The data revealed, however, that students lacked competency in KA2.

Goal 2: Southwest Virginia Community College's Early Childhood Program will successfully submit the NAEYC self-study and coordinate the accreditation site visit.

Outcome Related to Goal 2: Submission of NAEYC Self-Study and scheduling of on-site visit.

Outcome Not Met: Self-Study/On-Site visits were delayed as a result of Covid. Submission will take place fall 21 along with on-site study.

Goal 3: ECD graduates will successful complete the program curriculum and be qualified to seek employment or transfer to obtain a Bachelors' degree.

Outcome Related to Goal 3: Upon completion of ECD degree, graduates either gain employment in the field or transfer to obtain a Bachelors.

Outcome Met: 95% of students were employed as of May 2021 or are transferring to a 4 year partner. This exceeds the success standard set by faculty by 5%.

Analysis/Use of Results

The Key Assessments provide a thorough way to measure program quality and success. The faculty lead will meet with adjuncts and determine how to change Key Assessment 2 to make it more useful for students. Conversations with four year partners take place regularly to make sure that graduates are prepared for upper division coursework in Early Childhood fields. The NAEYC self-study and the accompanying onsite visit should take place in fall 2021.

***Electrical/Electronics
Associate of Applied Science
Industrial Maintenance Career Studies Certificate
Renewable Energy and Energy Efficiency Career Studies Certificate***

Goals, Outcomes and Analysis

Goals, Outcomes and Analysis

Goal 1: To graduate students who demonstrate the abilities needed for employment in the electrical/electronics and related fields job market.

Outcome Related to Goal 1: Students will demonstrate fundamental electrical/electronics principles needed for workforce entry through written, hands on tests and certification exams.

Outcome Met: In both fall and spring 100% of test takers passed the tests administered, surpassing the 70% success standard set by the faculty.

Goal 2: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.

Outcome Related to Goal 2: Students earn their Workplace Readiness Certificate.

Outcome Met: 100% of students that participated in the Workplace Readiness Certification, earned all three of the Workplace Readiness Certificates.

Goal 3: To improve the online presence and availability of course offerings.

Outcome Related to Goal 3: Increase in the number of online courses offered.

Outcome Met: ETR 113, ETR 114, ETR 143, ELE 140, MEC 140 and MEC 165, traditionally delivered in person, have been offered in the online format.

Analysis/Use of Results

The faculty had planned on adding a few NC3 certifications, but due to COVID-19, the instructor certification courses were not offered. He hopes to be able to offer these certifications during the 2021-2022 academic year. He is currently looking for additional certifications to offer to Electrical/Electronics students. He is also planning to offer the students the opportunity to earn the "Certified Manufacturing Associate" Certificate which is an online examination. Due to the success in the online format for courses, the faculty are planning to offer additional courses online during the 2021-2022 academic year. The faculty are considering a potential PLC lab kit to allow additional courses to be offered online if needed.

Emergency Medical Services
Associate of Applied Science and Career Studies Certificate
In Advanced EMT, Basic EMT, EMT to Intermediate, Intermediate to Paramedic and the RN to Paramedic Bridge

Goals, Outcomes and Analysis

Goal 1: At the completion of the program, the graduates will demonstrate the ability to comprehend, apply and evaluate clinical information relative to his/her role as an entry level EMT, EMT, Advanced EMT or Paramedic

Outcome Related to Goal 1: Graduates will demonstrate the ability to comprehend, apply and evaluate clinical information relative to his/her role as an entry level EMT, Advanced EMT or Paramedic by passing the National Registry paramedic written and clinical simulation exams

Outcome Pending Data: Data still being collected. Should be complete by October 2021.

Goal 2: At the completion of the program, the student will demonstrate technical proficiency in all skills necessary to fulfill the role of an entry-level EMT, Advanced EMT or Paramedic.

Outcome Related to Goal 2: Students will demonstrate technical proficiency in all skills necessary to fulfill the role of an entry-level Advanced EMT or Paramedic through making a passing score on the National Registry Psychomotor exam.

Outcome Met: 97% of graduates passed the exam by the third attempt, exceeding the 90% success standard set by the faculty.

Goal 3: At the completion of the program, the students will demonstrate personal behaviors consistent with professional and employer expectations for the entry-level EMT, Advanced EMT or Paramedic.

Outcome Related to Goal 3: To complete students must continue. At the completion of the program, the 2021 cohort will have maintained a retention rate at or above the national average.

Outcome Met: Retention of Paramedic students was 86% while retention of AEMT cohort was 83%. The success standard was 70% or higher.

Goal 4: At the completion of the Spring 2020 semester, the percentage of students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.

Outcome Related to Goal 4: At the completion of the Spring 2020 semester, the percentage of students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.

Outcome Not Met: The percentage of students who complete the EMT curriculum and pass the cognitive capstone exam is 50%. This fell short of the 72% success standard set by faculty.

Analysis/Use of Results

The Fisdap EMT-Readiness exam is a nationally validated, comprehensive exam. It is highly predictive of success on the National Registry Exam. In response to student performance on outcome 4, the faculty have developed an action plan to be implemented summer 21. EMT lead faculty have developed a plan to be implemented in the summer 2021 semester. The plan includes:

1. Use of a nationally validated entrance exam (similar to TEAS) to identify at-risk students early in the class and promptly address their weaknesses.
2. Increase the use of high-level MC questions, similar to the cognitive capstone exam throughout the program.

3. Identify and meet with poor performing students early to develop a plan of action that addresses their problem.
4. Evaluate the effectiveness of these changes in August 2021.

***Human Services Mental Health
Associate of Applied Science
And
Mental Health
Substance Abuse Specialization
Associate of Applied Science
Human Services Certificate***

Lead faculty was out on medical leave and subsequently retired. As a result, no assessment was completed. A search is in progress for a replacement faculty member.

***Information Systems Technology
Associate of Applied Science
Computer Repair Technician, Software Development, and Information Technology Specialist Career Studies Certificates***

Goals, Outcomes and Analysis

Goal 1: Goal 1 To graduate students who demonstrate the ability to apply strong IST skills and the VCCS core competencies of Information Literacy and Critical Thinking.

Outcome Related to Goal 1: Students will demonstrate good critical thinking and problem solving skills needed for successful employment in IST related careers.

Outcome Met: In the Spring 2021 ITP298 course, 100% of students completed the course and the main capstone project with a C or higher, exceeding the success standard set by faculty by 15%. In addition, in the Spring 2021 ITP251 course, 100% of students completed the course and the course project with a C or higher, exceeding the success standard by 25%.

Goal 2: To adequately prepare students for industry certification exams that demonstrate a mastery of core competencies in the IST program.

Outcome Related to Goal 2: Students will be familiar with industry certification exams in an IST concentration area.

Outcome Met: In the Spring 2021, the ProProf certificate was added as the Pre/Post assessment tool. At the conclusion of the Spring 2021 term, 53 students completed the assignment and 49 passed with a 92% pass rate of students completing the assessment. 57 students obtained the Microsoft Digital Literacy Certificate in ITE115 (Fall 2020) while the assessment was still available. Because of the Microsoft Digital Literacy certificate was unavailable at the end of Fall 2020, a success rate for the entire cohort of ITE 115 students could not be calculated.

Goal 3: Goal 3 To expose students to various career paths and essential skills required for successful employment in each of the IST concentration areas.

Outcome Related to Goal 3: Students enrolled in the IST degree program will complete an industry related internship either Fall or Spring of the second year of the program (ITE290/298) and participate in the Spring Student Symposium presentations.

Outcome Met: For Spring 2021, 100% of students completed the internship program with a 'very good' rating on scoring. Students presented their projects in a virtual Symposium hosted by Michael Brown on May 3, 2021. This exceeded the 85% success standard set by the faculty.

Analysis/Use of Results

The ProProf Digital Literacy Certificate site is free to students and is available at: <https://www.proprofs.com/quiz-school/story.php?title=digital-literacy-exam>. The previous free source of the Microsoft Digital Literacy Certification has now been added to LinkedIn Learning and requires students to purchase a code/subscription in order to complete.

Please note that the data for Fall 2020 is incomplete due to the Microsoft Digital Literacy Assessment was available only during the first few weeks of the regular term so students could not attempt at the end of the term as planned. Late start classes did not have access due to assessment moving to other provider. Pass rate could not be calculated due to incomplete data.

Three students completed an internship program in AY 20-21.

Nursing Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: At least 90% of students enrolling in NSG 100 or NSG 115 will progress to second semester nursing courses.

Outcome Related to Goal 1: Nursing students will progress successfully through the program.

Outcome Met: 12 of 13 (92%) students enrolled in NSG 115 progressed to NSG 205 and 50 of 54 (92.5%) students enrolled in NSG 100 moved on to NSG 170.

Goal 2: The program's annual licensure exam first-time pass rate will be at or above 80%.

Outcome Related to Goal 2: Nursing students who graduate from the program will pass licensure exams.

Outcome Not Met: NCLEX-RN first-time pass-rate for spring 2020 graduates was 72.54% (VATNP) (64% SWCC). Spring 2021 graduates data will be available by Dec 2021/ Jan 2022. The success standard for this outcome was 80%.

Goal 3: Program completion rate will be at or above 70% based on completion in 150% time from initial enrollment.

Outcome Related to Goal 3: Nursing students will successfully complete the program within 150% of initial enrollment (six semesters).

Outcome Met: Program completion rate for 2020 graduates was 81%. This was 11% higher than the success standard.

Goal 4: Graduates and Employers will report satisfaction in no less than 90% of all categories of evaluation for entry-level positions 12 months post-graduation.

Outcome Related to Goal 4: Both graduates and employers will be satisfied with the Nursing program.

Outcome Pending Data: Graduates who responded to the survey reported satisfaction on all categories of evaluation. Employer data available after May 2021.

Goal 5: Job placement will be no less than 80% at 12 months after graduation.

Outcome Related to Goal 5: 80% of nursing graduates will be employed one year after graduation..

Outcome Met: 100% of students returning graduate surveys were employed full-time in a RN position.

Analysis/Use of Results

Four of the five outcomes were met. As for the unmet outcome, COVID-19 had a detrimental effect on the graduating class of 2020. Students were unable to finish their classes face to face, missed clinical time or completed it virtually, missed the ATI live review (3-day board prep course), and were unable to have as many proctored assessments/tests as needed. They also were delayed in getting into test sites to take boards related to COVID-19. The NCLEX-RN was also altered to accommodate for COVID by shortening the exam. An NCLEX-success plan was submitted to ACEN for the lower than acceptable board passage rate. The remediation plan included offering face-to-face classes in the spring 2021 semester (pending relaxation of COVID restrictions) and to mandate ATI live review for all students. The passage rates for the 2021 grads will be evaluated to determine the effectiveness of the remediation plan.

Occupational Therapy Assistant Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: The SWCC OTA program will graduate highly qualified OTAs who will become Certified Occupational Therapy Assistants (COTA) by passing the National Board for Certification in Occupational Therapy (NBCOT) examination.

Outcome Related to Goal 1: Students will demonstrate entry-level application of knowledge and skills for practice as an OTA as evident by passing the national certification board exam.

Outcome Met: The average pass rate for the 3 most recent calendar years for SWCC OTA graduates in the years 2017-2019 is 87.69%. This exceeds the 80% success standard.

Goal 2: The SWCC OTA program will partner with the community in order to provide fieldwork placements that promote occupationally relevant learning experiences.

Outcome Related to Goal 2: Students will exhibit clinical behaviors, utilizing knowledge and clinical reasoning skills to successfully meet fieldwork expectations.

Outcome Met: SWCC OTA students achieved a 100% fieldwork pass rate for the 2020 graduating class.

Goal 3: The SWCC OTA program will foster a learning environment that encourages completion of academic goals.

Outcome Related to Goal 3: Students will demonstrate through discussion an awareness of program requirements and resources available to support achieving academic goals.

Outcome Met: Retention rate for students in the OTA program over the 3 year period of 2018-19-20 is: 78.9%. The success standard was 60%. As of May 2021 – 14/15 (93.33%) of the class of 2022 are progressing into their 2nd year of the OTA program.

Goal 4: Students will engage in community-based service learning experiences to enrich their academic and clinical knowledge while providing increased exposure of occupational therapy in the college service region.

Outcome Related to Goal 4: Students will participate in service learning projects designed to improve their clinical interaction skills and promote occupational therapy in the community to enrich their academic and clinical knowledge while providing increased exposure of occupational therapy in the college service region.

Outcome Not Met: Unfortunately, community service/service learning activities have been put on hold due the Covid-19 pandemic.

Analysis/Use of Results

The 2020 board pass rate is 9/10= 90% However 7 students from graduating class did not take board exam by end of 2020. Much of this is speculated to have been related to COVID-19 impact on jobs and testing site availability. However, many times in past history when students delay taking the exam more than 3 months, pass rates decline. Staff have discussed possibly considering incorporating board exam cost for initial test into college fees. NBCOT has a process by which colleges can purchase board exam vouchers for their students so they do not delay in taking exam.

The SWCC OTA program has a new program location furnished with updated supplies and equipment in Lebanon, Virginia. As the OTA program began its return to a one-college program, the SWCC Lebanon Center location was sought to provide a more centrally located facility to house the program. While, the Booth Center in Grundy may still be utilized, the COVID-19 pandemic has resulted in the program having a mostly online delivery with lab meetings weekly in the Lebanon facility.

Radiologic Technology Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: Retention of first-year (freshman) students accepted into Radiography for summer through spring semesters; 85 %.

Outcome Related to Goal 1: Retention of students through the academic rigors of required courses for radiography through Program completion.

Outcome Met: Twenty-two students finished the first summer of the Radiography program in summer 2020. One withdrew after summer for medical reasons. One withdrew after fall for personal reasons. None withdrew as of May 12, 2021 during/after spring semester, nor did the program lose any due to academic reasons. Twenty out of 22 students are retained through the first year, end of spring, which is 90.9 and exceeds the success standard by 5.9%.

Goal 2: Retention of second-year (sophomore) students accepted into Radiography for second summer through spring semesters; 90 %.

Outcome Related to Goal 2: Retention of students through the academic rigors of required courses for radiography through Program completion.

Outcome Not Met: Out of the 2019-2021 cohort, 16 students entered their 2nd year during summer 2020. One withdrew summer 2020 due to personal reasons. One withdrew during fall 2020 due to personal/financial reasons. Fourteen out of those 16 completed the program, which is 87.5%. This is below the success standard of 90%.

Goal 3: Retention of all students accepted into Radiography through completion; 75%.

Outcome Related to Goal 3: Retention of students through the academic rigors of required courses for radiography through Program completion.

Outcome Not Met: Twenty students began the 2019-2021 cohort. Fourteen completed the program, for a 70% completion rate. This is below the 75% success standard set by the faculty.

Goal 4: Graduates will successfully pass the ARRT certification examination.

Outcome Related to Goal 4: Prepare knowledgeable graduates with academic knowledge and professional readiness.

Outcome Not Met: For the 2018-2020 cohort, 19 graduates attempted the ARRT registry examination. Five failed on their first attempt, which is a 70% ARRT pass rate. As of April 2021, none of those five had successfully passed (either by not reattempting or reattempting but not passing – the ARRT does not supply that data to programs beyond the first attempt. The program did check the ARRT Certification Verification for the students who had previously failed, and they did not show up as an ARRT registered technologist.)

Analysis/Use of Results

The program has implemented a new supplemental software (RadTechBootcamp) to use during first and second year, which began with the 2020-2022 cohort. The 2019-2021 cohort did use RTBC, but only during their 2nd year. The program also changed from in-person classes to Zoom synchronous as well as asynchronous classes, along with small group labs, during spring 2020 due to Covid. We plan on returning to a more in-person class presence during fall 2021 and spring 2022. The 2021 graduates have not yet taken their ARRT exam. They become eligible after May 28, 2021.

Summaries of 2020-21 Program Assessment

Certificates and Diplomas

Arts and Crafts Certificate

Assessment for the Arts and Crafts Certificate is included in the program assessment for the Fine Arts Specialization of the General Studies Associate of Arts and Sciences degree. This is possible through common coursework.

Early Childhood Education Certificate

The assessment for this certificate is included in the Early Childhood Development Associate of Applied Science assessment. This is possible through stackable credentialing.

General Education Certificate

The assessment for this certificate is included in the General Studies Associate of Arts and Sciences assessment. This is possible through stackable credentialing.

Health Science Technology Certificate

Goal 1: Health science certificate (HSC) students will successfully complete PSY 230 with a basic understanding of development of a person's physical, cognitive, and psychosocial growth.

Outcome Related to Goal 1: Students will acquire a basic understanding of a person's physical, cognitive, and psychosocial growth through successful completion of PSY 230.

Outcome Pending Data: Final grades will not be accessible until after May 2021.

Goal 2: Health science certificate students will meet with their academic advisor to gain insight on their chosen health related career choice in SDV 100.

Outcome Related to Goal 2: SDV 100 students will meet with their advisor to gain insight on their chosen health related career choice.

Outcome Pending Data: Waiting to hear back from all SDV 100 instructors on percentages of students that completed this requirement.

Goal 3: Health science certificate students will continue their education in one of SWCC's health programs.

Outcome Related to Goal 3: HSC students will continue their education in one of the health programs at SWCC.

Outcome Met: 73.9% of 2019-2020 health science certificate students who graduated were enrolled in a health program at SWCC. (34 out of 46). This exceeds the success standard of 70%.

Analysis/Use of Results

Data for outcomes one and two is pending and has not been yet reported by the lead faculty.

Heating, Ventilation and Air Conditioning Certificate and Career Studies Certificate Electrical Installation Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Develop and expand qualitative approach for assessing problem sets through clear estimation, investigating and diagnostic; as related to both physical and social impact on stakeholder.

Outcome Related to Goal 1: Critical thinking enhanced via field related problem solving

Outcome Met: Met the standard for the internship of 3 on a 4 point scale for field related problem and critical thinking.

Goal 2: Develop understanding of hazard analysis, risk assessment, probability of harm and hazards encountered; along with protective measures as required within the dynamic work environment to safety and successful resolve workplace issues.

Outcome Related to Goal 2: Improved safety & work habits both within the lab and through On Job Training (OJT)/On Job Learning (OJL)

Outcome Met: All students completed safety training and there were not accidents in class or during the internship.

Goal 3: Promote awareness that being a successful skilled trade person encompasses all facets of human psychology, equipment mechanics, elements of science and physics, as well as that of being a good communicator.

Outcome Related to Goal 3: Good customer relations, work ethics and soft skills development (i.e. resume development)

Outcome Met: Positive employer feedback of students met the goals set by the faculty.

Goal 4: Student learners shall enhance their understanding of the requirement of the technical trades through personal observation at remote field site visitations.

Outcome Related to Goal 4: Improve student understanding for technical trades by completing field trip visitation.

Outcome Not Met: Due to Covid 19 restrictions we were unable to travel to offsite locations.

Goal 5: Program contribution to conduct all 7 of 12 the required HVAC courses as a hybrid course offering, requiring more personal interrelated electronic communication via email and Canvas media.

Outcome Related to Goal 5: Offer all four of the related HVAC fall 2020 day courses as a hybrid having an on-line component to foster learning for electronic communication via computer applications (i.e. Canvas).

Outcome Met: The use of Canvas is now an integral of the class structure. All students have used the tools available on Canvas.

Goal 6: Helping student program completers to attain one national certification for the trade related mandates and industry recognized industry credentials. To include EPA 608 & 609 certifications, NCCER certifications and NC3 certifications.

Outcome Related to Goal 6: National Industry Certification required by the EPA for workplace application.

Outcome Met: Students met the standard for EPA testing (70%).

Analysis/Use of Results

Evaluate and adjust HVAC department program offering, based on “Host” and employer feed-back coupled with student interviews and developed in conjunction with comments from SWCC's colleagues related to the OJL/OJT (On-Job Learning/Training – Internship and actual work activities after employment). This data will be utilized to correct any deficiencies or highlight strengths. An effort will be made to include incorporating more nationally recognized terminology for the HVACR trades sector. During late Spring semester 2021, HVAC students are encouraged to take third party exams and become well versed in the new EPA regulations being implemented. Students will be given the opportunity to take NC3 tests for certification.

Human Services Certificate

Lead faculty was out on medical leave and subsequently retired. As a result, no assessment was completed. A search is in progress for a replacement faculty member.

Law Enforcement Certificate

The assessment for this certificate is included in the Administration of Justice Associate of Applied Science assessment. This is possible through stackable credentialing.

Legal Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Provide Legal Studies (LGL) students with opportunities to earn industry recognized certifications.

Outcome Related to Goal 1: 85% of LGL students enrolled in ITE 115/ITE 119 Microsoft certified.

Outcome Not Met: The Microsoft Digital Literacy Certification exam was unavailable.

Goal 2: Deliver adequate instruction that prepares students to implement critical-thinking skills in Microsoft Office 2019 applications.

Outcome Related to Goal 2: 1. Utilize the critical thinking skills baseline score of LGL students enrolled in ITE 115/ITE 119

Outcome Met: A score of 85% higher was earned by 100% of LGL students on critical thinking projects.

Outcome Related to Goal 2: 2. Due to COVID-19 utilize temporary flexibility to meet LGL 190 internship requirements.

Outcome Met. 100% of LGL interns met the required contact hours.

Analysis/Use of Results

Use a new digital literacy certification option to measure LGL student computer literacy level and update critical thinking projects to maintain relevance.

Licensed Practical Nursing Certificate

Goals, Outcomes and Analysis

Goal 1: Eighty percent of all graduating students will pass NCLEX-PN upon their first attempt

Outcome Related to Goal 1: Eighty percent of all graduating students will pass NCLEX-PN

Outcome Data Pending: As of 5/13/21 all students have not taken the NCLEX-PN exam. This is due to COVID-19 limiting the scheduling of exams. This will have to be reported out later after all have taken the exam.

Goal 2: Eighty percent of the PN students who begin the program will complete the program.

Outcome Related to Goal 2: Eighty percent of the PN students who begin the program will complete the program.

Outcome Not Met: From the beginning of the fall 2019 semester until the completion of the cohort in Fall of 2020 the percentage is 76%.

Goal 3: Eighty percent of the beginning PN students will complete the end of the spring semester. (This is due to the change from standard instruction in lieu of COVID.)

Outcome Related to Goal 3: Eighty percent of the beginning PN students will complete the end of the spring semester.

Outcome Met: 96% of beginning PN students completed the spring semester.

Goal 4: Eighty percent of the students completing the program will score 900 or higher on the HESI Exit Exam with two attempts.

Outcome Related to Goal 4: Eighty percent of the students completing the program will score 900 or higher on the HESI Exit Exam with two attempts.

Outcome Met: 81.8% of the students passed within the first 2 attempts.

Analysis/Use of Results

This group was affected by COVID 19 beginning in their spring semester and through their fall semester also. Four students were required to take the PNE 95 class to get a third time to take the HESI exit exam. All were successful on scoring the benchmark after the third attempt. We will continue to evaluate NCLEX PN success rates after test results are complete for the last cohort. As far as retention of PN students goes, many times after the first semester of the program, we will lose students because they decide nursing is not for them or other life issues happen. If we just look at those that didn't make it due to failure of a course that would be a 86% which is within our parameters. We may want to modify our percentage or add more specific language in the next assessment cycle.

Substance Abuse Counselor Certificate

Lead faculty was out on medical leave and subsequently retired. As a result, no assessment was completed. A search is in progress for a replacement faculty member.

Welding

Diploma, Certificate, and Career Studies Certificates in

Welding, Semi-Automated Welding and Manufacturing Fabrication

Goals, Outcomes and Analysis

Goal 1: Continue to improve the entry level instruction of the 1st semester welding students in preparation of meeting the American Welding Society's national standards of testing and compare to last year's results. (Short term goal will be measured by October 2020). As the AWS (American Welding Society) is changing the policies and rules of welding it is also important that we do the same.

Outcome Related to Goal 1: 1. To produce trainees who can follow given weld procedures and produce welds compliant with the AWS welding standards.

Outcome Met: The current year success rate on these skills was 86%. This was 6% higher than the previous years.

Outcome Related to Goal 1: 2. To produce trainees who Can accurately read and execute welding blueprint

Outcome Met: Students were given a blueprint and asked to complete the project as instructed. 83% of students were able to successfully execute the project from the blueprint, while the remaining students needed additional instruction to be able to complete the project.

Goal 2: Continue to assist students in developing the appropriate "soft skills" needed for gainful employment in business and industry and compare to last year's results. As the continued growth of our businesses so is the soft skills needed for the appropriate jobs.

Outcome Related to Goal 2: To produce competent trainees from the fall semester who feel confident in returning for the advanced spring semester, resulting in positive retention rates.

Outcome Met: Retention rate from Fall-Spring was 79%, 9% higher than the success standard set by faculty.

Analysis/Use of Results

Certified Welders continue to be in high-demand in our service area. To continue to meet the needs and expectations of employers, we need to continue to improve soft-skills and certification attainment. To accomplish, we will enhance the content taught in SDV 106 Preparation for Employment and strengthen the curriculum taught by integrating certification testing into the respective courses.

The addition of SDV 106 Preparation for Employment will be a consistent part of each curriculum helping ensure the success of pathway students entering the workforce.

To strength curriculum we will implement certification testing into the respective courses. This will include using the objectives and curriculum of American Welding Society, SENSE and Hobart into the respective courses. AWS certification

testing will be implemented to enhance the student's skill-set. We also plan to implement goals needed by local employers for students to gain and successfully keep employment.

- AWS certified weld testing through on-campus Accredited Test Faculty

Goals for 2021-2022 will focus on student ability to read and interpret welding blueprints and welding procedures to AWS and ASME standards, earning additional certifications, and continued focus on soft-skills.

Summaries of 2020-21 Program Assessment

Career Studies Certificates

Advanced Studies in Music Career Studies Certificate

The assessment for this certificate is included in the General Studies Specialization in Music Associate of Arts and Sciences assessment. This is possible through stackable credentialing and shared coursework.

Advanced Studies in Science Career Studies Certificate

The assessment for this certificate is included in the Science Specialization in Pre-Med Associate of Arts and Sciences assessment. This is possible through stackable credentialing and shared coursework.

Advanced Emergency Medical Technician Career Studies Certificate

The assessment for this career studies certificate is included in the Emergency Medical Services Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Adventure Tourism Career Studies Certificate

Guide Essentials Career Studies Certificate

Outdoor Interpretation and Education Career Studies Certificate

Outdoor Recreation Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will develop the skills to integrate certifications/credentials into the curriculum to demonstrate core knowledge and skills for employment.

Outcome Related to Goal 1: Students will receive Leave No Trace (LNT) Trainers certification.

Outcome Not Met: Due to COVID restrictions that limited face to face testing the program was not offered.

Goal 2: To reveal to students the career pathway opportunities and skills needed to obtain employment in the tourism and recreation industries.

Outcome Related to Goal 2: Students will be given scenarios on wilderness excursions to explore leadership techniques.

Outcome Not Met: Due to COVID restrictions the capstone course where the scenarios are used was not offered.

Goal 3: Students will develop the skills to demonstrate best practices, skills, and abilities that apply to Guide Essentials and Interpretation & Education.

Outcome Related to Goal 3: Students will be given scenarios on wilderness excursions to explore interpretation techniques.

Outcome Not Met: Due to COVID restrictions the course where the scenarios on wilderness excursions are used was not offered.

Analysis/Use of Results

Fall 2020 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2020 and Spring 2021 classes used for this assessment were redesigned to be taught online with a public venue connection. A majority of the RPK courses still required a physical presence at public venues so the students could make connections with Outdoor Recreation and Tourism research as part of the program. The COVID restrictions made these difficult to include into the courses. The RPK 125 course was developed around the National Association for Interpretation certification as an in-class course.

A marketing plan is being designed to recruit students for the Fall 2021 and Spring 2022 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers.

Agribusiness Career Studies Certificate

The assessment for this career studies certificate was not completed this year because there is no fulltime faculty coordinator. An assessment will be completed in 2021-22.

Appalachian Studies Career Studies Certificate

The assessment for this career studies certificate is included with the Appalachian Studies Specialization of the General Studies Associate of Arts and Sciences degree.

Automotive Diagnostics and Repair Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Graduate students who demonstrate the quality and skills to apply basic Automotive skills in entry level or above in Automotive related positions.

Outcome Related to Goal 1: Students demonstrate comprehensive automotive knowledge to apply the skills learned.

Outcome Not Met: Students had a 75% pass rate on all ASE certifications administered. This fell 20% below the success standard set by faculty.

Goal 2: Provide students with the skill sets and knowledge to make ethical and skilled decisions and maintain a safe working environment.

Outcome Related to Goal 2: Students will earn OSHA 10 General Industry Certification

Outcome Met: 100% of students have earned the OSHA 10 General Industry Certification through completion of the AUT100 class.

Goal 3: Improve student's skills in hand and power tools with multiple certifications from NC3.

Outcome Related to Goal 3: Students will achieve NC3 certifications in the complete use of the NC3 certifications of the tools and equipment related to the Automotive industry.

Outcome Not Met: 63% of the students that passed at least one NC3 certification test. This is 32% below the success standard set by the faculty.

Analysis/Use of Results

The scheduling with COVID-19 was challenging to ensure everything was covered and students had ample opportunity to complete all the available certification tests. To ensure students were competent on the job, we used as much time as feasible to give them the hands-on experiential opportunities to be success on the job. The tracking for NC3 will be changed based on those attempting the specific tests rather than enrollment. A system will be implemented to better track the individual results.

Basic EMT Skills Career Studies Certificate

The assessment for this career studies certificate is included in the Emergency Medical Services Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Bookkeeping Career Studies Certificate

The assessment for this career studies certificate is included in the Accounting Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Computer Repair Technician Career Studies Certificate

The assessment for this career studies certificate is included in the Information Systems Technology Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Computerized Tomography Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate employability.

Outcome Related to Goal 1: 1. CT students will pass the ARRT advanced registry examination in Computed Tomography.
2. CT students will gain employment within a CT department.

Outcome Not Met: 1. 2020 graduates finished clinicals late due to Covid. As of April 2021, none of the students has applied to ARRT to take the Registry exam. 2. 50% of the 2020 graduates were employed in CT within 1 year of graduation. Neither met the 80% success standard set by the faculty.

Goal 2: Students will demonstrate clinical competence.

Outcome Related to Goal 2: 1. A. Students will demonstrate acceptable clinical performance by the end of their first semester in the program. (Fall) 2. Students will demonstrate clinical competence as evidenced by completion of all clinical

competency requirements as set forth by ARRT. 3. Program Director and Clinical Coordinator will create a multi-personnel approach to clinical communication.

Outcome Met: 1. 2020-2021 cohort: no fall RAD 196 students. 2. One student enrolled in and completed RAD 196 spring 2021, and did complete the required ARRT repetitions and procedure completions. 3. PD communicated with the department director, CP, and student throughout the semester. The clinical coordinator made visits to the CT students when she visited RAD students at that site.

Goal 3: Students will demonstrate professional patient care.

Outcome Related to Goal 3: 1. Students will demonstrate effective patient and radiologist communication as evidenced by obtaining and documenting thorough and accurate patient histories. 2. Students will demonstrate competent patient care in dealing with various CT patients.

Outcome Met: 1. No fall 2020 RAD 196 students 2. The one spring 2021 RAD 196 student scored 4 out of 4 on this assessment.

Analysis/Use of Results

Continue to encourage students to apply to ARRT as soon as possible after finishing the program. Covid delayed program completion for 2020 graduates. For the employment outcome, continue to communicate with local employers and advertise job opportunities to students and graduates via discussions, emails, and social media.

Crime Scene Technology Career Studies Certificate

No program assessment was completed due to the cyclic nature of the program. It is offered when the need arises.

Cybersecurity Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Cybersecurity students will participate in the Spring SWCC career fair event for career exploration.

Outcome Related to Goal 1: 1. Students will attend the SWCC campus career fair in the Spring.

Outcome Not Met: In the Spring 2021 term, students in ITN260 were offered extra credit for attending the CCIIF event (1). No data was reported regarding the number who attended. This is a COVID related finding.

Goal 2: Cybersecurity program will provide each student with specialized/guided study to increase their capacity to achieve industry recognized credentials and/or certifications.

Outcome Related to Goal 2: Students will have achieved training in Digital Literacy and certification information about potential IT certifications.

Outcome Met: The Microsoft Digital Literacy Certificate (used to measure this outcome) was not included in the Fall 2020 ITE105 course due to the test being moved to a subscription service early in the term.

Goal 3: Students enrolled in SWCC Cybersecurity programs will participate in the cybersecurity event/competition each fall/spring term.

Outcome Related to Goal 3: Students will demonstrate the ability and skills to perform tasks related to the field of cybersecurity.

Outcome Met: Due to COVID-19, this event was changed to a virtual event and was opened to all SWCC students (not only cyber). The event was held by registration and utilized Canvas for student access and submissions. The Fall 2020 cyber competition had eight registrants and two completions. The Spring 2021 competition had two registrants and one completion. Final submissions were reviewed by a panel from the BEIT division and 1, 2, 3 place will be honored at next Awards Day event.

Analysis/Use of Results

In ITN260, students had the opportunity to attending the Commonwealth Cyber Initiative Internship Fair and receive extra credit for their attendance. During the Spring 2021 term, this event was held virtually by registration. One student attended the event (Faith Woodruff). Attendance was verified in the course area by the student submitting a screen capture of the live event. The ProProf Digital Literacy Certificate site is free to students and is available at: <https://www.proprofs.com/quiz-school/story.php?title=digital-literacy-exam>. The previous free source of the Microsoft Digital Literacy Certification has now been added to LinkedIn Learning and requires students to purchase a code/subscription in order to complete. The assignment to participate in a virtual cyber event will be included in at least one 100 level and one 200 level cybersecurity course each term the event is offered so both first term and second term students have the opportunity to participate.

Early Childhood Education Career Studies Certificate

The assessment for this career studies certificate is included in the Early Childhood Development Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Early Childhood Education Infant and Toddler Career Studies Certificate

The assessment for this career studies certificate is included in the Early Childhood Development Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Electrical Installation Career Studies Certificate

The assessment for this career studies certificate is included in the Heating, Ventilation and Air Conditioning certificate assessment. This is possible through stackable credentialing and shared coursework.

Electronic Medical Records Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Provide students with opportunities to earn industry recognized certifications.

Outcome Related to Goal 1: 1. 85% of Electronic Medical Records (EMR) students enrolled in ITE 115/ITE 119 will be certified in digital literacy.

Outcome Not Met: The Microsoft Digital Literacy Certification exam was unavailable in a format compatible with the online class. The online format was made necessary to comply with campus COVID restrictions.

Outcome Related to Goal 1: 2. Due to COVID-19 utilize testing flexibility of EMR students enrolled in ITE 115/ITE 119

Outcome Met: 95% percent of EMR students enrolled in ITE 115/ITE 119 earned 85% on Comp. MS Office exam.

Goal 2: Deliver instruction that adequately prepares students to implement critical-thinking skills in Microsoft Office 2019 applications.

Outcome Related to Goal 2: Utilize the critical thinking skills baseline of EMR students enrolled in ITE 115/ITE 119.

Outcome Met: A score of 85% on critical thinking projects was earned by 95% of EMR students.

Analysis/Use of Results

As a result of assessments done in AY 20-21, the faculty will develop new critical thinking projects to keep projects current with the workplace environment. The faculty also plan to implement a new certification to measure student level of digital literacy that can be used regardless of course delivery vehicle.

Emergency Medical Technician Intermediate Career Studies Certificate

The assessment for this career studies certificate is included in the Emergency Medical Services Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Geographic Information Systems Career Studies Certificate

This program had no enrollment for the 2020-21 academic year.

Guide Essentials Career Studies Certificate

The assessment for this career studies certificate is included in the Adventure Tourism career studies certificate assessment. This is possible through stackable credentialing and shared coursework.

Healthcare Technician Career Studies Certificate

Goal 1: Eighty percent of all students entering the Nurse Aide Program will complete all of the requirements.

Outcome Related to Goal 1: Eighty percent of all students entering the Nurse Aide program will complete all of the program requirements.

Outcome Met: 100 % of the students entering the Nurse Aide Program completed all of the requirements.

Goal 2: Eighty percent of students that complete the course requirements will take the Nurse Aide Test within 6 months of completion.

Outcome Related to Goal 2: Eighty percent of students that complete the course requirements will take the Nurse Aide Test within 6 months of completion.

Outcome Not Met: As of the spring semester 50 % have taken the Nurse Aide Test within six months.

Goal 3: Eighty percent of all students that take the Pearson Vue test for Virginia Nurse Aide will pass both the skills and written components.

Outcome Related to Goal 3: Eighty percent of all students that take the Pearson Vue test for Virginia Nurse Aide will pass both the skills and written components.

Outcome Met: According the March 2021 report from Pearson Vue Southwest Virginia Community College had a 100% pass rate for those who had taken the test.

Analysis/Use of Results

To remediate the unmet outcome faculty will discuss the importance of scheduling the test as soon as possible upon completion of the program. Faculty will also identify and work to resolve any barriers or concerns identified with testing before the completion of the program.

Heating, Ventilation and Air Conditioning Career Studies Certificate

The assessment for this career studies certificate is included in the HVAC certificate assessment. This is possible through stackable credentialing and shared coursework.

Industrial Maintenance Career Studies Certificate

The assessment for this career studies certificate is included in the Electrical/Electronics Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Information Technology Specialist Career Studies Certificate

The assessment for this career studies certificate is included in the Information Systems Technology Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Insurance Career Studies Certificate

The assessment for this career studies certificate is included in the Accounting Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Intermediate to Paramedic Career Studies Certificate

The assessment for this career studies certificate is included in the Emergency Medical Services Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Management Specialist Career Studies Certificate

The assessment for this career studies certificate is included in the Management Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Manufacturing Fabrication Career Studies Certificate

The assessment for this career studies certificate is included in the Welding Diploma assessment. This is possible through stackable credentialing and shared coursework.

Mechatronics Career Studies Certificate

The assessment for this career studies certificate is included in the Advanced Manufacturing Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Medical Coding Career Studies Certificate

The program assessment for this career studies certificate will be completed in the next assessment cycle.

Network Administration Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will develop the skills to install, monitor, and troubleshoot Microsoft network infrastructures.

Outcome Related to Goal 1: Students will demonstrate skills and knowledge to manage a Microsoft network infrastructure.

Outcome Met: 100% pass rate for the Spring 2021 term – 9 students (C or Better) and the mean for the MOAC Labs was 80.9%. Both exceeded the 70% pass rate success standard set by the faculty.

Goal 2: Students will develop the skills to maintain and optimize local area networks.

Outcome Related to Goal 2: Students will demonstrate skills and knowledge to deploy, configure, and manage Microsoft Windows Server 2012.

Outcome Met: 92% pass rate for the Spring 2021 term – 11 of 12 students (C or Better)

Goal 3: Students will develop the skills to manage Microsoft Active Directory replication and services.

Outcome Related to Goal 3: Students will demonstrate their knowledge of the advantages and disadvantages of server operating systems with Windows Server 2012 R2.

Outcome Met: 100% pass rate for the Spring 2021 term – 11 students (C or Better).

Goal 4: Students will develop the skills to manage a virtual infrastructure.

Outcome Related to Goal 4: Students will demonstrate skills and knowledge to manage a Virtual Infrastructure.

Outcome Not Met: There was no enrollment in the class.

Analysis/Use of Results

This is a two-semester program. The students take ITN 101, ITN 111, ITN 112, and ITN 113 in the first spring term as part of the IST program. We have a positive success rate with these online courses in the program. The findings for Spring 2021 indicate that students have results that were an improvement from the previous year. This year the success rate was improved by new techniques in teaching of the courses.

A marketing plan will be needed to enroll students in the second semester classes, like ITN 154, ITN 155, ITN 254, and ITN 170. These courses are needed to give the opportunity to study and succeed as network administrators. The IST program is the base model for all programs. Showing the worth of a network administrator certification to a Information Technology career can help in the progress forward of the program.

The Fall 2020 courses were not affected by the Covid-19 closings and changes in courses. The Spring 2021 classes being assessed were taught online. Students in those classes were not as affected as the students in the in-class courses. The challenge with the change in structure is the development of computer access other than campus access. The most students in the courses were able to overcome the difficulties with Internet access to succeed in the courses.

Program will be modified to add additional courses to the curriculum to provide more students the opportunity to enter also the Cybersecurity and Cisco employment fields with CompTIA certifications.

Oracle Specialist Career Studies Certificate

This program is awaiting approval. Thus no assessment was completed.

Outdoor Interpretation and Education Career Studies Certificate

The assessment for this career studies certificate is included in the Adventure Tourism Career Studies Certificate assessment. This is possible through stackable credentialing and shared coursework.

Outdoor Recreation Career Studies Certificate

The assessment for this career studies certificate is included in the Adventure Tourism Career Studies Certificate assessment. This is possible through stackable credentialing and shared coursework.

Paraoptometric Career Studies Certificate

No program assessment was completed due to the cyclic nature of the program. No students are currently enrolled.

Pharmacy Technician Career Studies Certificate

Goal 1: Goal 1: Students will successfully complete HLT 261 to gain basic knowledge of general pharmacy practices.

Outcome Related to Goal 1: Students will gain basic knowledge of pharmacy practices through the successful completion of HLT 261.

[Outcome Met: 17 out of 19 students were successful in HLT 261. Reported for fall 2020 semester.](#)

Goal 2: Students will gain the essential knowledge and skills to assist licensed pharmacists through clinical experiences.

Outcome Related to Goal 2: Students will obtain clinical experiences that assist them in gaining the essential knowledge and skills to work alongside a licensed pharmacist.

Outcome Pending Data: Final grades will not be accessible until after May 2021.

Goal 3: Students enrolled in HLT 261 will progress into second semester courses.

Outcome Related to Goal 3: Students who enroll in HLT 261 will progress to second semester courses to improve program retention.

Outcome Met: 17 out of 19 students who were enrolled in HLT 261 in Fall 2020 are currently enrolled in HLT 290 (Spring 2021).

Analysis/Use of Results

Faculty will continue to monitor progress toward successful outcomes.

Phlebotomy Career Studies Certificate

The program assessment for this career studies certificate will be completed in the next assessment cycle.

Precision Machining Career Studies Certificate

The assessment for this career studies certificate is included in the Advanced Manufacturing Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Pre-Engineering Career Studies Certificate

The assessment for this career studies certificate is included in the Engineering Associate of Arts and Sciences assessment. This is possible through shared coursework.

Renewable Energy and Energy Efficiency Career Studies Certificate

No students were in the program and, as a result, an assessment was not completed. The program was on hold for AY 19-20.

RN to Paramedic Bridge Career Studies Certificate

This program is now a non-credit offering and no longer a part of academic program assessment. When offered for credit the assessment for this career studies certificate is included in the Emergency Medical Services Associate of Applied Science assessment.

Semi-Automated Welding Career Studies Certificate

The assessment for this career studies certificate is included in the Welding Certificate assessment. This is possible through stackable credentialing and shared coursework.

Software Development Career Studies Certificate

The assessment for this career studies certificate is included in the Information Systems Technology Associate of Applied Science assessment. This is possible through stackable credentialing and shared coursework.

Welding Career Studies Certificate

The assessment for this career studies certificate is included in the Welding Certificate assessment. This is possible through stackable credentialing and shared coursework.

APPENDIX A

Assessment Forms by Award

Associate of Arts and Sciences

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Business Administration	Margaret Dye	Margaret.dye@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Business Administration Program is to provide quality curriculum and instruction, which prepares students for transfer into business programs at four-year colleges and universities.					
Annual Program Goals					
Goal 1: To provide business transfer students with general education knowledge, skills, and values needed for success at four-year institutions.					
Goal 2: To improve students' skills in fundamental business concepts required for successful employment in business and industry.					
Goal 3: To improve students' skills in Excel required for successful employment in business and industry.					

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students will demonstrate competency in communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning.	Use the General Studies Assessment Test (GSAT) to evaluate and compare levels of academic achievement for graduating students in general education transfer programs (Engineering, Science, Education, General Studies) to Business Administration majors.	Average scores for Business Administration majors on the GSAT will be within five percentage points of average score for General Studies majors.	Only three Business Administration majors completed GSAT testing. Not enough data for Business Administration majors to do a comparison to other transfer programs.	For Fall 2020 and Spring 2021, all business classes were online due to Covid restrictions. With the re-opening of campus for Fall 2021, we will have a better opportunity to contact Business Administration majors for GSAT testing. In order to have a comparable sampling, the GSAT will be included as a small grade assignment or extra credit in ACC 211 and ACC 212.

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students will demonstrate basic accounting concepts covering the accounting cycle.	Comprehensive accounting cycle problem given to the ACC 211 students at the end of the fall semester and to the ACC 212 students at the end of the spring semester.	85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	Due to Covid restrictions still in place, ACC 211 was used instead of both sections in both semesters. Fall 2020 and spring 2021 enrollment in all sections of ACC 211: 46 students. Of the 46 students enrolled, 42 completed the comprehensive accounting cycle problem by completing the homework assigned for Chapter 4. This assignment was an electronic version similar to the attached problem. Of the 46 students enrolled in the sections, 42 opened and completed the assignment. 35 of 42 students completed the assignment with a grade of "C" or better (83%).	Beginning with Fall 2021 semester, changes will be made to the quiz portion of the course content. Currently, quizzes are multiple choice with three attempts. For Fall 2021, quizzes will be set up as a practice session where students will have unlimited attempts before the due date to complete actual accounting steps within the accounting cycle, leading up to the comprehensive problem in Chapter 4 where the accounting cycle is concluded. Instructor will also utilize Zoom for two hours each week on the night assignments are due to help with tutor access for ACC 211 students.

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. Although the total percentage was slightly below the goal percentage, students did well in the assessment considering the restrictions that were in place. For fall 2021, the accounting cycle problem will be given to ACC 211 students in the fall and to ACC 212 students in the spring, showing the level of growth in the two semesters of accounting.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students will demonstrate use of advanced excel formulas needed for businesses.	Use an advanced-formula excel problem given to the ACC 212 students at the end of the spring semester.	85% of the students will complete the advanced-formula excel problem with a grade of "C" or better.	Advanced Excel assignment was embedded into ACC 211 and ACC 212 for the Fall 2020 and Spring 2021 semester. Due to Covid restrictions being extended and all on-campus sections of these courses changed to online with no face-to-face instruction for students, the Advanced Excel problem was deleted from the classes for the fall and spring semesters. This helped those students who were not comfortable with being completely online to concentrate on the ACC objectives only.	SWCC's re-opening plan for Fall 2021 lists ACC 211 in Fall as a face-to-face option and on-campus access to most offices. With this implementation, the advanced Excel problem will be placed into the ACC 211/212 courses for Fall 2021 and Spring 2022. Instructor has re-arranged the assignments so that the Excel problem will be completed in both the in-class sections and the online format as well. Any changes to the re-opening plan will not affect future assessments of this goal.
Comments: COVID restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters.				
Analysis/Use of Results				
In comments column for each outcome.				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	<i>Outdoor Leadership, Specialization Business Administration</i>	<i>Michael Brown</i>	<i>Michael.brown@sw.edu</i>	<i>Fall 2020</i>	<i>Spring 2021</i>
<p style="text-align: center;">Mission</p> <p>The Outdoor Leadership program at Southwest Virginia Community College provides training to develop a workforce for the outdoor recreation industry and to stimulate economic development. The programs are a unique blend of entrepreneurship, tourism, and recreation. The training received through the courses will emphasize job preparation for local and regional employers; not just producing recreational activity participants. The program achievers will be instructors, guides, and/or entrepreneurs (holding nationally recognized certification credentials) that have extensive knowledge of the outdoor recreation industry, activities, and risk management. They will work for retail businesses, outfitters, local/state/national parks, tourism/economic development, and non-profits, or transfer to a four-year institution. They will be entrepreneurs opening up businesses to support outdoor recreation initiatives, infrastructure and natural resources, developed and enhanced through various initiatives underway in Southwest Virginia.</p>					
<p style="text-align: center;">Annual Program Goals</p> <p>Goal 1: Students will develop the skills to integrate certifications/credentials into the curriculum to demonstrate core knowledge and skills for employment.</p> <p>Goal 2: To reveal to students the career pathway opportunities and skills needed to obtain employment in the tourism and recreation industries.</p> <p>Goal 3: Students will develop the skills to demonstrate best practices, skills, and abilities that apply to Guide Essentials and Interpretation & Education.</p>					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will receive Leave No Trace (LNT) Trainers certification.	Goal 1: LNT Trainer certification	Goal 1: 70% pass rate (Fall 2020)	Due to COVID restrictions the program was not offered.	Research and Marketing to increase enrollment in first term class. Keep Format given by Leave No Trace Center of Outdoor	

				Ethics.
Goal 2: Students will be given scenarios on wilderness excursions to explore leadership techniques.	Goal 2: Recreation and Parks course RPK 141 capstone projects on leadership techniques.	Goal 2: 70% pass rate (Fall 2020)	Due to COVID restrictions the program was not offered.	Research and Marketing to increase enrollment in first term class. Keep format of capstone projects.
Goal 3: Students will be given scenarios on wilderness excursions to explore interpretation techniques.	Goal 3: Recreation and Parks course RPK125 projects on interpretation techniques.	Goal 3: 70 % pass rate (Spring 2021)	Due to COVID restrictions the program was not offered.	Research and Marketing to increase enrollment in second term class. Keep format of National Association for Interpretation with certified instructor trainer.
Analysis/Use of Results				
<p>Comments:</p> <p>The Fall 2020 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2020 and Spring 2021 classes being assessed were redesign to be taught online with a public venue connection. Majority of the RPK courses still required a connection to public venues so the students could make connections with Outdoor Recreation and Tourism research as part of the program. The COVID restrictions made these difficult to include into the courses. The RPK 125 course was developed around the National Association for Interpretation certification as an in-class course.</p> <p>A marketing plan is being designed to recruit students into the Fall 2021 and Spring 2022 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers.</p> <p>Program provided training to certify instructor so students can obtain national certification, thus improving the credibility of the program. The BEIT Dean and Vice President of Academic and Student Services will support this plan; grant funds will be allocated for this purpose.</p>				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
HTHMNSS	Education, Pre Teacher Education	Kimberly Austin	kimberly.austin@sw.edu	2020-2021
Program Mission Statement				
<p>The Associate of Arts and Sciences degree program in Education provides its students with the academic skills required to transfer to a four-year college or university and to be accepted into a Teacher Education Program. The AA&S degree program in education will also provide the historical and philosophical foundations necessary for those entering the profession of teaching.</p>				
Program Goals				
Goal 1: Education students will become familiar with the historical, legal and philosophical backgrounds of the teaching profession.				
Goal 2: AA&S in Education students will become familiar with all facets of a K-12 classroom including the addition of virtual instruction for all ages.				
Goal 3: The AA&S in Education program will review the online observation format and utilize student and faculty input to determine best practices for observation in the future.				
Goal 4: Articulation agreements and/or transfer agreements will be in place for SWCC students upon completion of AA&S in Education through Transfer Virginia				

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students will be able to define and describe the historical, legal, and philosophical qualities of the teaching profession	Local instrument administered at class entrance and exit EDU 200	Students will answer 80% of the questions correctly on the test at class exit	Students were successful in completed the post test at 100%.	Continue to use this tool for pre and post testing in all EDU 200 classes.
Students will become familiar with all facets of a K-12 classroom (observed by student) including virtual.	Field Placement Journal EDU 200	The journal must show description and analysis of instruction, classroom management, curriculum, technology, accommodations, and administration. For program assessment purposes, each journal will be rated as acceptable/unacceptable using the Field Placement Rubric. At least 90% of the journals being rated as acceptable would indicate success on this measure	This goal is complicated this year due to Covid and the inability to observe in our local schools. The program utilized an online observation program, it was sufficient but not ideal. The VDOE waived observation requirements as a result of the pandemic.	Plan to continue with in-person observations in 21- 22.
The AAS in Education program will review the online observation format and utilize student and faculty input to determine best practices for observation in the future.	Student opinion will be gathered each semester in addition to a faculty review of the format.	Students and faculty realize the value of the online observation format and/or determine to continue usage	The faculty lead, along with faculty from other VCCS institutions reviewed the online observation program. It was determined that it is not effective in providing the kind of observation required for pre-service teachers.	Discontinue use of the online observation format.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Articulation agreements and/or transfer agreements will be in place for SWCC students upon completion of AAS in Education through Transfer Virginia	Transfer numbers. (not yet available)	To see students successfully transfer into the programs.	Faculty are involved in Transfer Virginia Workgroups supporting seamless transfer for students. This is a VCCS/Statewide initiative.	Continue work with Transfer VA. Gather final numbers from graduates and transfer institutions.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
It is important to continue to assess program quality. Continual involvement with Transfer Virginia is necessary to ensure students can transfer to 4 year institutions. Observation opportunities need additional thought and consideration, for example: how can we offer observation of ESL classrooms in our service area in a meaningful way? This needs to be a goal for 21-22.				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Engineering, Software Engineering, Pre-Engineering	Brian Hale	Brian.Hale@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Associate of Arts and Sciences in Engineering Program is to provide an education that is equivalent or superior to what the student would receive during their first two years of engineering study at a four-year engineering program. Additionally, the program seeks to provide a holistic education to prepare students to become well-rounded professionals in an ever-evolving workplace.					
Annual Program Goals					
Goal 1: Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.					
Goal 2: Apply the engineering design process to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, ethical, and economic factors.					
Goal 3: Apply the engineering design process to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, ethical, and economic factors.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Determine effect of switching instruction to all online synchronous learning.	Compare exam scores on problems in semesters where all traditional instruction was completed to Fall 2020 a completely online model. Data for traditional instruction will normalized using the last three year's scores average on common Mechanics of Materials	No more than 10 point difference in averages between traditional and online instruction.	Due to COVID-19 concerns regarding the integrity of the common exam. It became necessary to create a new exam. In previous years students were not allowed to keep a copy of the exam; however Zoom proctoring necessitated emailing the exam to students beginning in Spring 2020.	Consider alternative exam format that does not allow students to maintain a copy of the exam to share with future students.	

	(EGR 246) exam			
Comments: COVID 19 necessitates Zoom proctoring for engineering tests and exams to maintain academic integrity and consistency with other assessment methods used throughout the semester. While it was believed that the common exam would still be able to be administered by May of 2021 that was not the case because we were still not open to onsite proctoring. Concerns over some students possibly having access to that exam caused fears of an unfair advantage for some students thereby invalidating any data obtained.				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students are considering aspects to design decisions in addition to performance when evaluating designs.	Survey freshmen design project preliminary designs for references to public health, safety, and welfare, as well as global, cultural, social, environmental, ethical, and economic factors. Students are not instructed to specifically take into account each of these categories.	All students will reference more than one aspect of design from the categories of a.) public health, safety, and welfare, b.) global, cultural, social, c.) environmental and ethical, d.) economic factors.	22/31 students reported multiple factors to consider in design other than performance. Public Health Safety and Welfare = 19 Cultural and Social = 13 Environmental and Ethical = 2 Economic = 25	More emphasis is needed in lecture on making ethical decisions in absence of legal ramifications. Implement a submit and revise model of the assignment to give students the opportunity to improve.
Comments: Ethics are crucial to engineering. While ethics in general are covered they will need to be revisited throughout the semester to remind students of its permeation into all aspects of engineering. Spreading out assignments would improve that. More resources are now available with the creation of the DEI committee and the hiring of a Director of DEI at SWCC. These resources can then be shared among the member schools of the consortium. This will help improve cultural and social aspects of the design process.				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Determine if students are becoming more participatory including exemplifying qualities of leadership, collaboration and inclusion.	Request students evaluate themselves and their peers in their group design projects in the Engineering Design design project. Students are also encouraged to submit additional comments	No students should evaluate themselves or their peers as doing more than 150% or less than 50% of their expected participation percentage. Each group organically identifies a leader and groups report breakdown due to personality differences.	Eighteen students were enrolled in the class. Students were placed in groups of 2 or 3. All students reported participating between 50% and 150% of expected rate as reviewed by their peers. The largest variation was a student	No intervention is necessary at this time. However, the participation acceptable range may be too high. A more narrow range of 75% to 125% will be used for next year in this longitudinal study.

	related to group integration.		performing 14% more than the expected rate. *It should be noted that this individual is working in the industry full time as a designer and CAD technician and can easily do more than his share in less time than a typical student.	
Comments: It is easy for a student in a design course to immerse themselves and do more than their expected amount. It is of larger concern when a student does not do their fair share. No students reported an issue with the group where one member did 14% more than their expected amount. This student was a very experienced design professional working in industry. One student group did report issues during the design process but did not indicate those issues on the final peer assessment indicating that intervention was successful.				
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
In comments column for each outcome.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Humanities/Social Science	General Studies	Hannah Hensley	Hannah.hensley@sw.edu	2020-2021
Program Mission Statement				
<p>The Associate of Arts and Sciences program in General Studies and the Gen Ed certificate) seeks to enable students to obtain the awareness, knowledge, skills, and habits of mind, including critical thinking, necessary for success in higher education and in life as productive and responsible participants in society.</p> <p>In addition, the program is intended to ensure that program participants follow established pathways (i.e. courses generally accepted for transfer by most four-year colleges and universities in a wide range of baccalaureate curricula). By requiring coursework within a set pathway of academic disciplines, this program seeks to provide undecided and goal oriented transfer students with opportunities to develop the most commonly acknowledged intellectual and interpersonal skills necessary for success in college.</p> <p>The skills emphasized by core General Studies courses include communication, critical thinking, diverse cultural and social understanding, information literacy, quantitative and scientific reasoning, and personal development.</p> <p>A related objective of the General Studies program involves providing students with the opportunity to explore the academic and professional opportunities offered by the college without requiring them to commit to a specific major if they find themselves ill prepared to do so.</p> <p>Because requirements are selected from fundamental courses common to a number of disciplines, the General Studies student may attain most, if not all, of the introductory coursework needed for the first two years of the typical baccalaureate degree without committing to a major.</p> <p>This does not discount the fact the General Studies is often the best path for those who do have clear transfer plans in place. For either student, those who have clear plans and those who do not, General Studies will offer a multidisciplinary approach that delivers the necessary skills for a well-rounded education in a plethora of fields.</p>				

Program Goals				
<u>Goal 1:</u> To increase faculty utilization of Navigate in order to establish successful Success Coach/Faculty Mentor teams to effectively guide students through their college experience.				
<u>Goal 2:</u> To monitor the success and persistence through college-level English of students enrolled in EDE courses beginning in Fall 2020.				
<u>Goal 3:</u> To incorporate the use of grading rubrics among faculty not assessed in the 2019-2020 academic year to ensure timely, clear, and useful feedback and guidance for students.				
Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Increase the use of Navigate by faculty from 62% to 75% to foster the Success Coach/Faculty Mentor relationship for general studies students.	Beginning with its launch on January 9 th , faculty utilized the Navigate tool to collaborate with Student Success Advisors on student support and retention. Navigate is a tool in which faculty advisors and success coaches all have access to a common student. Documentation is required within the program, and a student can be followed in a step-by-step process no matter the issue being addressed. Both the faculty member and the coach will be aware of the issue and will work in tandem on behalf of the student.	62% of the faculty teaching General Studies courses utilized the Early Alert system in Navigate at least once during the Spring 2020 semester. Our goal this academic year is to increase the utilization of Navigate among faculty to 75%.	75% of General Studies faculty utilized the Early Alert system on Navigate at least once during the Spring 2020 semester.	With the desired results, SWCC will continue to follow the established model of Early Alert navigation.

Goal 2: Faculty will establish a baseline for success and persistence through college-level English of students enrolled in EDE courses beginning in Fall 2020.	The pilot designed and launching in Fall 2020 includes courses classified as EDE for students who have remedial English needs. EDE 10 is taken as a preparatory course for ENG 111. EDE 11 is taken as a co-requisite with ENG 111 for students who need additional support. English faculty are utilizing materials provided by Hawkes in these courses to help students achieve success without further remediation.	The success standard will be that 75% of students enrolling in either EDE 10 or EDE 11 will successfully transition to either ENG 111 or ENG 112 upon completion of their EDE course.	5 students enrolled in EDE 10 in the Fall 2020 semester. 1 of those students enrolled in ENG 111 in the Spring 2021 semester. No students withdrew from the course. 20% of students successfully transitioned from EDE 10 to ENG 111. 35 students enrolled in EDE 11/ENG 111 in the Fall 2020 semester. 8 of those students enrolled in ENG 112 in the Spring 2021. No students withdrew from the course.	Due to COVID-19 restrictions, all EDE and ENG courses were held online during the 2020-2021 academic year. Traditionally, remedial courses have been offered only in person, and the online format may have resulted in the low transition rates. This assessment will be repeated in the 2021-2022 academic year to better establish a baseline of success for the EDE courses.
Goal 3: Faculty shall incorporate the use of grading rubrics to ensure timely, clear, and useful feedback and guidance for students.	The measure of success will be that 75% of faculty will incorporate a grading rubric into at least one assignment for each class taught.	The measure of success will be that 75% of faculty have incorporated a grading rubric into at least one assignment for each class taught by the end of the Spring 2021 semester.	85% of surveyed faculty who responded utilized a rubric on at least one assignment in each class taught during the 2020-2021 academic year.	With the desired results, SWCC will continue to follow the established model of utilization of rubrics.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
In Analysis Column				

Academic Program Assessment: Southwest Virginia Community College				
Division Humanities/Social Science	Program Fine Art, Arts and Crafts Certificate	Coordinator Morgan Gilbert	Email morgan.gilbert@sw.edu	Academic Year 2020-2021
Program Mission Statement				
The General Studies Fine Arts Specialization is a cohort-style degree program that focuses on skill development in art making, study and research in arts and culture, and community arts integration. It will provide a community-based arts outreach program that will include collaboration with artists and art organizations and art events in local schools.				
Program Goals				
Goal 1: Grow diversity in fine art classes through expanded program offerings.				
Goal 2: Participate in cooperative events with community arts organizations.				
Goal 3: To increase credibility in an already excellent program, pursue NASAD (National Association of Schools in Art and Design) accreditation.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Grow diversity in fine art classes offered to include architecture, more Appalachian craft.	Get enough students to sign up for these classes for them to make. Make sure they fit in the curriculum as electives.	Host at least one class in architecture and one in Appalachian craft in 2020-2021 year.	Hosted first class in Architecture in Spring 21. Appalachian craft was put on hold due to in-person nature.	Fall 21 we will begin having classes in our new Lebanon Center sewing/stained glass classroom.
Offer one non-credit classes that will be cooperative events with community arts organizations.	Begin utilizing new space at Cedar Bluff Old Mill Facility.	Host at least 1 non-credit fine art class in Spring 2021.	Continued online presence hasn't allowed us to have non-credit classes in Spring.	35 non-credit classes planned for Fall 21.
NASAD (National Association of Schools in Art and Design) accreditation.	Begin researching and filling out information in application for accreditation.	Have all accreditation information submitted by Spring 2021. Full accreditation may take longer than one year.	Not completed.	Try again to complete in 21-22 year.
Analysis/Use of Results				
Comments See Action Plans column above.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Humanities	General Studies-Music	Joseph Trivette	Joseph.Trivette@sw.edu	2020-2021
Program Mission Statement				
The Southwest Virginia Community College Music Program is committed to teaching music as an artistic, academic, and professional discipline; to fostering, in a variety of ways and for diverse communities the creation, performance, study, teaching, and therapeutic use of music; and to contributing innovative musical leadership in the Southwest Virginia Community and beyond.				
Program Goals				
Goal 1- Students in the SWCC Music Program will read and play instruments by music notation.				
Goal 2- Music students will be performance ready on their chosen instrument(s).				
Goal 3- To provide opportunity for students in house and at a distance, establish an environment of providing music education and motivation to students via alternative methods to face-to face class time.				

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1- New students in the program will be reading music notation and playing by music notation on piano by the end of their first semester as students in the program.	1. Through the piano class experience, the instructor will teach students to read music notation using the Landmark Method and evaluate the progress of each student based on their performance at a piano recital exam at the end of the fall semester.	1. 75% of students will have the ability to play assigned piano pieces while reading notated sheet music.	1. As evidenced by their preparation for end of semester recital, all students were reading music successfully by the end of the fall semester.	1. Continue to use the Landmark Method of teaching students to play piano. Encourage students to continue to practice and develop their skills. All students were instructed to enroll for spring semester in Class Piano II.
Goal 2- to prepare students to be performance ready with at least one piece on at least one instrument by the end of each semester	2. provide private instruction by the best mode possible to each student to learn the notes, rhythm, dynamics, musicality, and performance etiquette on their chosen instrument or instruments	2. student will exhibit these through a master class or recital at the end of each semester.	2. Students participated in a recital for each other and the instructor via Zoom and successfully played a piece on their instrument.	2. Encourage students to keep practicing during the summer to keep skills developed during academic year. As restrictions relax, search out opportunities for students to perform for each other and the community in person.
Goal 3- use online tools to providing quality music education and motivation to students via alternative methods to face-to -face class time	3. Utilize tools such as interactive curriculum, Smart Music, Zoom, and video to provide motivation to complete coursework and progress in proficiency on instruments	3. continued quality music education to our students whether in class or via distance learning	3. students responded fairly well to interactive curriculum, Smart Music, private and group lessons on Zoom. Proficiency was near levels achieved in the classroom. However, what was lacking was the relationships between the students, building the “team” atmosphere that has been a hallmark of this program.	3. Keep utilizing these tools for online classes and practice as needed in the future. Use Zoom to meet with students in the event of severe weather or other impediments once restrictions are lifted if necessary.

Analysis/Use of Results
<p>Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)</p> <p>Class piano works. It is a tried and true method. Technology can be very useful and necessity can prompt one to learn to utilize tools that might have been resisted before. The building of relationships is very important in learning music and performing in an ensemble. Students respond well when a good relationship is built with the instructor.</p>

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Humanities/Social Science	Appalachian Studies Specialization in General Studies AA&S, Appalachian Studies Career Studies Certificate	Aranda Vance	Aranda.Vance@sw.edu	2020-2021
Program Mission Statement				
<p>The Associate of Arts and Sciences General Studies/Appalachian Studies program seeks to provide students with increased perspective on the uniqueness of Appalachia and a broad foundation of skills they can build on. The Appalachian Studies program provides students with the opportunity to improve abilities in writing, critical thinking, math, science, and communication while gaining a broader knowledge of the varied cultures of the Appalachian region through specialized studies in literature, history, and sociology.</p> <p>Further, Appalachian Studies is uniquely situated within the General Studies program to allow for exploration without requiring a declaration of a major for future transfer. By offering course options within a certain set of academic disciplines, this program seeks to provide students within the program opportunities to develop the most commonly acknowledged intellectual and interpersonal skills necessary for success in college and life as well as increased knowledge and appreciation of Appalachia. The program intends to ensure that student participants follow an established pathway of courses generally accepted for transfer by most four-year colleges and universities in a baccalaureate curricula while also focusing on courses that facilitate Appalachian studies (i.e. Survey of Appalachian Literature, Appalachian History, etc).</p> <p>The skills emphasized by the Appalachian Studies courses include writing, critical thinking, communication, personal development, and knowledge of the history and culture of the Appalachian region.</p> <p>Situated in the heart of Appalachia, the Appalachian Studies program allows participants native to the area to explore their rich, cultural heritage. In addition, the program allows our increasingly diverse student population to learn about the truly unique Appalachian culture and the happenings of history and people that make it so.</p> <p>Because requirements are selected from fundamental courses common to a number of disciplines, the General Studies/Appalachian Studies program participant may complete the majority of the introductory coursework needed for the first two years of the typical baccalaureate degree, exploring the possibility of future Appalachian studies in areas such as literature, history, and sociology, without committing to a particular discipline.</p>				

Program Goals
<u>Goal 1:</u> An effort will be made to increase the number of students participating in the Appalachian Studies program by developing an advertising strategy in coordination with SWCC's public relations team.
<u>Goal 2:</u> To initiate collaborative work among participants specifically for their Appalachian Studies coursework by faculty facilitation of related and relevant extra-curricular activities.
<u>Goal 3:</u> To incorporate the use of grading rubrics among faculty teaching Appalachian Studies courses to ensure timely, clear, and useful feedback and guidance for students by providing rubric templates.
<u>Goal 4:</u> To increase enrollment in the new Appalachian History course within the History division in order to provide students with a thorough history and appreciation of our local region by advertising on the college website and with fliers strategically placed throughout campus.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<u>Goal 1</u> – An effort will be made to increase the number of students participating in the Appalachian Studies program by developing an advertising strategy in coordination with SWCC's public relations team.	To increase enrollment in the Appalachian Studies program by creation of multimedia advertising in partnership with the SWCC's public relations team.	Beginning success will be achieved if enrollment in the program is increased by 10% in Spring 2020.	Due to the pandemic, increasing enrollment proved difficult and our goal was not met. However, the program retained the students from the spring semester into the fall semester.	As the college reopens and returns to normal, advertising and active recruitment for the program can proceed.
<u>Goal 2.</u> To initiate collaborative work among participants specifically for their Appalachian Studies coursework by faculty facilitation of related and relevant extra curricular activities.	Near the end of the spring semester, two courses in the program will be selected in which a five question survey will be given to students participating in the Appalachian Studies program to ascertain if collaboration is happening outside of the classroom.	The measure of success will be identification of collaborative activity by participating students outside of class. Beginning success will be achieved if 20% of students surveyed do participate in collaborative work.	Due to the pandemic, availability of extra curricular activities was nonexistent, preventing special collaborative projects across courses.	Develop a path for collaborative work among Appalachian Studies students as more opportunities for extra curricular activities become available again.

<u>Goal 3:</u> To incorporate the use of grading rubrics among faculty teaching Appalachian Studies courses to ensure timely, clear, and useful feedback and guidance for students by providing rubric templates.	The measure of success will be that 50% of faculty teaching Appalachian Studies courses will incorporate a grading rubric into at least one assignment for each class taught.	The measure of success will be that 50% of faculty teaching Appalachian Studies courses have incorporated a grading rubric into at least one assignment for each class taught by the end of the Spring 2020 semester.	The goal of 50% of the faculty teaching Appalachian Studies courses was achieved.	Maintain the current incorporation of rubrics with attention to increasing the percentage.
<u>Goal 4:</u> To increase enrollment in the new Appalachian History course within the History division in order to provide students with a thorough history and appreciation of our local region by advertising on the college website and with fliers strategically placed throughout campus.	The measure of success will be that increased advertising appears both on the college website and on campus and that the Appalachian History course will increase enrollment by 5%.	The measure of success will be that the Appalachian History course maintain the 5% increased enrollment.	Due to the pandemic, a lack of students on campus and decreased enrollment prevented our goal from being met.	Continue to promote the course to the increasing number of students on campus and on the division page of the college website.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Please see action plans column above.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
MSHT	Science	Annette Lockhart	Annette.Lockhart@sw.edu	2020-2021
Program Mission Statement				
The mission of the science degree program is to prepare students for successful transfer in the pursuit of an advanced degree in a science related field or a degree in a health-related professional field by educating them in the concepts, knowledge, and skills of science and general education courses.				
Program Goals				
<u>Goal 1 (short-term)</u> : To educate students in the proper scientific reporting of experimental data in Introductory Biochemistry laboratory.				
<u>Goal 2</u> : To show an improvement in test grades for College Chemistry II by administering chapter quizzes prior to a test.				
<u>Goal 3</u> : To increase the enrollment by 20% in Introductory Biochemistry by offering the course online and opening it up nationwide.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

Goal 1: To have students demonstrate knowledge of the proper scientific reporting of laboratory data. Students will show critical thinking skills in interpreting and reporting the data gathered in lab. Students will be successful in preparing a detailed, organized, and data supported final lab report. To be completed Spring 2021.	Goal 1: Introductory Biochemistry laboratory students will perform experiments in lab. The students will submit detailed reports based on their findings. The students' reports should be organized with a complete data analysis. Students will submit the reports for grading purposes.	Goal 1: At least 75% of the students will show mastery of the concept. Students' reports will be graded to assess their understanding of this concept. The success standard will be that 75% of the students will show a satisfactory level of knowledge on the experiment and report.	100% of the Introductory Biochemistry laboratory students showed mastery of the concepts covered in the online lab section. The students submitted reports and/or worksheets for grading purposes. The success standard was exceeded in that 100% of the students showed a satisfactory level of knowledge on the experiments performed, lab reports submitted, and worksheets prepared and submitted.	This measure will be used on future Introductory Biochemistry laboratory classes.
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

Goal 2: To show an improvement in test grades by administering chapter quizzes prior to tests. Once a chapter is covered in class or online via Zoom lectures, students are eligible to take the respective chapter quiz. A chapter quiz will be a condensed version of the material that is to be known for the test. By seeing the material in lecture and on a quiz, this could help students enhance their knowledge and understanding of the subject.	Goal 2: College Chemistry II lecture students will complete chapter quizzes after the material has been covered either in the classroom or online via Zoom lectures. The students may use resources (i.e. notes, textbook) to assist in completing the quiz. It is the goal of the quiz to help the students enhance their knowledge of the subject. Quiz grades will be reported and included in the final course grade.	Goal 2: At least 50% of the students will improve their test grades and overall course grade by the addition of quizzes. The success standard will be that 50% of current students improve their grades as compared to previous classes that did not have quizzes in this course.	Approximately 94% of the students in the College Chemistry II course completed the chapter quizzes. The students scored a B or higher on their total quiz grade. The total quiz grade was weighted 15% of the course grade. The overall course grades were improved as compared to previous classes by the addition of the quizzes by at least a letter grade.	College Chemistry II courses will have chapter quizzes administered.
Goal 3: To increase the enrollment by 20% in Introductory Biochemistry by offering the course online and opening it up nationwide. To be completed Spring 2021.	Goal 3: The enrollment at SWCC for this course should increase due to the course being offered nationwide.	Goal 3: An increase of 20% in enrollment for this course when offered Term 1, Summer of 2020.	The enrollment for Introductory Biochemistry has increased by greater than 20% from Summer 2019, term 1 to Summer 2020, term 1. The course now consists of students not only in our immediate area but nationwide.	The Introductory Biochemistry course will continue to be advertised both internally at the college and promoted nationwide.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Please see the <i>Action Plans</i> column.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
HTHMNSS	Geology and Environmental Science	Terry L. Lambert Jason Osborne	Terry.Lambert@sw.edu	2020-2021
Program Mission Statement				
<p>The Mission of the Associates Degree in Environmental Engineering prepares students for transfer to a four-year institution to complete a B.S. degree in the fields of Biology, Geology, or Environmental Science. Preparation for transfer involves educating students in the principles of Earth science and the relationship between the living and non-living entities on the Earth's surface. The program seeks to provide its students with an understanding of how geological processes, biological processes, and human activities interact dynamically to impact the Earth's physical development. The program offers a background in ecology, geology, biology, as well as environmental science and chemistry. The program will consist of coursework credit hours that will transfer as a one- unit package to any accredited 4- year institution offering degrees in Biology, Geology, or Environmental Science.</p>				
Program Goals				
<p><u>Goal 1</u> Students will possess an understanding of the relationships between geological and biological processes on the surface of the Earth and how human activity influences environmental dynamics.</p>				
<p><u>Goal 2</u> Students will possess an understanding of the fundamentals of biology, geology, and a working knowledge of the benchmarks of history of geologic change on Earth, as well as the impact it has had on the development and sustainment of life.</p>				
<p><u>Goal 3</u> Students will possess an understanding of the basic geological principles that govern the Earth's structure and impact its dynamic nature.</p>				
<p><u>Goal 4</u> Students will possess an understanding of the basic principles of Ecology, as well as the structure and complexity of ecological systems.</p>				
<p><u>Goal 5</u> Students will complete and understand the basics of ecology, geology, chemistry, and mathematics, and be able to transfer all coursework credit taken as a block to a 4- year institution in the fields of geology, environmental, or biology.</p>				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

<p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. a basic knowledge of rock types and mineralogy, as well as basic geophysics and geochemistry that results in the surface features presently existing on the surface of the planet. 2. a working knowledge of the Earth's history, and how that history has influenced the evolution and progression of life. 3. basic research and writing skills for the effective presentation of scientific research and reviews of known facts. 4. bibliographical mastery, including competency with citation methods and accepted source material for research. 5. a mastery of basic mathematical skills, and the ability to apply them to the evaluation of quantitative data. 6. a working knowledge of the relationships between the abiotic and biotic aspects of 	<p>1,2, and 6. Students are tested on lecture materials covering the basic principles of geology. Students are also evaluated on their ability to apply concepts to how geology interrelates to living systems through essay and literature review assignments focusing on natural geological disasters and the earth's adaptation to them.</p> <p>3 and 4. Students' abilities at scientific writing are assessed using instructor's rubric.</p> <p>5. Students' abilities at quantitative analysis of laboratory studies are assessed based on statistical results they obtain in lab assignments.</p>	<p>1, 2 and 6: Mastery level is 80% or above by second of six tests; lower scores result in instructor consultation and remediation</p> <p>3 and 4: Mastery level is 80% or above on Essay 1 of 2; lower score results in proactive intervention before Essay 2; essays are also peer-reviewed in a class discussion</p> <p>5. Lab assignment results are expected to fall within a standard deviation of instructor's predetermined value. When no such value is applicable, students are evaluated on ability to follow correct statistical protocol. Students are expected to receive a 90% "Acceptable" rating on all items on instructor's lab rubric.</p>	<p>1,2 and 6: While students did show mastery on some of the exams and tests, not all students made 80% or above on the exams. Topics included mineralogy and geochemistry. These lessons will be focused on in the future. Consultations with students proved to be effective.</p> <p>3 and 4: Students mastered these topics on the exams.</p> <p>5. Students performed at a mastery level on the lab assignments. These lab assignments will be more detailed in the future.</p>	<p>Promotion of Program through active recruitment from area county high schools.</p> <p>Advancement of undergraduate research opportunities with area conservation projects, proposed environmental restorations, and various field work opportunities.</p> <p>Work will continue to improve on the material for certain geological topics. Lab assignments will be more research oriented.</p>
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Analysis/Use of Results
<p>Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)</p> <p>The Geology and Environmental Science degree program is continuing to grow and produce excellent transfer students. The use of research and field work has proven to be a valuable tool for instructors to teach students the process of environmental science. More research opportunities focusing on geochemical and mineralogy will be available to students in the 2021-2022 academic year.</p>

Southwest Virginia Community College Program Assessment 2019-2020					
Division	Program	Coordinator	Email	Beginning Term	Ending Term
MSHT	Science Specialization Science Pre-Med, Advanced Studies in Science CSC	G. Householder	Georgia.householder@sw.edu	Fall 2020	Spring 2021
<p style="text-align: center;">Mission</p> <p>The mission of the SWCC Science Pre-medical specialization is to provide basic science and liberal arts courses that strengthen students in their preparation for transfer to four-year colleges or professional schools and the educational background to succeed in those institutions. The program advances students' knowledge of careers in the medical field and the requirements needed as well as alternative educational plans.</p>					
<p style="text-align: center;">Annual Program Goals</p> <p>Goal 1: AA&S in Science Specialization Pre-Med students will transfer successfully to a four-year college or professional program</p> <p>Goal 2: AA&S in Science Specialization Pre-Med students will identify and apply the steps of the scientific method and critically examine information and data to draw conclusions based on data collected in Bio 101</p> <p>Goal 3: AA&S in Science Specialization Pre-Med students will have a better understanding of effective soft skills appropriate to medical professional readiness</p> <p>Goal 4: AA&S in Science Specialization Pre-Med students will know career opportunities available in medical fields and associated fields</p>					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will successfully complete Science Pre-Med program and transfer to senior	1. National Clearing House 2. Self-report by students	1. At least 90% of students will transfer 2. Unsuccessful students in the program will be	1. 47% of students graduated and will attend transfer institutions in fall 2021	1. Will continue to advise students to successfully graduate and enter senior institutions	

institutions	3. Faculty report	advised into other programs at SWCC	2. Counselors advised students that changed majors	2. Will work closely with counselors to make sure students that wish to change majors can do so easily and with guidance
Goal 2: Students will demonstrate knowledge of scientific method and draw conclusions based on critical examination of information	Local instrument administered at class entrance and exit of BIO 101	At least 80% of students will meet expectations	Only 56% of students showed mastery of the expectation	Will continue to evaluate this critical skill next year.
Goal 3: Students will have a better understanding of appropriate soft skills and communication skills required in a professional setting	Local instrument used in SDV 101	1. At least 90% of students will have a better understanding of soft skills and communication skills needed in a professional setting	Only 56% of students responded to the survey. The response overall was positive on having a better understanding of soft skills.	Will encourage students to complete survey next year.
Goal 4: Students will have a better knowledge of career opportunities available in health care	Local instrument used in SDV 101	At least 90% of students will have a better understanding of career opportunities that are available to them and alternative career opportunities	Only 48% of students responded to the survey. The response overall was positive on having a better understanding of alternative career opportunities.	Will encourage students to complete survey next year.

Analysis/Use of Results
<p>Will continue to have zoom meetings to introduce students to career options and SWCC articulation agreements with senior institutions. Participation is poor.</p> <p>Will work on ways to get student participation in completing surveys. Response to emails is poor.</p> <p>There were successful transfers to professional schools.</p> <p>There were 3 students accepted to the University of Pikeville-Kentucky College of Optometry.</p> <p>There were 14 students accepted to pharmacy schools (ACP, ETSU and Belmont).</p> <p>There are several students waiting to hear about their status of acceptance.</p>

APPENDIX A

Assessment Forms by Award

Associate of Applied Science

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Accounting AAS, Accounting Insurance Spec AAS, Bookkeeping and Insurance CSC's	Margaret Dye	Margaret.dye@sw.edu	Fall 2020	Spring 2021
<p style="text-align: center;">Mission</p> <p>The mission of the Accounting program at Southwest Virginia Community College is to provide quality curriculum and instruction, which prepares students for employment in accounting-related areas that meet the needs of business and industry, and to provide professional development opportunities for life-long learning.</p>					
<p style="text-align: center;">Annual Program Goals</p> <p>Goal 1: To graduate students who demonstrate the ability to apply fundamental accounting concepts in entry-level accounting positions.</p> <p>Goal 2: To provide students with knowledge and skills in making ethical business decisions.</p> <p>Goal 3: To improve students' skills in Excel required for successful employment in business and industry.</p>					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will demonstrate basic accounting concepts covering the accounting cycle.	Goal 1: Comprehensive accounting cycle problem given to the ACC 212 students at the end of the spring semester.	Goal 1: 85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	Goal 1: Due to Covid restrictions still in place, ACC 211 was used instead of ACC 212, so that an extra assignment wasn't added onto AC 212 students in spring. Fall 2020 and spring 2021 enrollment in all sections of ACC 211: 46 students. Of the 46 students enrolled, 42	Goal 1: Beginning with Fall 2021 semester, changes will be made to the quiz portion of the course content. Currently, quizzes are multiple choice with three attempts. For Fall 2021, quizzes will be set up as a practice session where students will have unlimited attempts before the due date to complete actual accounting steps within the	

			completed the comprehensive accounting cycle problem by completing the homework assigned for Chapter 4. This assignment was an electronic version similar to the attached problem. Of the 46 students enrolled in the sections, 42 opened and completed the assignment. 35 of 42 students completed the assignment with a grade of "C" or better (83%).	accounting cycle, leading up to the comprehensive problem in Chapter 4 where the accounting cycle is concluded. Instructor will also utilize Zoom for two hours each week on the night assignments are due to help with tutor access for ACC 211 students
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Analysis/Use of Results

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. Although the total percentage was slightly below the goal percentage, students did well in the assessment considering the restrictions that were in place. For fall 2021, the accounting cycle problem will be given to ACC 211 students in the fall and to ACC 212 students in the spring, showing the level of growth in the two semesters of accounting.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will demonstrate knowledge of American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct.	Goal 2: Test covering the AICPA Code of Professional Conduct.	Goal 2: 85% of the students ACC 212 students will complete the test with a grade of "C" or better.	Goal 2: AIPCA testing was incorporated into ACC 212 for the Spring 2021 semester. Of the 24 students tested, 23 of 24 (96%) passed with a grade of "C" or better.	Goal 2: Beginning with the Fall 2021 semester, the AIPCA test will be given to ACC 211 students. In the spring semester, a similar test will be given to compare retention of the topic and growth in understanding the code of conduct for the accounting profession.

Analysis/Use of Results

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. The findings of the testing for the professional code of conduct demonstrates the students' knowledge of the code of conduct. Changing the assessment to include a beginning and an ending score will show growth in the subject area.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate use of advanced excel formulas needed for businesses.	Goal 3: Use an advanced formula excel problem given to the ACC 212 students at the end of the spring semester.	Goal 3: 85% of the students will complete the advanced formula excel problem with a grade of "C" or better.	Goal 3: Advanced Excel assignment was embedded into ACC 211 and ACC 212 for the Fall 2020 and Spring 2021 semester. Due to Covid restrictions being extended and all on-campus sections of these courses changed to online with no face-to-face instruction for students, the Advanced Excel problem was deleted from the classes for the fall and spring semesters. This helped those students who were not comfortable with being completely online to concentrate on the ACC objectives only.	Goal 3: SWCC's re-opening plan for Fall 2021 lists ACC 211 in Fall as a face-to-face option and on-campus access to most offices. With this implementation, the advanced Excel problem will be placed into the ACC 211/212 courses for Fall 2021 and Spring 2022. Instructor has re-arranged the assignments so that the Excel problem will be completed in both the in-class sections and the online format as well. Any changes to the re-opening plan will not affect future assessments of this goal.

Analysis/Use of Results

Comments: Covid restrictions that were in place at the end of the spring 2020 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
HTHMNSS	Administration of Justice AAS and Law Enforcement Certificate	Jerry Stinson	jerry.stinson@sw.edu	2020-21
Program Mission Statement				
The Southwest Virginia Community College Administration of Justice Program's mission is to provide high quality courses that develop a practical skill set that prepares students successfully completing the program for professional employment in law enforcement, corrections and the court system as well as further academic pursuits. This is accomplished by providing a curriculum that emphasizes ethical behavior, professionalism and the application of academic knowledge to practicum.				
Program Goals				
<u>Goal 1:</u> To prepare students for careers in the three areas of the U. S. criminal justice system which are the police, courts and corrections.				
<u>Goal 2:</u> To prepare students to be successful whether they choose to begin professional employment or pursue further academic training.				
<u>Goal 3:</u> To prepare the student to apply critical thinking skills to both material and abstract concepts inherent in the criminal justice system.				

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Student GPA will be positively impacted by having all ADJ student enroll in the SDV-100 course, which emphasizes the critical thinking component.	Student GPA of the 2017-18 cohort will be measured against that of the two preceding cohorts who were enrolled in either the SDV-101 course prior to the re-design or SDV-101 Orientation to ADJ. The measure will be taken at the end of each of the five semesters till the cohort graduates. As a further validation both the 2017-18 and 2018-19 cohorts will be measured.	The success standard will be a 5% increase in the number of students who score greater than a 2.0 in courses, which require a critical thinking component. These courses will be representative of both the major and general core. The classes to be measured are ENG-111/112, ADJ-100, ADJ-131, HIS-121, ENG-242, ADJ-211 and ADJ-201.	<p>The 2015-16 cohort had 53.85 % of its members who scored a 2.0 or greater in the courses measured. The 2016-17 cohort scored much better with 66.67% scoring a 2.0 or greater. After the course redesign that incorporated critical thinking the 2017-18 cohort scored 62.96% in the measured classes. Which was a change of -3.71 %. The most significant change was in the 2018-19 cohort in which 72.41% scored 2.0 or greater. This is 9.45% better than the 2017-18 cohort, 5.74% greater than the 2016-17 and 18.56% better than the 2015-16 cohort. I believe that based on the significant improvement that the critical thinking components are garnering the effect that was predicted. The variance in the percentage suggests that the 2017-18 cohort was anomalous. A final visit of this assessment category using the 2019-20 cohort may clarify the variance in the 2017-18 group.</p> <p>Due to the COVID-19 Pandemic and the P+/P- grading system that was instituted in the Spring 2020 semester, the grades among</p>	With permission I would like to visit this issue one last time with the 2019-20 cohort for the reason stated in findings. I also plan to incorporate more critical thinking exercises in the other courses that I instruct having seen the results. As stated in the Findings section, the 2020-21 group will be measured.

			the 2019-20 cohort are skewed and are no longer valid. The 2020-21 group will have to be utilized to achieve the measure.	
Student retention will be increased by moving the internship to the third semester (summer).	Student retention will be measured against the last three cohorts who experienced internship in the final semester.	Student retention would reflect at least a 5% increase over the previous three cohorts who completed internship in the fifth or final semester.	Proposed to Assessment Committee. Due to the COVID-19 Pandemic, the ADJ Advisory Committee was unable to meet for their input. There were no internship placements due to the pandemic protocols put in place by the college and host agencies. This goal cannot be addressed until the pandemic protocols have been relaxed.	I will approach the Division Dean and my Advisory Board with my plan. Upon their approval, I will make a temporary adjustment to the course schedule for the 2020-21 cohort to accommodate the Internship Placements (ADJ-290). I feel that the adjustment would need to be made for at least two cohorts for any true validity in the findings. As stated in the findings section, the Advisory Board did not meet and there were no internship placements.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
The findings will be shared the Division Dean for distribution to those in charge of the instructional design of the SDV-100 course. These findings may be used as a part of the study of effectiveness of the critical thinking re-design. The Program Director, ADJ Advisory Board and Division Dean will use the results to determine any correlation in the timing of the Internship Placement and an increase student retention. This may also influence future job placement.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Lead Faculty	Email	Academic Year
Business, Engineering, and Industrial Technology	Administrative Support Technology	Janet Rowell	janet.rowell@sw.edu	2020-2021
Program Mission Statement				
The Administrative Support Technology (AST) Associate of Applied Science Degree program mission is to positively impact the residents of this community through academic and economic empowerment by providing a comprehensive educational foundation of skills required in the field of administrative support technology for the workforce of the region.				
Program Goals				
Goal 1 Provide students with opportunities to earn industry recognized certifications				
Goal 2 Deliver instruction that adequately prepares students to implement critical-thinking skills in Microsoft Office 2019 applications				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. 85% of AST students enrolled in ITE 115/ITE 119 will be certified in digital literacy 2. Utilize the critical thinking skills baseline of AST students enrolled in ITE 115/ITE 119 3. Due to COVID-19 utilize testing flexibility of AST students enrolled in ITE 115/ITE 119	1. Digital Literacy Certification earned 2. Assess AST students' overall average critical thinking skills enrolled in ITE 115/ITE 119 3. Assess AST students' Microsoft Office application skills	1. Score at least 85% on the Microsoft Digital Literacy Certification exam 2. Score at least 85% on the critical thinking projects 3. Score at least 85% on Comprehensive Microsoft Office exam	1. The Microsoft Digital Literacy Certification exam was unavailable 2. Score of 85% on critical thinking projects earned by 90% of AST students 3. 90% percent of AST students earned 85% on Comp. MS Office exam	1. Identify an alternative certification exam 2. Continue critical thinking projects 3. Continue testing flexibility as courses evolve to meet student need
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Develop new critical thinking projects to keep projects current with the workplace environment Implement a new certification to measure student level of digital literacy				

Southwest Virginia Community College Program Assessment 2020-2021					
Division	Program	Coordinator	Email	Beginning Term	Ending Term
BEIT	Advanced Manufacturing AAS, Mechatronics and Precision Machining CSCs	Christopher Joe Godsey	Christopher.Godsey@sw.edu	Fall 2020	Spring 2021
<p style="text-align: center;">Mission</p> <p>The mission of the Advanced Manufacturing/Mechatronics program at Southwest Virginia Community College is to properly train and educate students for employment in an automated advanced manufacturing plant. Mechatronics is a field that blends mechanical, electrical, and computer science. Students pursuing a career studies certificate in mechatronics will receive a wide range of industry related training. This training consists of Basic Electricity, Electronics, Robotics, Industrial Safety, Mechanical Components, Hydraulics, Pneumatics, Motor Controls, Blueprint Reading, PLC Programming, Troubleshooting Techniques, Employment Preparation, Digital Literacy, and various other industry related skills.</p>					
<p style="text-align: center;">Annual Program Goals</p> <p>Goal 1: To graduate students who demonstrate the abilities needed for employment in the automated advanced manufacturing job market.</p> <p>Goal 2: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.</p> <p>Goal 3: To improve the online presence and availability of course offerings.</p>					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will demonstrate good problem solving and critical thinking skills needed for employment.	Goal 1: There will be several written and hands on tests. These tests will include several NCCER certification tests as well as comprehensive knowledge exams in each of their core	Goal 1: 70% pass rate for Electrical NCCER certification exams taken in Electrical/Electronics Courses.	<p>Goal 1:</p> <p>Fall 2020:</p> <p>126 Tests Taken 126 Tests Passed Pass Rate: 100%</p> <p>Spring 2021: Preliminary results as of (5/14/21). 60 Tests Taken</p>	Goal 1: Plan on adding additional Mechatronics certifications. The results shown are for the electrical certifications that are also part of the Mechatronics program.	

	classes.		60 Tests Passed Pass Rate: 100%	
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Analysis/Use of Results

Comments: I had planned on adding a few NC3 certifications, but due to COVID-19, the instructor certification courses were not offered. I hope to be able to offer these certifications during the 2021-2022 academic year. I am currently looking for additional certifications to offer to Mechatronics students. I am also planning to offer the students the opportunity to earn the “Certified Manufacturing Associate” Certificate which is an online examination.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students earn their Workplace Readiness Certificate.	Goal 2: Percentage of students that successfully earn the Workplace Readiness Certificate.	Goal 2: 70% of the students successfully pass the Career Readiness Certificate Exam. (Spring 2021)	Goal 2: 100% of students that participated in the Workplace Readiness Certification, earned all three of the Workplace Readiness Certificates.	Goal 2: Increase the number of students that participate in the certification.

Analysis/Use of Results

Comments: The Workplace Readiness certificate was offered as a substitute for the Career Readiness certificate due to COVID-19. This certification was able to be completed completely online.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: An increase in the number of online courses offered.	Goal 3: The number of Mechatronics courses offered online.	Goal 3: An increase in the number of online Mechatronics courses offered.	Goal 3: We have now offered the following courses in the Mechatronics program online that had traditionally been in-person only: ELE 140, MEC 140, and MEC 165.	Goal 3: Continue to expand our online course offerings.

Analysis/Use of Results

Comments: We are planning to offer additional courses online during the 2021-2022 academic year. We are considering a potential robotics lab kit to allow additional courses to be offered online if needed. We may also try to incorporate the new electronics lab kit used in the Electrical/Electronics program for a couple of the Mechatronics courses.

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Business Management AAS; Management Specialist CSC	Loretta Beavers	Loretta.Beavers@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Business Management Program is to cultivate management skills and professional mindset in prospective managers and business leaders by providing quality instruction concentrated on developing soft skills, including effective communication, critical thinking skills, presentation skills, and time and technology management skills to students preparing for employment and/or promotions in management related areas.					
Annual Program Goals					
Goal 1: Provide opportunities in which students will demonstrate recognition, knowledge and competency in soft skills related to communication.					
Goal 2: Provide students with opportunities to hone critical thinking skills through developing analytical and decision making skills.					
Goal 3: Enhance students' awareness of the importance of time management in projects, decision making, and technology usage					
Goal 4: Provide students with opportunities to learn international business and marketing practices					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	

Goal 1: The business professionals attending the April 2021 annual advisory committee meeting expressed the concern of the lack of soft skills among college graduates. These professionals explained that students seemed unaware of what soft skills are and the importance of using soft skills in oral and written communications and developing work ethics. To emphasize the importance of these soft skills, students will demonstrate an understanding of the basic development of soft skills starting with the recognition, knowledge, and competency in using soft skills through their mannerism in oral and written communication, critical thinking, and social understanding.	Students will be assigned to identify soft skills and non-cognitive skills in the presentations of their work in forms of online discussions and essays. Measures will be taken through evaluations of students' content information, writing skills, and peer-to-peer interactions in class discussions and written assignments. Students will describe both positive and negative situations and experiences in reference to soft skills. Students' presentations will be evaluated according to their use of clear explanations, mannerism of explanations, and use of correct writing skills.	Soft skills will be explained at the beginning of each semester and in each BUS and MKT course. Students will be directed to online etiquette sites such as https://www.thespruce.com/proper-internet-etiquette-1216946 to review correct mannerism while communicating in the virtual environment. Students will be directed to online writing resources, such as Purdue Owl, and provided with grammar/punctuation rules posted within their BUS and MKT courses. Students will also use correct APA formatting in referencing essays and other written work. Students are expected to complete assignments on the collegiate level of writing skills and content since correctly presented information is viewed more seriously than information containing mistakes and/or presented in a negative overtone.	Of the seven BUS and MKT classes specific to the Business Management program taught this spring 2021 semester, student pass rates in these classes ranged from 75 percent to 100 percent, with an average of 86.43 percent. Students demonstrated an understanding of soft skills in both the content and writing skills in completing their assignments. These student success rates established that students demonstrated positive use of soft skills in their interactions with their peers and use of non-cognitive skills, including critical thinking, academic behavior, proper mindset, perseverance, social skills, and learning strategies.	Plans are to continue to include similar types of assignments so students will continue to improve their soft skills in their discussions and communications. Assignments will continue to include information and writing standards that emphasize the importance and benefits of using soft skills in communications.
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Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will demonstrate using critical thinking skills to identify logical decision making in given business scenarios and goal setting in personal endeavors, becoming more aware of their surroundings.	<p>Students will be evaluated on their ability to understand and offer possible solutions to problems in current business situations by identifying problems, the source of specific problems, possible solutions to the problems, and how to strategically use solutions to alleviate problems. Students' work will be evaluated according to their demonstrated use of critical thinking skills and written communications skills</p> <p>Students will also be evaluated on their ability to set long and short term goals using the SMART process.</p> <p>Students will be instructed to identify, predict, and evaluate possible outcomes based</p>	<p>Students will be able to identify and analyze problems, possible causes, possible solutions and outcomes. They will demonstrate the ability to make logical and ethical solutions. They will also demonstrate ability to identify logical, measurable goals, and make predictions of outcomes. They will identify their work experience and decision making experiences and link these experiences with management theories.</p>	<p>Criteria used to evaluate a students' work included how well they explained challenges to desired situations, the use of methods to improve or alleviate undesirable situations, and suggested preventions to control undesirable situations.</p> <p>Student success rates in the classes specific to the Business Management program exceeded 86 percent, which demonstrates students' understanding and presentation of the required information. Students were able to identify and explain their interpretation of the intended concepts; however, there is still a need for students to improve in their writing skills to better demonstrate their level of expression.</p> <p>Knowledge embedded in experience is easier to</p>	<p>Design assignments to address both the personal and business sides of goals and challenging situations, thus creating a link to existing knowledge and new knowledge. This will demonstrate to students that they already have the ability to use critical thinking skills. The business scenarios will help them create stronger critical thinking skills in more diverse situations, helping them to resonate the experiences between the two environments.</p> <p>Place a greater emphasize on the importance of collegiate-level writing skills, which will exemplify students' success in higher education.</p>

	<p>on their awareness of emotional intelligence.</p> <p>The following percentages will be used to evaluate students' work:</p> <p>Content—Met Minimum Requirements & Content Appropriate for the Assignment—50% of grade</p> <p>Thoughtful Analysis—Demonstrated the Ability to Analyze the Information—30% of grade</p> <p>Followed Instructions—Read and Prepared Work Based on the Instructions—10% of grade</p> <p>Writing: Grammar, Spelling, APA Format—Used Grammarly.com, APA formatting is correct, Including Citations, References—10% of grade</p>	<p>recognize and use. By tying business concepts and theories to personal experiences, students make the connection between the experience, energy devoted to situations, and the engagement necessary to appropriately address the situation.</p>	
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Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate their understanding of time management, meeting deadlines, and interacting with peers online. Students will identify effects of procrastination. Students will also be subjected to prioritizing responsibilities.	Students will be evaluated on their promptness and adherence to assignment deadlines and their correct use of technology to create and submit assignments. Evaluation comments will reflect their ability to create meaningful conversations with their peers.	Students should develop an understanding that peer interactions are part of completing discussion assignments; therefore, they will acknowledge the importance of adhering to deadlines, thus providing adequate time for peer responses. All students will adhere strictly to deadlines to avoid loss of points on online discussions and replies, essays, and test assignments. Any confusion or conflicts with technology should be resolved or alternatives addressed before the due date has passed.	Although no specific percentage has been established, a noticeable percent of students miss deadlines and ask that due dates be extended or that they be allowed to submit their assignments for credit after the due date has passed. Most of these students fail to associate their progress with the progress of the class as a whole project. This line of thought de-emphasizes the effects of teamwork and the importance of time management in reference project success.	Depending on each student's individual circumstance, serious consideration will be applied to the evaluation of late assignments. As an introduction to each course specific to the Business Management program, students will be given an introductory assignment that includes explaining the effects of procrastination on team success. In the assignment, students will also address Immanuel Kant's categorical imperative philosophy—vaguely, what would happen to the fabric of the class if every student asked for the same exceptions you do? Hopefully, this assignment will help students resonate the effects of poor time management in both personal and professional environments.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 4: Students will demonstrate their understanding of international business practices and be able to identify effects international happenings have on the U.S. Students will be able to explain cultural differences in foreign countries.	Students' discussions will be evaluated according to their ability to explain their understanding of world events, identifying the leading country/countries of concern, and the U.S.'s role and/or reaction to global events. Students will give accurate descriptions of developing and developed markets, and the three main forms of business and the variations of the forms in different countries.	Students should be able to discuss main world events and trace the event from its origin until the current place in history. Students should also be able to identify international business trends in universal advances such as artificial intelligence and technology usage.	<p>Students expressed an increased understanding of global challenges in the business environment. They correctly addressed global challenges such as the effects of COVID 19 of product shortages, the variations of legal systems in different countries, and the efforts of countries attempting to become self-sufficient as a result of the challenges of COVID 19.</p> <p>Students recognized and explained cultural and economic differences among different countries. They realized labor practices in other countries affects consumer behavior in the US.</p> <p>Students also strategically addressed and predicted the future of businesses' and</p>	<p>Current news and business practices will continue to be emphasized in the class discussions and research assignments. Economic comparisons and financial systems will be included in class assignments. Students will also research and discuss similarities and differences in world cultures.</p>

			governments' use of artificial intelligence. They recognized the changing landscape of the work and business environments.	
Analysis/Use of Results				
Comments: Please see the <i>Action Plans</i> column.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
HTHMNSS	Early Childhood AAS/CSC/Cert.	Kimberly Austin	kimberly.austin@sw.edu	2020-2021
Program Mission Statement				
The mission of the Early Childhood Program at Southwest Virginia Community College is to provide accessible, high quality professional preparation in the field of early childhood education to the students in Southwest Virginia. Graduates are knowledgeable, responsive, and innovative educators who accomplish positive change in the lives of children, families and communities in the region we serve.				
Program Goals				
<ul style="list-style-type: none"> Goal 1: ECD (Early Childhood Development) students will complete Key Assessments (5) and demonstrate competency in National Association for the Education of Young Children (NAEYC) standards : <p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.1b: Knowing and understanding the multiple influences on early development and learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children2a: Knowing about and understanding diverse family and community characteristics</p> <p>2b: Supporting and engaging families and communities through respectful, reciprocal relationships2c: Involving families and communities in young children’s development and learning</p> <p>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p> <p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</p> <p>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</p> <p>4d: Reflecting on own practice to promote positive outcomes for each child</p> <p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</p> <p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>				

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Goal 2: Southwest Virginia Community College's Early Childhood Program will successfully submit the NAEYC self-study and coordinate the accreditation site visit.

Goal 3: ECD graduates will successfully complete the program curriculum and be qualified to seek employment or transfer to obtain a Bachelors degree

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students demonstrate competency in each NAEYC Standard	Key Assessments 1-5	90% Meet criteria utilizing rubric (attached to each key assessment)	90% of students met the criteria for the key assessments. As follows: KA 1: 100% KA 2: 60% KA 3: 100% KA 4: 100% KA 5: 90%	Re-evaluate Key Assessment #2. This is for HLT 135 and requires observation in a classroom. Consider how to make the assessment more effective.
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Submission of NAEYC Self-Study and scheduling of on-site visit	Successful submission by October 2020	Self-study accepted and on-site visit scheduled	Self-Study/On-Site visits were delayed as a result of Covid. Submission will take place fall 21 along with on-site study.	Submit completed self study and host team for on-site visit.

Upon completion of ECD degree, graduates either gain employment in the field or transfer to obtain a Bachelors.	Graduate data gathered using google form in final semester	90% of students are employed or transfer	95% of students were employed as of May 2021 or are transferring to a 4 year partner	Continue to assess curriculum and coordinate with 4 year partners. Continue to seek articulation agreements.
Analysis/Use of Results				
<p>The Key Assessments provide a thorough way to measure program quality and success. The faculty lead will meet with adjuncts and determine how to change Key Assessment #2 to make it more useful for students.</p> <p>Continual conversations are taking place with 4 year partners.</p> <p>The NAEYC self-study and on-site visit should take place in fall 2021</p>				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Electrical/Electronics AAS, Industrial Maintenance and Renewable Energy CSCs	Christopher Joe Godsey	Christopher.Godsey@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Electrical/Electronics program at Southwest Virginia Community College is to properly train and educate students in the installation and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities. Students pursuing an associate's degree in electrical/electronics will receive a broad range of industry related training. This training will prepare students for multiple career paths in the electrical/electronics field increasing their potential employment opportunities.					
Annual Program Goals					
Goal 1: To graduate students who demonstrate the abilities needed for employment in the electrical/electronic job market.					
Goal 2: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.					
Goal 3: To improve the online presence and availability of course offerings.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	

Goal 1: Students will demonstrate fundamental electrical/electronics principles needed to enter the workforce.	Goal 1: There will be several written and hands on tests. These tests will include several NCCER certification tests as well as comprehensive knowledge exams in each of their core classes.	Goal 1: 70% pass rate for Electrical NCCER certification exams taken in Electrical/Electronics Courses.	Goal 1: Fall 2020: 126 Tests Taken 126 Tests Passed Pass Rate: 100% Spring 2021: Preliminary results as of (5/14/21). 60 Tests Taken 60 Tests Passed Pass Rate: 100%	Goal 1: No action is needed at this time.
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Analysis/Use of Results

Comments: I had planned on adding a few NC3 certifications, but due to COVID-19, the instructor certification courses were not offered. I hope to be able to offer these certifications during the 2021-2022 academic year. I am also planning to offer students the opportunity to earn the "Certified Manufacturing Associate" Certificate which is an online examination.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students earn their Workplace Readiness Certificate.	Goal 2: Percentage of students that successfully pass the Career Readiness Certificate Exam.	Goal 2: 70% of the students successfully pass the Workplace Readiness Certificate Exam. (Spring 2021)	Goal 2: 100% of students that participated in the Workplace Readiness Certification, earned all three of the Workplace Readiness Certificates.	Goal 2: Increase the number of students that participate in the certification.

Analysis/Use of Results

Comments: The Workplace Readiness certificate was offered as a substitute for the Career Readiness certificate due to COVID-19. This certification was able to be completed completely online.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: An increase in the number of online courses offered.	Goal 3: The number of Electrical/Electronics courses offered online.	Goal 3: An increase in the number of online Electrical/Electronics program courses offered.	Goal 3: We have now offered the following courses in the Electrical/Electronics program online that had traditionally been in-person only: ETR 113, ETR 114, ETR 143, ELE 140, MEC 140, and MEC 165.	Goal 3: Continue to expand our online course offerings.
Analysis/Use of Results				
Comments: We created a new electronics lab kit which has allowed us to offer several electronics courses online. We are also planning to add a PLC lab kit so that we could potentially offer an online option for the PLC courses in the future as well.				

Southwest Virginia Community College
Program Assessment
2020 - 21

Division	Program	Coordinator	Email	Beginning Term	Ending Term
MSHT	EMS Technology AAS and CSCs	Bill Akers	Bill.akers@sw.edu	Fall 2019	Summer 2020

Mission

Our mission is to provide Emergency Medical Service (EMS) education of the highest standard; to produce competent, entry-level graduates fully prepared to begin their role as EMS providers.

Annual Program Goals

Goal 1: At the completion of the program, the graduates will demonstrate the ability to comprehend, apply and evaluate clinical information relative to his/her role as an entry level EMT, EMT, Advanced EMT or Paramedic

Goal 2: At the completion of the program, the student will demonstrate technical proficiency in all skills necessary to fulfill the role of an entry-level EMT, Advanced EMT or Paramedic.

Goal 3: At the completion of the program, the students will demonstrate personal behaviors consistent with professional and employer expectations for the entry-level EMT, Advanced EMT or Paramedic.

Goal 4: At the completion of the Spring 2020 semester, the percentage of students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Graduates will demonstrate the ability to comprehend, apply and evaluate clinical information relative to his/her role as an entry level EMT, Advanced EMT or Paramedic by passing the National Registry paramedic written and clinical simulation exams	National Registry Paramedic written and clinical simulation examination.	Benchmark-Pass rate greater than 90% by the third attempt.	Data still being collected. Should be complete by October 2021	TBD

Comments: National average for NREMT pass rate is 72%

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students will demonstrate technical proficiency in all skills necessary to fulfill the role of an entry-level Advanced EMT or Paramedic through making a passing score on the National Registry Psychomotor exam.	National Registry psychomotor exam.	Benchmark-Pass rate greater than 90% by third attempt.	97% of graduates met this benchmark	No action needed. Will continue to monitor.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
At the completion of the program, the 2021 cohort will have maintained a retention rate at or above the national average.	The number of students starting the program will be compared to the number successfully completing it.	A retention rate of 70% or greater.	Retention of Paramedic students was 86% while retention of AEMT cohort was 83%.	No action needed. Will continue to monitor.

Click to enter text. Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
At the completion of the Spring 2020 semester, the percentage of students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.	Performance on the FISDAP EMT-Readiness Exam	Meet or exceed the psychometrically valid cut score; usually 72%.	Benchmark not met. The percentage of students who complete the EMT curriculum and pass the cognitive capstone exam is 50%	EMT lead faculty have developed a plan to be implemented in the summer 2021 semester. It includes: <ol style="list-style-type: none"> 1. Use of a nationally validated entrance exam (similar to TEAS) to identify at-risk students early in the class and promptly address their weaknesses. 2. Increase the use of high-level

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| | <p>MC questions, similar to the cognitive capstone exam throughout the program.</p> <ol style="list-style-type: none"> 3. Identify and meet with poor performing students early to develop a plan of action that addresses their problem. 4. Evaluate the effectiveness of these changes in August 2021. |
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<p>Analysis/Use of Results</p> <p>Comments: The Fisdap EMT-Readiness exam is a nationally validated, comprehensive exam. It is highly predictive of success on the National Registry Exam. In response to student performance on outcome 4, the faculty have developed an action plan to be implemented summer 21. See <i>Action Plans</i> column for more details.</p>

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Information Systems Technology AAS, Computer Repair Tech, Software Dev, Information Tech Spec CSCs	Crystal Dye	crystal.dye@sw.edu	2020-2021
Program Mission Statement				
The mission of the Information Systems Technology program is to prepare students for employment in IT related areas and/or for the pursuit of advanced degrees in Information Systems or Computer Science related programs of study by providing quality instruction, support in the building of skills and experiences and certifications required for successful employment in information technology areas such as computer programming, database administrator, information systems manager, network administrator, systems analyst, web page designer and other information systems occupations.				
Program Goals				
<u>Goal 1</u> To graduate students who demonstrate the ability to apply strong IST skills and the VCCS core competencies of Information Literacy and Critical Thinking.				
<u>Goal 2</u> To adequately prepare students for industry certification exams that demonstrate a mastery of core competencies in the IST program.				
<u>Goal 3</u> To expose students to various career paths and essential skills required for successful employment in each of the IST concentration areas.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>A. Students will demonstrate good critical thinking and problem solving skills needed for successful employment in IST related careers.</p> <p>B. Students will demonstrate proficient IST skills and problem solving by successfully completing a real-world project in ITP251.</p> <p>C. Students will be familiar with industry certification exams in an IST concentration area.</p> <p>D. Students enrolled in the Associates of IST Program will complete an industry related internship either Fall or Spring of the second year of the program (ITE290/298) and participate in the Spring Student Symposium presentations.</p>	<p>A1. Evaluation of the required IST capstone project (ITP298) that requires both Information Literacy and Critical Thinking/Problem Solving (VCCS Core Competencies) and soft skills needed to complete a successful team project. Will complete in Spring 2021.</p> <p>B1. Evaluation of proficient IST skills and problem solving by completion of real-world scenario projects in ITP251. Will complete in Spring 2021.</p> <p>C1. Completion of the ITE115 course and obtain the Microsoft Digital Literacy Certification. All IST courses preparing students for certification exams will list the certification exam requirement(s) on the course syllabus. Digital Literacy Certification test will be administered in ITE115 during the Fall 2020 term.</p> <p>D1. Evaluation of student internship performance by host sites. Evaluation is also completed by faculty panel of symposium presentations. Due to COVID 19, this event may be virtual Spring 2021.</p>	<p>A2. 85% of students will complete the main capstone project (ITE298) with grade of "C" or higher</p> <p>B2. In ITP251, 75% of students will complete the course project with a grade of "C" or higher.</p> <p>C2. At least 70% pass rate on certification tests taken before graduation. Continued syllabi update for all IST courses to include certification requirements/fees/etc. each term. ITE115 Digital Literacy exam results can be utilized to improve the course design.</p> <p>D2. 85% of students will receive a Good or Very good rating on both the internship (ITE290/298) evaluation completed by their host site and faculty evaluation of the Symposium presentations.</p>	<p>A3: In the Spring 2021 ITP298 course, 100% of students completed the course with a C or higher.</p> <p>B3: In the Spring 2021 ITP251 course, 100% of students completed the course with a C or higher.</p> <p>C3: The previous certificate (Microsoft Digital Literacy) was removed during Fall 2020. In the Spring 2021, the ProProf certificate was added as the Pre/Post assessment tool (1). At the conclusion of the Spring 2021 term, 53 students completed the assignment and 49 passed with a 92% pass rate of students completing the assessment. 57 students obtained the Microsoft Digital Literacy Certificate in ITE115 (Fall 2020) while the assessment was available (2).</p> <p>D3: For Spring 2021, 100% of students completed the internship program with a 'very good' rating on scoring. Students presented their projects in a virtual Symposium hosted by Michael Brown on May 3, 2021. (3)</p>	<p>A4: Continue updating the capstone project yearly to ensure students have current experience in tech related career scenarios and building a professional portfolio.</p> <p>B4: Continue updating the course project yearly to ensure students have current experience in team projects in tech related career scenarios.</p> <p>C4: Continue to utilize the ProProf assessment or similar tool for pre and post testing in ITE115. The testing allows students to see at the end of term the improvement in their digital literacy skills.</p> <p>D4: Continue to support students throughout the internship program and host a yearly Internship Symposium highlighting student work at the conclusion of Spring terms.</p>
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
<p>1. The ProProf Digital Literacy Certificate site is free to students and is available at: https://www.proprofs.com/quiz-school/story.php?title=digital-literacy-exam. The previous free source of the Microsoft Digital Literacy Certification has now been added to LinkedIn Learning and requires students to purchase a code/subscription in order to complete.</p> <p>2. ITE115 Assessment Scores by Course Section</p> <p>Fall 2020 (Microsoft Digital Literacy Certificates obtained: (W1 - 19), (W2 - 16), (W3 - 18), W4 - late start class/assessment moved to LinkedIn Learning/unavailable), (W5 - late start class/assessment moved to LinkedIn Learning/unavailable), (W6 - 4)</p> <p>*Please note that the data for Fall 2020 is incomplete due to the Microsoft Digital Literacy Assessment was available only during the first few weeks of the regular term so students could not attempt at the end of the term as planned. Late start classes did not have access due to assessment moving to other provider. Pass rate could not be calculated due to incomplete data.</p> <p>Spring 2021 (ProProf Assessments - passing score of >=80%): (W1 - Did not test), (W2 - 20/21 passed), (W3 - 14/14 passed), (W4 - 15/18 passed) = term pass rate 49 pass/53 attempts or 92% of students completing the assessment.</p> <p>3. Fall 2020: 0 Students completed an internship program. Spring 2021: 3 Students completed an internship program</p>				

Southwest Virginia Community College Program Assessment 2020-2021					
Division	Program	Coordinator	Email	Beginning Term	Ending Term
Math, Science & Health Technologies	Nursing	Neyia Beavers	neyia.beavers@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Southwest Virginia Community College Nursing Program and VCCS Common Nursing Curriculum is to provide affordable, community access to quality nursing education. The VCCS nursing programs prepare qualified students to provide safe, competent, entry-level nursing care in 21st century healthcare environments. Students are prepared to meet the ever-increasing complexity of the healthcare needs of the citizens of Virginia.					
Annual Program Goals					
Goal 1: At least 90% of students enrolling in NSG 100 or NSG 115 will progress to second semester nursing courses. (Short-term Goal)					
Goal 2: The program's annual licensure exam first-time pass rate will be at or above 80%. (Long-term goal)					
Goal 3: Program completion rate will be at or above 70% based on completion in 150% time from initial enrollment. (Long-term goal)					
Goal 4: Graduates and Employers will report satisfaction in no less than 90% of all categories of evaluation for entry-level positions 12 months post-graduation. (Long-term Goal)					
Goal 5: Job placement will be no less than 80% at 12 months after graduation. (Long-term goal)					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
At least 90% of students enrolling in NSG 100 or NSG 115 will progress to second semester nursing courses. (Short-term Goal)	Student enrollment in NSG 100 in fall 2020 with progression to NSG 170 in Spring 2021 and student enrollment in NSG 115 in summer 2020 to 205 in fall 2020	• 90% retention 1 st to 2 nd semester. (13 students enrolled in NSG 115; 54 students enrolled in NSG 100)	12 of 13 (92%) students enrolled in NSG 115 progressed to NSG 205. 50 of 54 (92.5%) students enrolled in NSG 100 moved on to NSG 170.	Goal met. Continue to advise students concerning program requirements and available resources. Confirm successful completion of all prerequisites prior to classes starting.	
Analysis/Use of Results					

Comments: One student enrolled in NSG 115 was lacking a prerequisite to the course and had to withdraw after classes began.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
The program's annual licensure exam first-time pass rate will be at or above 80%. (Long-term goal)	National Council State Board of Nursing annual program reports of NCLEX-RN first-time pass rate for program graduates and comparison data for national rates for 2020	First-time pass rate for Spring 2020 students will be at or above 80% minimum.	NCLEX-RN first-time pass-rate for spring 2020 graduates was 72.54% (VATNP) (64% SWCC). Goal not met. Spring 2021 graduates data will be available by Dec 2021/ Jan 2022	Try to offer face-to-face classes in the spring 2021 semester. Mandate ATI live review for all students. Develop NCLEX-success plan.
Analysis/Use of Results				
Comments: COVID-19 had a detrimental effect on the graduating class of 2020. They were unable to finish their classes face to face, missed clinical time or completed it virtually, missed the ATI live review (3-day board prep course), and unable to have as many proctored assessments/tests as needed. They also were delayed in getting into test sites to take boards related to COVID-19. The NCLEX-RN was also altered to accommodate for COVID by shortening the exam.				

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Program completion rate will be at or above 70% based on completion in 150% time from initial enrollment. (Long-term goal) (2020 grads)	Program completion based on initial enrollment in NUR 108 or NUR 115.	70% of students enrolled in NSG in fall 2018 or NSG 115 in summer 2018 will complete the program in 150% of time recommended by curriculum outline.	Program completion rate for 2020 graduates was 81%.	Goal met. Continue to utilize the college early alert system and review areas of student weakness through ATI results and NCLEX results.
Analysis/Use of Results				

Comments: Click to enter text.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Graduates and Employers will report satisfaction in no less than 90% of all categories of evaluation for entry-level positions 12 months post-graduation. (Long-term Goal) (2020 grads)	Collection and analysis of graduate and employer satisfaction survey one year after students' graduation from SWCC Nursing Program. Survey based on graduate outcomes.	Average score on each measure is very well or adequate in no less than 90% of all components of the survey.	Graduates who responded to the survey reported satisfaction on all categories of evaluation. Employer data available after May 2021	Send out employer surveys prior to May 2021 to receive feedback prior to assessment deadline.
Analysis/Use of Results				
Comments: Click to enter text.				

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Job placement will be no less than 80% at 12 months after graduation. (Long-term goal) (2020 grads)	Job placement measured by return of graduate surveys will be no less than 80% at one year post-graduation.	80% of students returning student surveys at one year post-graduation will report employment in an RN position.	100% of students returning graduate surveys were employed full-time in a RN position. Goal met.	Continue with current efforts to assist student in pursuing employment opportunities and return of graduate surveys.
Analysis/Use of Results				

Southwest Virginia Community College
Program Assessment
2020-2021

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
HTHMNSS	Occupational Therapy Assistant	Annette Looney	Annette.looney@sw.edu	2020	2021

Mission

The OTA program shares Southwest Virginia Community College's mission and values and is committed to providing educational experiences for each OTA student that will prepare him/her to qualify as a contributing member of the health care team who will care for patients under the supervision of a Registered Occupational Therapist. Focus on a student-centered learning approach to develop the knowledge base and clinical reasoning skills, assists in the transition from student to OT practitioner. In addition, the OTA's program mission emphasizes the importance of lifelong learning for the occupational therapy assistant student and an importance of community service.

The Southwest Virginia Community College Occupational Therapy Assistant program's vision is to be a regional leader in occupational therapy assistant level education, providing the community and beyond, occupational therapy assistants to contribute to the healthcare team.

The goals of the occupational therapy team are to develop, restore, or maintain adaptive skills in individuals whose abilities to cope with daily living are threatened or impaired by disease, injury, developmental disability, or social disadvantage. Successful completion of the program will: 1) qualify the student to obtain employment as an OTA; and 2) qualify the student for eligibility to sit for the national certification examination for occupational therapy assistants administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Upon successful completion of this examination, the individual will become a Certified Occupational Therapy Assistant (COTA).

Annual Program Goals

Goal 1: : The SWCC OTA program will graduate highly qualified OTAs who will become Certified Occupational Therapy Assistants (COTA) by passing the National Board for Certification in Occupational Therapy (NBCOT) examination.

Goal 2: The SWCC OTA program will partner with the community in order to provide fieldwork placements that promote occupationally relevant learning experiences.

Goal 3: Goal 3: The SWCC OTA program will foster a learning environment that encourages completion of academic goals.

Goal 4: Students will engage in community-based service learning experiences to enrich their academic and clinical knowledge while providing increased exposure of occupational therapy in the college service region.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1 Students will demonstrate entry-level application of knowledge and skills for practice as an OTA as evident by passing the national certification board exam.	NBCOT exam pass rates	An average pass rate over the 3 most recent calendar years for SWCC OTA graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts) per ACOTE standards.	The average pass rate for the 3 most recent calendar years for SWCC OTA graduates in the years 2017-2019 is 87.69%.	In the last semester, stress the importance of early scheduling of the NBCOT exam within 3 months by incorporating instructions and assistance with the application process. Delays longer than 3 months in taking the board exam typically correlate with lower pass rates.
Analysis/Use of Results				
Comments: The 2020 board pass rate is 9/10= 90% note: 7 students from graduating class did not take board exam by end of 2020. Much of this is speculated to have been related to COVID-19 impact on jobs and testing site availability. However, many times in past history when students delay taking the exam more than 3 months, pass rates decline. Have discussed possibly considering incorporating board exam cost for initial test into college fees. NBCOT has a process by which colleges can purchase board exam vouchers for their students so they do not delay in taking exam.				

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2 Students will exhibit clinical behaviors, utilizing knowledge and clinical reasoning skills to successfully meet fieldwork expectations.	AOTA Level II fieldwork performance evaluations	SWCC OTA students will have a high pass rate (90% and above) for Level II clinical experiences upon first attempt as measured by the performance evaluations.	SWCC OTA students achieved a 100% fieldwork pass rate for the 2020 graduating class.	SWCC fieldwork coordinator will continue working closely with fw educators in accordance with ACOTE Standards to determine appropriate learning experiences and recognize any problem areas with students so these can be addressed early in FW to promote successful experiences.

Analysis/Use of Results

Comments:

2021- at this date, 3 of 21 have incompletes in fieldwork. The incomplete grade for 2 students is due to being quarantined for COVID-19 exposure and one needing additional time at setting. 18/21 have passed at this time but it is anticipated that all 100% will when clinical hours are completed.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate through discussion an awareness of program requirements and resources available to support achieving academic goals.	SWCC OTA Retention rates	The retention rate for students in the OTA program will be 60% or higher average over a 3-year period	Retention rate for students in the OTA program over the 3 year period of 2018-19-20 is: 78.9%	Review with advisees curriculum mapping worksheets to best advise students for completion of their degree and/or certificate. Continue to work closely with students on academic advising and early intervention through advising and tutoring, when needed, to promote higher retention

Analysis/Use of Results

Comments: May 2021 – 14/15 (93.33%) of the class of 2022 are progressing into their 2nd year of the OTA program.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 4: Students will participate in service learning projects designed to improve their clinical interaction skills and promote occupational therapy in the community to	Student Service Learning/community service Log	Goal 4: Documentation of at least one community service learning per academic year that fosters student learning in a community area.	During February 2020, the SWCC OTA class had a class assignment that was held at a local nursing home. The OTA students worked with the residents on various craft projects for Valentine's day	Follow-up on contacts with Lebanon Primary School regarding health promotion activities such as backpack awareness, handwriting skills, and shoebox tasks that can be presented to the elementary school as the OTA

enrich their academic and clinical knowledge while providing increased exposure of occupational therapy in the college service region.			and adapted the activities so that the residents could engage in the activity. Unfortunately, additional community service/service learning activities have been put on hold due the Covid-19 pandemic	program works in collaboration with the school system. Continue to investigate areas of service in the SWCC community.
Analysis/Use of Results				
Comments: The SWCC OTA program has a new program location furnished with updated supplies and equipment in Lebanon, Virginia. As the OTA program began its return to a one-college program, the SWCC Lebanon Center location was sought to provide a more centrally located facility to house the program. While, the Booth center in Grundy may still be utilized, the COVID-19 pandemic has resulted in the program having a mostly online delivery with lab meetings weekly in the Lebanon facility.				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
MSHT	Radiography	Christy Lee	Christy.lee@sw.edu	Fall 20	Spring 21
<p style="text-align: center;">Mission</p> <p>Program Mission: The cooperative Radiologic Technology Program at Southwest Virginia Community College is dedicated to serve students from Southwest Virginia and east Tennessee. The Program will provide a quality educational experience in the art and science of radiologic technology and help the students succeed, both academically and clinically, as entry-level radiographers. It is the Program's aim to provide a sound foundation for our students towards building a rewarding professional career, and an opportunity to qualify as a valued contributing member in the healthcare team for our region.</p>					
<p style="text-align: center;">Annual Program Goals</p>					
Goal 1: Retention of first-year (freshman) students accepted into Radiography for summer through spring semesters; 85 %.					
Goal 2: Retention of second-year (sophomore) students accepted into Radiography for second summer through spring semesters; 90 %.					
Goal 3: Retention of all students accepted into Radiography through completion; 75%.					
Goal 4: Graduates will successfully pass the ARRT certification examination.					
<p style="text-align: center;">Outcomes Assessment</p>					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1 Retention of students through the academic rigors of required courses for radiography through Program completion.	Students who complete the first summer semester will be counted toward JRCERT numbers. The program aims to retain 85% of the students who finish the first summer semester of the program through the first year, spring semester.	85%	Twenty-two students finished the first summer of the Radiography program in summer 2020. One withdrew after summer for medical reasons. One withdrew after fall for personal reasons. None withdrew as of May 12, 2021 during/after spring semester, nor did the program lose any due to academic	Benchmark is met for this academic year. Continue to monitor.	

			reasons. Twenty out of 22 students are retained through the first year, end of spring, which is 90.9%	
Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2 : Retention of students through the academic rigors of required courses for radiography through Program completion.	The program aims to retain 90% of the students who begin the 2nd summer semester of the program through the end of the program, spring 2nd year.	90%	Out of the 2019-2021 cohort, 16 students entered their 2nd year during summer 2020. One withdrew summer 2020 due to personal reasons. One withdrew during fall 2020 due to personal/financial reasons. Fourteen out of those 16 completed the program, which is 87.5%.	The program did not meet benchmark. The program has implemented a new supplemental software (RadTechBootcamp) to use during first and second year, which began with the 2020-2022 cohort. The 2019-2021 cohort did use RTBC, but only during their 2nd year. The program also changed from in-person classes to Zoom synchronous as well as asynchronous classes, along with small group labs, during spring 2020 due to Covid. We plan on returning to a more in-person class presence during fall 2021 and spring 2022.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Retention of students through the academic rigors of required courses for radiography through Program completion.	The program aims to retain 75% of all students who finish the first semester of the program through completion.	75%	Twenty students began the 2019-2021 cohort. Fourteen completed the program, for a 70% completion rate.	All students who withdrew from the program during this cohort did so for personal, medical, or financial reasons. Some reasons given include “this profession is not for me”, or “this is not what I want to do”, and “I’ve got a lot on my plate right now”. The program offers tutors and support services links to students to assist with various needs.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 4: Prepare knowledgeable graduates with academic knowledge and professional readiness.	Graduates will successfully apply to and pass the American Registry of Radiologic Technologists (ARRT) Registry Certification Examination	75%	For the 2018-2020 cohort, 19 graduates attempted the ARRT registry examination. Five failed on their first attempt, which is a 70% ARRT pass rate. As of April 2021, none of those five had successfully passed (either by not reattempting or reattempting but not passing – the ARRT does not supply that data to programs beyond the first attempt. The program did check the ARRT Certification Verification for the students who had previously failed, and they	The program fell below the benchmark. The program has implemented a new supplemental software (RadTechBootcamp) to use during first and second year, which began with the 2020-2022 cohort. The 2019-2021 cohort did use RTBC, but only during their 2nd year. The 2021 graduates have not yet taken their ARRT exam. They become eligible after May 28, 2021.

did not show up as an ARRT registered technologist.)	
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Analysis/Use of Results

<p>Comments: Please see the <i>Action Plans</i> column above.</p>
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APPENDIX A

Assessment Forms by Award

Certificates and Diplomas

Southwest Virginia Community College
Program Assessment
2020-2021

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
Math, Science & Health Technologies	Health Sciences Certificate	Neyia Beavers	Neyia.beavers@sw.edu	1 year- 2 semesters	

Mission

The Health Sciences certificate program is designed for those individuals interested in pursuing a career in the health professions. The program will enable students interested in health care professions to acquire an academic foundation to continue their education in one of the health programs. The program can also be used as a stepping-stone to the Associate of Science degree.

Annual Program Goals

Goal 1: Health science certificate (HSC) students will successfully complete PSY 230 with a basic understanding of development of a person's physical, cognitive, and psychosocial growth.

Goal 2: Health science certificate students will meet with their academic advisor to gain insight on their chosen health related career choice in SDV 100.

Goal 3: Health science certificate students will continue their education in one of SWCC's health programs.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will acquire a basic understanding of a person's physical, cognitive, and psychosocial growth through successful completion of PSY 230.	HSC Students will complete PSY 230 with a "C" or better.	70% of health science students enrolled in PSY 230 will successfully complete the course with a "C" or better.	Final grades will not be accessible until after May 2021.	Click to enter text.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2 : SDV 100 students will meet with their advisor to gain insight on their chosen health related career choice.	SDV 100 instructors will report the number of HSC students that met with an advisor while enrolled in the course.	80% of health science students enrolled in SDV 100 will meet with their academic advisor to gain insight on their chosen health related career choice.	*Waiting to hear back from all SDV 100 instructors on percentages of students that completed this requirement.*	Click to enter text.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: HSC students will continue their education in one of the health programs at SWCC.	Analysis report from Cathy Smith-Cox comparing the number of students that graduated with a Health Science Certificate in 2019-2020 and how many of those students are currently enrolled in a health program at SWCC.	70% of graduated HSC students will have enrolled in a health program at SWCC within two years.	73.9% of 2019-2020 health science certificate students enrolled in a health program at SWCC. (34 out of 46)	Goal met; will continue to monitor progression.

Analysis/Use of Results				
Comments: Results are pending for 2 of the 3 outcomes.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Business, Engineering, and Industrial Technology	Heating Ventilation and Air Conditioning Certificate and CSC and Electrical Installation CSC	Nick Nelson	nick.nelson@sw.edu	2020-2021
Program Mission Statement				
<p>Heating Ventilation and Air Conditioning (HVAC) Program:</p> <p>Program in HVAC/R industrial technology is career-focused educational training for both traditional and non-traditional students. Teaching philosophy shall focus on importance of academic instruction set; covering theory through creative problem solving along with comprehensive competency based performance. Goals shall be accomplished by providing in-depth, affordable and quality training utilizing qualified instructors. Faculty shall have experience in trades skills related to refrigeration, air distribution and electrical controls for a dynamic, ever growing and rapidly changing field of study. Thereby, study shall provide training and foster the mission of the department and that of the college by offering lifelong learning opportunities for the professional technician while meeting needs of community partners and regional employers.</p>				
Program Goals				
Goal 1: Develop and expand qualitative approach for assessing problem sets through clear estimation, investigating and diagnostic; as related to both physical and social impact on stockholder.				
Goal 2: Develop understanding of hazard analysis, risk assessment, probability of harm and hazards encountered; along with protective measures as required within the dynamic work environment to safety and successful resolve workplace issues.				
Goal 3: Promote awareness that being a successful skilled trade person encompasses all facets of human psychology, equipment mechanics, elements of science and physic, as well as that of being a good communicator.				
Goal 4: Student learners shall enhance their understanding of the requirement of the technical trades through personal observation at remote field site visitations.				
Goal 5: Program contribution to conduct all 7 of 12 the required HVAC courses as a hybrid course offering, requiring more personal interrelated electronic communication via email and Canvas media.				

Goal 6: Helping student program completers to attain one national certification for the trade related mandates and industry recognized industry credentials. To include EPA 608 & 609 certifications, NCCER certifications and NC3 certifications.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Critical thinking enhanced via field related problem solving	1: Host internship evaluation	1: An overall 3 on a 4 point scale	Met the standard for the internship	Continue to find ways to achieve higher results
Goal 2: Improved safety & work habits both within the lab and through On Job Training (OJT)/On Job Learning (OJL)	2: Lab activities, safety quizzes, Host Company's internship feedback	2: Reduction in lab/job related injuries (100% of participants PASS QUIZ RELATED TO SAFETY); positive reporting by Intern's Host Company of satisfactory student performance	All students completed safety training and there were not accidents in class or during the internship	Continue to emphasis safety as the most important aspect of student training.
Goal 3: Good customer relations, work ethics and soft skills development (i.e. resume development)	3: Personal interview with host companies and students to evaluate student's progress; Invite third party lecturers (college staff and/or area businesses) to discuss needed soft skills	3: Positive feedback from the community stakeholders (80% or more employer score 3 or higher)	Employer feedback of students met the goals	Going forward we will continue to stress the importance of soft skills

Goal 4 (short-term): Improve student understanding for technical trades by completing field trip visitation	4. Allow students/host companies to discuss current issues and changing technology	4. One or more visits	Due to Covid 19 restrictions we were unable to travel to offsite locations	4. Re-establish the field trip program when the opportunities emerge
Goal 5: "Short Term" offer all four of the related HVAC fall 2020 day courses as a hybrid having an on-line component to foster learning for electronic communication via computer applications (i.e. Canvas). Especially targeted to the non-traditional older student populace.	Require students to access the on-line Canvas site to facilitate class activities and to utilize email to communicate with Instructors and class members as related to class work.	Having 100% of all enrolled students to utilize the on-line component of Canvas discussion board; especially to collaborate on varied topics areas for related assignments to develop a team approach.	The use of Canvas is now an integral of the class structure. All students have used the tools available on Canvas	Continue to incorporate Canvas into the classes
Goal 6: National Industry Certification required by the EPA for workplace application	6. Completion of third party - proctored exams for EPA 608 & EPA 609 certification and/or industry readiness examination.	6. 70% applicants successful complete taking the EPA examination	Met the standard for EPA testing	Continue to emphasis EPA training and include more NC3 testing

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
Evaluate and adjust HVAC department program offering, based on “Host” and employer feed-back coupled with student interviews; and developed in conjunction with comments from SWCC's colleagues related to the OJL/OJT (On-Job Learning/Training – Internship and actual work activities after employment); data to be utilized to correct any deficiencies or highlight strengths; to include incorporating more nationally recognized terminology for the HVACR trades sector. During late Spring semester 2021, HVAC students are encouraged to take third party and become well versed in the new EPA regulations being implemented. Students will be given the opportunity to take NC3 tests for certification.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Business, Engineering, and Industrial Technology	Legal Studies	Janet Rowell	janet.rowell@sw.edu	2020-2021
Program Mission Statement				
The Legal Studies (LGL) Career Studies Certificate program's mission is to positively impact the residents of this community through academic and economic empowerment by providing a comprehensive educational foundation of skills required in the field of legal studies for the workforce of the region.				
Program Goals				
Goal 1 Provide Legal Studies (LGL) students with opportunities to earn industry recognized certifications.				
Goal 2 Deliver adequate instruction that prepares students to implement critical-thinking skills in Microsoft Office 2019 applications.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. 85% of LGL students enrolled in ITE 115/ITE 119 Microsoft certified 2. Utilize the critical thinking skills baseline score of LGL students enrolled in ITE 115/ITE 119 3. Due to COVID-19 utilize temporary flexibility to meet LGL 190 internship requirements	1. Digital Literacy Certification earned 2. Overall average score earned on critical thinking projects in ITE 115/ITE 119 3. Internship contact hours	1. Earn a score 85% or higher on the Microsoft Digital Literacy Certification exam 2. Earn a score of 85% or higher on critical thinking projects 3. Meet 100% of required 72 contact hours	1. The Microsoft Digital Literacy Certification exam was unavailable 2. A score of 85% higher was earned by 100% of LGL students 3. 100% percent of LGL interns met 100% contact hours	1. Identify an alternative certification exam 2. Continue critical thinking projects 3. Maintain good communication with current internship sites
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Use a new digital literacy certification option to measure LGL student computer literacy level Update critical thinking projects				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
HTHMNSS	Practical Nursing	Linda Cline	Linda.cline@sw.edu	Fall 2020	Spring 2021
Mission					
- To provide an education that will promote learning and application of skills required to be competent as a Licensed Practical Nurse. -To provide an opportunity to the student to maximize their individual abilities through education, self-growth, and eventual employment.					
Annual Program Goals					
Goal 1: Eighty percent of all graduating students will pass NCLEX-PN upon their first attempt					
Goal 2: Eighty percent of the PN students who begin the program will complete the program.					
Goal 3: Eighty percent of the beginning PN students will complete the end of the spring semester. (This is due to the change from standard instruction in lieu of COVID.)					
Goal 4: Eighty percent of the students completing the program will score 900 or higher on the HESI Exit Exam with two attempts.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Eighty percent of all graduating students will pass NCLEX-PN	NCLEX-PN	NCLEX-PN: 80% of Students pass first attempt	As of 5/13/21 all students have not taken the NCLEX-PN exam. This is due to COVID-19 limiting the scheduling of exams. This will have to be reported out later after all have taken the exam.	Preparation for the NCLEX PN will begin in first semester by using Adaptive Quizzes, Specialty Exams, PN Case Studies, Practice Tests, On Line Review and Predictor Test as provided by Elsevier. PNE 195 in the first semester will assist with the development of study and test taking skills. PNE 295 is specific to NCLEX test plan and success	

				in test-taking strategies
Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2 : Eighty percent of the PN students who begin the program will complete the program.	Attrition rate will be evaluated at the end of each semester	Less than 20% attrition rate	From the beginning of the fall 2019 semester until the completion of the cohort in Fall of 2020 the percentage is 76%. We only lost 3 students due to being unsuccessful. The other 6 students withdrew from the program for other reasons.	Beginning in the first semester, any time a student scored less than benchmark of 80% on test or assignment, the student is required to meet with faculty for remediation.
Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Eighty percent of the beginning PN students will complete the end of the spring semester. (This is due to the change from standard instruction in lieu of COVID.)	Attrition rate will be evaluated at the end of Spring 2021	Less than 20% attrition rate	We lost only one student from fall to the end of spring semester. This gives us a 96%. Goal met.	Students will be offered additional assistance through the fall and spring semester by means of tutoring from instructors, interactive Zoom sessions in addition to class, and to meet with students individually with scores on assignments and tests of less than 80%
Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 4: Eighty percent of the students completing the program will score 900 or higher on the HESI Exit Exam with two attempts.	Evaluation of scores on HESI Exit Exam version 1 and 2	Eighty percent will score 900 or greater on the HESI Exit Exam with two attempts	81.8% of the students passed within the first 2 attempts. 100 % passed with a third attempt for four students. Goal met.	Students will begin in first semester by using Adaptive Quizzes, Specialty Exams, PN Case Studies, Practice Tests, Online Review and Predictor Test as provided by Elsevier. PNE 195 in the first semester will assist with the development of study and test taking skills.

	PNE 295 is also a review of everything that is tested on the HESI Exit Exam
Analysis/Use of Results	
<p>Comments: This group was affected by COVID 19 beginning in their spring semester and through their fall semester also. Four students were required to take the PNE 95 class to get a third time to take the HESI exit exam. All were successful on scoring the benchmark after the third attempt. We will continue to evaluate NCLEX PN success rates after test results are complete for the last cohort. As far as retention of PN students goes, many times after the first semester of the program, we will lose students because they decide nursing is not for them or other life issues happen. If we just look at those that didn't make it due to failure of a course that would be a 86% which is within our parameters. We may want to modify our percentage or add more specific language in the next assessment cycle.</p>	

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Welding Diploma, Semi-auto, Welding Fundamentals, Welding Career Study Certificate & Manufacturing/Fabrication Career Study Certificate	Allen L. Martin	Allen.Martin@sw.edu	2020-2021
Program Mission Statement				
<p>The mission of the Welding and Manufacturing/Fabrication programs is to serve as an educational resource for people of all ages and backgrounds who wish to explore, understand, apply and master the various processes of welding and fabrication. The Welding/Machine Tool Programs have the need to keep evolving and improving. Both programs seek to provide up-to-date instruction related to these constantly changing technologies for those seeking employment in these fields. The programs maintain strong relationships with local industries in order to remain responsive to industry needs. In order to produce professionals for a competitive job market, high standards of personal development are continually stressed.</p>				
Program Goals				
<p>Goal 1: Continue to improve the entry level instruction of the 1st semester welding students in preparation of meeting the American Welding Society's national standards of testing and compare to last year's results. (Short term goal will be measured by October 2020). As the AWS (American Welding Society) is changing the policies and rules of welding it is also important that we do the same.</p>				
<p>Goal 2: Continue to assist students in developing the appropriate "soft skills" needed for gainful employment in business and industry and compare to last year's results. As the continued growth of our businesses so is the soft skills needed for the appropriate jobs.</p>				

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. To produce trainees who can follow given weld procedures and produce welds compliant with the AWS welding standards.	Evaluate trainees on the ability of following weld procedures, along with quality welds that meet the American Welding Society standards.	Reaching for an improvement beyond the previous year's welding program 80% success rate.	The current year success rate was 86%. This was 6% higher than the previous years.	Increase the participation rate of credit-based students in AWS certification testing. Develop an implementation plan to integrate the testing into the respective courses.
2. To produce trainees who Can accurately read and execute welding blueprint	<p>Instruction of proper blueprint reading will be taught in Wel-150</p> <p>Execution of blueprint reading skills will be performed in Wel-142 to test students of the knowledge obtained from Wel-150</p>	Reaching for a Minimum of 75% success rate.	Students were given a blueprint and asked to complete the project as instructed. 83% of students were able to successfully execute the project from the blueprint, while the remaining students needed additional instruction to be able to complete the project.	The additional instruction that was needed from the remaining students on the project were the same across the board. (Interpreting information on welding symbols, trouble with Bill of materials) Will emphasize more on these sections in upcoming WEL-150 classes.

3. To produce competent trainees from the fall semester who feel confident in returning for the advanced spring semester, resulting in positive retention rates.	Enroll students into advanced spring semester classes and track percentage of students who return to finish.	Reaching for a Minimum of 70% success rate.	Retention rate from Fall-Spring was 79%.	Will reach out to students to see why they aren't returning. This year's findings show that students who didn't return to class found employment between the fall and spring semesters and were unable to find a schedule that allowed them to both work and attend class.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				

Certified Welders continue to be in high-demand in our service area. To continue to meet the needs and expectations of employers, we need to continue to improve soft-skills and certification attainment. To accomplish, we will enhance the content taught in SDV 106 Preparation for Employment and strengthen the curriculum taught by integrating certification testing into the respective courses.

The addition of SDV 106 Preparation for Employment will be a consistent part of each curriculum helping ensure the success of pathway students entering the workforce.

To strength curriculum we will implement certification testing into the respective courses. This will include using the objectives and curriculum of American Welding Society, SENSE and Hobart into the respective courses, AWS certification testing will be implemented to enhance the student's skill-set. We also plan to implement goals needed by local employers for students to gain and successfully keep employment.

- AWS certified weld testing through on-campus Accredited Test Faculty

Goals for 2021-2022 will focus on student ability to read and interpret welding blueprints and welding procedures to AWS and ASME standards, earning additional certifications, and continued focus on soft-skills.

APPENDIX A

Assessment Forms by Award

Career Studies Certificates

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Adventure Tourism, Outdoor Recreation, Guide Essentials, Outdoor Interpretation and Education CSC's	Michael Brown	Michael.brown@sw.edu	Fall 2020	Spring 2021
<p style="text-align: center;">Mission</p> <p>Since entrepreneurs are the foundation of most industries, it is the mission of the Adventure Tourism program to prepare students to be small business owners in the adventure tourism industry. The program's focus on outdoor recreation activities develops students' understanding of the business aspects of adventure tourism and recreation. In addition, the program partners with community-based organizations to help students produce effective business plans to secure funding for their business ideas.</p>					
<p style="text-align: center;">Annual Program Goals</p> <p>Goal 1: Students will develop the skills to integrate certifications/credentials into the curriculum to demonstrate core knowledge and skills for employment.</p> <p>Goal 2: To reveal to students the career pathway opportunities and skills needed to obtain employment in the tourism and recreation industries.</p> <p>Goal 3: Students will develop the skills to have students to distinguish, prepare, compose, and assess a business plan as an entrepreneur.</p>					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will receive Leave No Trace (LNT) Trainers certification, First Aid/AED/CPR and Wilderness First Aid (WRFA) certifications.	Goal 1: LNT Trainer certification/WRFA certification	Goal 1: 70% pass rate (Fall 2020)	Due to COVID restrictions the program was not offered.	<p>Research and Marketing to increase enrollment in first term class.</p> <p>Keep Format given by American Red Cross and Leave No Trace Center of Outdoor Ethics.</p>	

Goal 2: Students will be given scenarios on wilderness excursions to explore leadership techniques.	Goal 2: Recreation and Parks course RPK 141 capstone projects on leadership techniques.	Goal 2: 70% pass rate (Fall 2020)	Due to COVID restrictions the program was not offered.	Research and Marketing to increase enrollment in first term class. Keep format of capstone projects.
Goal 3: Students will be given a final project to develop a business plan and presentation with their executive summary information.	Goal 3: BUS 116 - final project in Entrepreneurship	Goal 3: 70 % pass rate (Spring 2021)	Due to COVID restrictions the program was not offered.	Research and Marketing to increase enrollment in second term class. Keep format of capstone projects.
Analysis/Use of Results				
<p>Comments:</p> <p>The Fall 2020 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2020 and Spring 2021 classes being assessed were redesign to be taught online with a public venue connection. Majority of the RPK courses still required a connection to public venues so the students could make connections with Outdoor Recreation and Tourism research as part of the program. The COVID restrictions made these difficult to include into the courses. RP 160 course was developed around the American Red Cross certification with in-class assessments and use of equipment.</p> <p>A marketing plan is being designed to recruit students into the Fall 2021 and Spring 2022 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers.</p> <p>Program provided training to certify instructor so students can obtain national certification, thus improving the credibility of the program. The BEIT Dean and Vice President of Academic and Student Services will support this plan; grant funds will be allocated for this purpose.</p>				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
Business, Engineering and Industrial Technology	Automotive Diagnostics and Repair	Anthony Blevins	Anthony.blevins@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Automotive Diagnostics program At Southwest Virginia Community College is to provide cutting edge curriculum and instruction, which prepares students for future employment in the Automotive Field and related areas that meet or exceed the needs of the occupation.					
Annual Program Goals					
Goal 1: Graduate students who demonstrate the quality and skills to apply basic Automotive skills in entry level or above in Automotive related positions.					
Goal 2: Provide students with the skill sets and knowledge to make ethical and skilled decisions and maintain a safe working environment.					
Goal 3: Improve student's skills in hand and power tools with multiple certifications from NC3.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students demonstrate comprehensive automotive knowledge to apply the skills learned.	Successfully earn the Automotive Service Excellence (ASE) Entry-Level Certifications.	A 95% pass rate on all ASE certification tests.	75% pass rate on all ASE certifications.	Due to enrollments and the delay from COVID only 4 students tested, 3 out of 4 passed. The test results for the students completing in May 2021 will be counted on next years assessment due to the timing of the certification.	
Goal 2: Students will earn OSHA 10 General Industry Certification	Successfully earn OSHA 10 General Industry	100% of students earn the OSAH 10 General Industry Certification.	100% of students have earned the OSHA 10 General Industry Certification through completion of the AUT100 class.	Continue to require. Helps with safety while completing and participating in lab exercises and projects.	

Goal 3: Students will achieve NC3 certifications in the complete use of the NC3 certifications of the tools and equipment related to the Automotive industry.	Students to pass all NC3 certifications related to the classes being taught.	A 95 % pass rate on all NC3 certifications.	63% of the students that passed at least one NC3 certification test. No method in place to determine individual test success rate based on students enrolled during that timeframe.	Results inconclusive based on number of NC3 tests available. Implement new method to track the individual results of each certification offered.
Analysis/Use of Results				
<p>Comments: The scheduling with COVID-19 was challenging to ensure everything was covered and students had ample opportunity to complete all the available certification tests. To ensure students were competent on the job, we used as much time as feasible to give them the hands-on experiential opportunities to be success on the job. The tracking for NC3 will be changed based on those attempting the specific tests rather than enrollment. A system will be implemented to better track the individual results.</p>				

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Bookkeeping CSC	Margaret Dye	Margaret.dye@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the Bookkeeping Career Studies Certificate is to provide quality curriculum and instruction which prepares students for employment in accounting and bookkeeping-related positions that meet the needs of business and industry and to provide professional development opportunities for life-long learning.					
Annual Program Goals					
Goal 1: To graduate students who demonstrate the ability to apply fundamental accounting concepts in entry-level accounting positions.					
Goal 2: To provide students with knowledge and skills in making ethical business decisions.					
Goal 3: To improve students' skills in Excel required for successful employment in business and industry.					
Goal 4: Click to enter text.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will demonstrate basic accounting concepts covering the accounting cycle.	Goal 1: Comprehensive accounting cycle problem given to the ACC 212 students at the end of the spring semester.	Goal 1: 85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	Goal 1: Due to Covid restrictions still in place, ACC 211 was used instead of ACC 212, so that an extra assignment wasn't added onto ACC 212 students in spring. Fall 2020 and spring 2021 enrollment in all sections of ACC 211: 46 students. Of the 46 students	Goal 1: Beginning with Fall 2021 semester, changes will be made to the quiz portion of the course content. Currently, quizzes are multiple choice with three attempts. For Fall 2021, quizzes will be set up as a practice session where students will have unlimited attempts before the due date to complete actual accounting steps within the	

			enrolled, 42 completed the comprehensive accounting cycle problem by completing the homework assigned for Chapter 4. This assignment was an electronic version similar to the attached problem. Of the 46 students enrolled in the sections, 42 opened and completed the assignment. 35 of 42 students completed the assignment with a grade of "C" or better (83%).	accounting cycle, leading up to the comprehensive problem in Chapter 4 where the accounting cycle is concluded. Instructor will also utilize Zoom for two hours each week on the night assignments are due to help with tutor access for ACC 211 students
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Analysis/Use of Results

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. Although the total percentage was slightly below the goal percentage, students did well in the assessment considering the restrictions that were in place. For fall 2021, the accounting cycle problem will be given to ACC 211 students in the fall and to ACC 212 students in the spring, showing the level of growth in the two semesters of accounting.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will demonstrate knowledge of American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct.	Goal 2: Test covering the AICPA Code of Professional Conduct.	Goal 2: 85% of the students ACC 212 students will complete the test with a grade of "C" or better.	Goal 2: AIPCA testing was incorporated into ACC 212 for the Spring 2021 semester. Of the 24 students tested, 23 of 24 (96%) passed with a grade of "C" or better.	Goal 2: Beginning with the Fall 2021 semester, the AIPCA test will be given to ACC 211 students. In the spring semester, a similar test will be given to compare retention of the topic and growth in understanding the code of conduct for the accounting profession.

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters. The findings of the testing for the professional code of conduct demonstrates the students' knowledge of the code of conduct. Changing the assessment to include a beginning and an ending score will show growth in the subject area.

Click to enter text. **Outcomes Assessment**

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate use of advanced excel formulas needed for businesses.	Goal 3: Use an advanced-formula excel problem given to the ACC 212 students at the end of the spring semester.	Goal 3: 85% of the students will complete the advanced-formula excel problem with a grade of "C" or better.	Goal 3: Advanced Excel assignment was embedded into ACC 211 and ACC 212 for the Fall 2020 and Spring 2021 semester. Due to Covid restrictions being extended and all on-campus sections of these courses changed to online with no face-to-face instruction for students, the Advanced Excel problem was deleted from the classes for the fall and spring semesters. This helped those students who were not comfortable with being completely online to concentrate on the ACC objectives only.	Goal 3: SWCC's re-opening plan for Fall 2021 lists ACC 211 in Fall as a face-to-face option and on-campus access to most offices. With this implementation, the advanced Excel problem will be placed into the ACC 211/212 courses for Fall 2021 and Spring 2022. Instructor has re-arranged the assignments so that the Excel problem will be completed in both the in-class sections and the online format as well. Any changes to the re-opening plan will not affect future assessments of this goal.

Comments: Covid restrictions that were in place at the end of the spring 2021 semester were still in place at the beginning of the fall 2021 semester. Assignments and assessments for the accounting courses were adjusted accordingly to accommodate the all-online format and lack of access on campus to face-to-face tutoring. Changes are being made to software and assignments/assessments for fall 2021 that will cover any teaching modality, so that assessments can be completed should restrictions be put in place in future semesters.

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
MSHT	Computed Tomography CSC	Christy Lee	Christy.lee@sw.edu	Fall 20	Spring 21
<p style="text-align: center;">Mission</p> <p>Program Mission: The mission of the cooperative Computed Tomography program is to prepare and graduate selected students to qualify as contributing members of an allied health team, accomplished through a combination of didactic instruction with clinical experience. Graduates will have a sound educational foundation on which to build a professional career, and will be prepared to care for patients under the supervision of qualified physicians.</p>					
Annual Program Goals					
Goal 1: Students will demonstrate employability.					
Goal 2: Students will demonstrate clinical competence.					
Goal 3: Students will demonstrate professional patient care.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1 1. A. CT students will pass the ARRT advanced registry examination in Computed Tomography. 1. B. CT students will gain employment within a CT department.	ARRT Registry Pass Rates and Employment Rates within CT	80 % of students will pass the ARRT CT registry examination within 1 year of graduation. 80% of students who are seeking employment within a CT department will become employed within 1 year of graduation.	2020 graduates finished clinicals late due to Covid. As of April 2021, none of the students has applied to ARRT to take the Registry exam. 50% of the 2020 graduates were employed in CT within 1 year of graduation.	Benchmark not met. Continue to encourage students to apply to ARRT as soon as possible after finishing the program. Covid delayed program completion for 2020 graduates. Continue to communicate with local employers and advertise job opportunities to students and graduates via discussions, emails, and social media.	

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2 : 2. A. Students will demonstrate acceptable clinical performance by the end of their first semester in the program. (Fall)	2A: Final Performance Evaluation score in RAD 196 Fall.	2A: Students will score 80 or better out of a 100 point scale on a final clinical performance evaluation (scored by their respective clinical preceptor) in Fall RAD 196 Clinical Internship in CT.	2020-2021 cohort: no fall RAD 196 students	Continue to advise students and CT clinical preceptors regarding proper performance and acceptable behaviors in clinicals.
Short Term Goal . B. Students will demonstrate clinical competence as evidenced by completion of all clinical competency requirements as set forth by ARRT.	2B: Completion of at least 25 applicable clinical procedure completions and at least 125 repetitions in order to become eligible to sit for the ARRT CT post-primary registry examination.	2B: 90% of students will complete at least 25 procedure completions, with 3-5 repetitions each, and accumulate at least 125 repetitions of those procedures by the end of Spring RAD 196.	2020-2021 cohort: 1 student completed RAD 196 spring 2021, and did complete the required ARRT repetitions and procedure completions.	Continue to communicate with clinical sites and college administration to determine when students can safely and legally reenter the clinical environment to finish the clinical component of the curriculum.
C. Program Director and Clinical Coordinator will create a multi-personnel approach to clinical communication.	2C: RAD 196 Both Christy & Donna will communicate with students as well as clinical preceptors to improve understanding of clinical requirements.	2C: Christy will email clinical preceptors all RAD 196 clinical update announcements. Donna will participate in clinical site visits.	One student in the spring 2021 RAD 196 clinical component. PD communicated with the department director, CP, and student throughout the semester. Donna made visits as she visited RAD students at that site.	Continue to communicate regularly with the CP and students.

Outcomes Assessment				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: 3. A. Students will demonstrate effective patient and radiologist communication as evidenced by obtaining and documenting thorough and accurate patient histories.	3A: RAD 196 Fall semester Final Performance Evaluation #5 ((Obtained / documented patient history thoroughly and accurately)	3A: Students will score 3 out of a 4 point scale 3B: Students will score 3 out of a 4 point scale	No fall 2020 RAD 196 students 3B One spring 2021 RAD 196 student who scored 4 out of 4 on this assessment.	3B Benchmark met. Continue to monitor.
Short Term Goal 3. B. Students will demonstrate competent patient care in dealing with various CT patients.	3B: RAD 196 Spring final performance evaluation - Patient Care Section, as scored by their clinical preceptor			
Analysis/Use of Results				
Comments: Please see the column marked <i>Action Plans</i> .				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Cybersecurity (CSC)	Crystal Dye	Crystal.dye@sw.edu	2020-2021
Program Mission Statement				
The Career Studies Certificate in Cybersecurity program provides the student participants with the academic skills required to begin an entry-level position in the field of Information Technology (IT), Networking, and Security. Students completing the program may be eligible to receive advancement in their careers, as well as align their skills to further entrepreneurial endeavors. In addition, students will be eligible to enter a two-year Associate in Applied Science degree program.				
Program Goals				
<u>Goal 1:</u> Cybersecurity students will participate in the Spring SWCC career fair event for career exploration.				
<u>Goal 2:</u> Cybersecurity program will provide each student with specialized/guided study to increase their capacity to achieve industry recognized credentials and/or certifications.				
<u>Goal 3:</u> Students enrolled in SWCC Cybersecurity programs will participate in the cybersecurity event/competition each fall/spring term.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Students will attend the SWCC campus career fair in the Spring.	Attendance and/or job contacts completed at the job fair.	70% of students enrolled in the cybersecurity courses, attend the Spring 2020 career fair. This activity is completed in one of the ITN261, ITN262, ITN260 and/or ITN266 courses.	In the Spring 2021 term, students in ITN260 were offered extra credit for attending the CCIIF event (1).	In upcoming terms, courses within the cyber programs will promote attendance at not only the SWCC career fair but additional career events hosted by SWCC but also regional and state partners. The Center of Academic Excellence will also be providing additional opportunities for career exploration in Fall 2021 and will include additional events. Cybersecurity CSC program classes at the 200 level will include at least one career exploration activity/assignment.

2. Students will have achieved training in Digital Literacy and certification information about potential IT certifications.	Certifications and/or courses achieved/or completed.	70% pass the certification exams in Microsoft Digital Literacy Certificate. Student completion rate of a "B"/80% or higher to receive certificate. This certificate is completed at the end of ITE105 as a short term goal in Fall 2020. Course syllabi in courses in Cybersecurity CSC and Cybersecurity & Business Fundamentals CSC will include on course syllabus any certification prep information.	The Microsoft Digital Literacy Certificate was not included in the Fall 2020 ITE105 course due to the test being moved to a subscription service early in the term. All course syllabi updated and on file in the Deans Office with updated certification information at the beginning of each term.	The previously used certificate has been replaced with a new assessment by ProProf and will be included in the Fall 2021 ITE105 course as a pre and post assessment tool (2). Course syllabi will continue to be updated at the beginning of each term with new certification information.
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3. Students will demonstrate the ability and skills to perform tasks related to the field of cybersecurity.	50% of cybersecurity students will participate in a campus cyber event (business contest, poster contest, or other virtual event)	50% of cybersecurity students will participate in a virtual campus cyber event (business contest, poster contest, capture the flag or related event). Due to COVID-19, this event may be virtual.	Due to COVID-19, this event was changed to a virtual event and was opened to all SWCC students (not only cyber). The event was held by registration and utilized Canvas for student access and submissions. The Fall 2020 cyber competition had eight registrants and two completions. The Spring 2021 competition had two registrants and one completion. Final submissions was reviewed by a panel from the BEIT division and 1, 2, 3 place will be honored at next Awards Day event.	Continue hosting the Cybersecurity Competitions each term virtually. Promote the competitions to other programs on campus using the campus student newsletter. For cybersecurity students beginning in the Fall 2021 term, the event will be added as a graded homework assignment (3).
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)				

1. In ITN260, students had the opportunity to attending the Commonwealth Cyber Initiative Internship Fair and receive extra credit for their attendance. During the Spring 2021 term, this event was held virtually by registration. One student attended the event (Faith Woodruff). Attendance was verified in the course area by the student submitting a screen capture of the live event.
2. The ProProf Digital Literacy Certificate site is free to students and is available at: <https://www.proprofs.com/quiz-school/story.php?title=digital-literacy-exam>. The previous free source of the Microsoft Digital Literacy Certification has now been added to LinkedIn Learning and requires students to purchase a code/subscription in order to complete.
3. This assignment will be included in at least one 100 level and one 200 level cybersecurity course each term the event is offered so both first term and second term students have the opportunity to participate.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Lead Faculty	Email	Academic Year
Business, Engineering, and Industrial Technology	Electronic Medical Records Specialist	Janet Rowell	janet.rowell@sw.edu	2020-2021
Program Mission Statement				
The Electronic Medical Records Specialist Career Studies Certificate mission is to positively impact the residents of this community through academic and economic empowerment by providing a comprehensive educational foundation of skills required in the field of electronic medical records specialist for the workforce of the region.				
Program Goals				
Goal 1 Provide students with opportunities to earn industry recognized certifications				
Goal 2 Deliver instruction that adequately prepares students to implement critical-thinking skills in Microsoft Office 2019 applications				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. 85% of EMR students enrolled in ITE 115/ITE 119 certified in digital literacy 2. Utilize the critical thinking skills baseline of EMR students enrolled in ITE 115/ITE 119 3. Due to COVID-19 utilize testing flexibility of EMR students enrolled in ITE 115/ITE 119	1. Microsoft Digital Literacy Certification earned 2. Overall average score earned on critical thinking projects in ITE 115/ITE 119 3. Assess EMR students' Microsoft Office 2019 application skills	1. Score 85% or higher on the Microsoft Digital Literacy Certification exam 2. Earn a score of 85% or higher on critical thinking projects 3. Score 85% or higher on Microsoft Office 2019 exam	1. The Microsoft Digital Literacy Certification exam was unavailable 2. Score of 85% on critical thinking projects earned by 95% of EMR students 3. 95% percent of EMR students earned 85% on Comp. MS Office exam	1. Identify an alternative certification exam 2. Continue critical thinking projects 3. Continue testing flexibility as courses evolve to meet student need
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Develop new critical thinking projects to keep projects current with the workplace environment Implement a new certification to measure student level of digital literacy				

Southwest Virginia Community College Program Assessment 2020-2021					
Division	Program	Coordinator	Email	Beginning Term	Ending Term
Mathematics, Science and Health Technology	Health Care Technician/Nurse Aide	Kathy R Mitchell R.N.	Kathy.R.Mitchell@sw.edu	Each semester	End of each semester
Mission					
The mission of the Nurse Aid program is to train Certified Nursing Assistants who quality care for all patients.					
Annual Program Goals					
Goal 1: Eighty percent of all students entering the Nurse Aide Program will complete all of the requirements.					
Goal 2: : Eighty percent of students that complete the course requirements will take the Nurse Aide Test within 6 months of completion.					
Goal 3: Eighty percent of all students that take the Pearson Vue test for Virginia Nurse Aide will pass both the skills and written components.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1 Eighty percent of all students entering the Nurse Aide program will complete all of the requirements	Maintain records of students who begin the Nurse Aide program and how many complete the program.	Eighty percent of the students that register for the program will complete the program requirements.	100 % of the students entering the Nurse Aide Program completed all of the requirements	Maintain an open line of communication with students to determine potential barriers to completing the coursework. Provide one on one guidance with those that may need additional assistance in this area.	
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	

Goal 2 : Eighty percent of students that complete the course requirements will take the Nurse Aide Test within 6 months of completion.	Maintain a record of students that complete the program and when or if they are scheduled to complete testing for the nurse aide program.	Eighty percent of the students completing the program will complete the state nursing aide testing within 6 months after completing the program.	As of the spring semester 50 % have taken the Nurse Aide Test within 6 months . However, we are continuing to work toward 80%	Discuss the importance of scheduling the test as soon as possible upon completion of the program. Identify and work to resolve any barriers or concerns identified with testing before the completion of the program.
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Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Eighty percent of all students that take the Pearson Vue test for Virginia Nurse Aide will pass both the skills and written components.	The program coordinator will receive and analyze the NNAAP results of students that complete the exam.	Eighty percent of the Students taking the Virginia Person Vue Test will be successful per the report.	According the March 2021 report from Pearson Vue Southwest Virginia Community College had a 100% pass rate	Practice test taking skills with each chapter and assist with critical thinking skills. Practice the skills multiple times so that students feel comfortable with all steps needed for each skill.

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Network Administration	Michael Brown	Michael.brown@sw.edu	Fall 2020	Spring 2021
Mission					
Network Administration is designed to provide students with the knowledge to administer local area networks. The student will be exposed to the theory and practice of network administration enabling them to manage enterprise critical resources. The students will be prepared for the Microsoft Certified Professional (MCP), Microsoft Certified Systems Administrator (MCSA), Cisco Certified Network Associate (CCNA) , and the CompTIA Network+ certification. The curriculum is delivered by means of modern state of the art educational technologies. Laboratory experiences will allow students to gain valuable experience working with actual industrial equipment.					
Annual Program Goals					
Goal 1: Students will develop the skills to install, monitor, and troubleshoot Microsoft network infrastructures.					
Goal 2: Students will develop the skills to maintain and optimize local area networks.					
Goal 3: Students will develop the skills to manage Microsoft Active Directory replication and services.					
Goal 4: Students will develop the skills to manage a virtual infrastructure.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will demonstrate skills and knowledge to manage a Microsoft network infrastructure.	Goal 1: Exam70-412 lab bundle score in ITN 112	Goal 1: 70% pass rate (Spring 2021)	100% pass rate for the Spring 2021 term – 9 students (C or Better) Mean for the MOAC Labs 80.9%	Look into ways to continue student participation to keep the higher pass rate. Actions to increase the MOAC Lab scores by improving the student participation.	

Goal 2: Students will demonstrate skills and knowledge to deploy, configure, and manage Microsoft Windows Server 2012.	Goal 2: Final Exam in ITN 111	Goal 2: 70% pass rate (Spring 2021)	92% pass rate for the Spring 2021 term – 11 of 12 students (C or Better)	Look into ways to increase student participation to get a higher pass rate.
Goal 3: Students will demonstrate their knowledge of the advantages and disadvantages of server operating systems with Windows Server 2012 R2.	Goal 3: Final research project in ITN 113	Goal 3: 70 % pass rate (Spring 2021)	100% pass rate for the Spring 2021 term – 11 students (C or Better) Mean for the MOAC Labs 65.28%	Look into ways to continue student participation to keep the higher pass rate. Actions to increase the MOAC Lab scores by improving the student participation.
Goal 4: Students will demonstrate skills and knowledge to manage a Virtual Infrastructure.	Goal 4: Final Exam in ITN 254	Goal 4: 70% pass rate (Spring 2021)	0% pass rate due to no enrollment in course.	Research and Marketing to increase enrollment in second term classes.

Analysis/Use of Results

Comments:

This is a two-semester program. The students take ITN 101, ITN 111, ITN 112, and ITN 113 in the first spring term as part of the IST program. We have a positive success rate with these online courses in the program. The findings for Spring 2021 indicate that students have results that were an improvement from the previous year. This year the success rate was improved by new techniques in teaching of the courses.

A marketing plan will be needed to enroll students in the second semester classes, like ITN 154, ITN 155, ITN 254, and ITN 170. These courses are needed to give the opportunity to study and succeed as network administrators. The IST program is the base model for all programs. Showing the worth of a network administrator certification to a Information Technology career can help in the progress forward of the program.

The Fall 2020 courses were not affected by the Covid-19 closings and changes in courses. The Spring 2021 classes being assessed were taught online. Students in those classes were not as affected as the students in the in-class courses. The challenge with the change in structure is the development of computer access other than campus access. The most students in the courses were able to overcome the difficulties with Internet access to succeed in the courses.

Program will be modified to add additional courses to the curriculum to provide more students the opportunity to enter also the Cybersecurity and Cisco employment fields with CompTIA certifications.

Southwest Virginia Community College Program Assessment 2020-2021					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
Math, Science & Health Technologies	Pharmacy Technician (CSC) Career Studies Certificate	Neyia Beavers	Neyia.beavers@sw.edu	Fall 2020	Spring 2021
Mission					
The mission of the SWCC pharmacy technician program is to prepare students to assist and support licensed pharmacists in providing health care and medications to patients. Students will obtain a broad knowledge of pharmacy practice and be skilled in the techniques required to order, stock, package, prepare, and dispense medications under the supervision of a licensed pharmacist. Upon completion of the curriculum, students will be eligible to take the National Pharmacy Technician Certification Examination.					
Annual Program Goals					
Goal 1: Students will successfully complete HLT 261 to gain basic knowledge of general pharmacy practices.					
Goal 2: Students will gain the essential knowledge and skills to assist licensed pharmacists through clinical experiences.					
Goal 3: Students enrolled in HLT 261 will progress into second semester courses.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
Goal 1: Students will gain basic knowledge of pharmacy practices through the successful completion of HLT 261.	HLT 261 course grade of "C" or better will measure student's basic knowledge of pharmacy practices.	80% of students enrolled in HLT 261 will successfully complete the course.	17 out of 19 students were successful in HLT 261. Reported for fall 2020 semester.	Goal met; will continue to assess and monitor success.	

Goal 2 : Students will obtain clinical experiences that assist them in gaining the essential knowledge and skills to work alongside a licensed pharmacist.	Successful completion of HLT 290 with a “C” or better.	90% of students enrolled in HLT 290 will successfully complete the course.	Final grades will not be accessible until after May 2021.	Click to enter text.
Goal 3: Students who enroll in HLT 261 will progress to second semester courses to prove program attrition.	The number of students who enroll in HLT 261 (fall) will be compared to the number of students who enroll in HLT 290 (spring).	85% of students enrolled in HLT 261 will enroll in HLT 290.	17 out of 19 students who were enrolled in HLT 261 in Fall 2020 are currently enrolled in HLT 290 (Spring 2021).	Goal met; will continue to monitor and assess progression.
Analysis/Use of Results				
Comments: Faculty will continue to monitor progress toward successful outcomes.				

APPENDIX B

Assessment Status Matrix

SWCC PROGRAM ASSESSMENT MATRIX 2020-21

Program	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Human Services Mental Health AAS, Human Services Cert	EXTENUATING CIRCUMSTANCES--EXTENDED ILLNESS OF FACULTY MEMBER											
Human Services Specialization Substance Abuse AAS												
Substance Abuse Counselor Cert												
Science AA&S	A. Lockhart	X	X	X	X	X	X	X	X	X		
Occupational Therapy Assistant AAS	A. Looney	X	X	X	X	X	X	X	X	X		
Welding Diploma, Certificate, CSC Welding, CSC Semi Automated Welding, Manufacturing Fab CSC	A. Martin	X	X	X	X	X	X	X	X	X		
Emergency Medical Services, Basic EMT Skills CSC, EMT to INT CSC, INT to Paramedic CSC, RN to Paramedic Bridge CSC	B. Akers	X	X	X	X	X	X	X	X	X		
Engineering AA&S, Software Engineering Specialization AA&S and Pre Engineering CSC	B. Hale	X	X	X	X	X	X	X	X	X		
Information Systems Technology AAS, Computer Repair Technician CSC, Software Development CSC, Information Technology Spec CSC; Google IT Professional	C. Dye	X	X	X	X	X	X	X	X	X		
Cybersecurity CSC	C. Dye	X	X	X	X	X	X	X	X	X		
Radiography AAS	C. Lee	X	X	X	X	X	X	X	X	X		
Computed Tomography CSC	C. Lee	X	X	X	X	X	X	X	X	X		
Pre-Med (Science spec.) AA&S, Advanced Studies in Science CSC	G. Householder	X	X	X	X	X	X	X	X	X		
General Studies AA&S, Liberal Arts spec AA&S, and General Ed. Cert.	H. Hensley	X	X	X	X	X	X	X	X	X		

SWCC PROGRAM ASSESSMENT MATRIX 2020-21 (Continued)

Program	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Electrical Electronics Technology AAS, Industrial Maintenance CSC, Renewable Energy and Efficiency	J. Godsey	X	X	X	X	X	X	X	X	X		
Mechatronics CSC, Precision Machining CSC, Adv Manufacturing AAS	J. Godsey	X	X	X	X	X	X	X	X	X		
Administrative Support Technology AAS	J. Rowell	X	X	X	X	X	X	X	X	X		
Legal Studies Cert	J. Rowell	X	X	X	X	X	X	X	X	X		
Electronic Medical Records CSC	J. Rowell	X	X	X	X	X	X	X	X	X		
Administration of Justice AAS and Law Enforcement Cert	J. Stinson	X	X	X	X	X	X	X	X	X		
ADJ Spec in Emergency Management AAS	J. Stinson	INACTIVE--NO ENROLLMENT										
Crime Scene Technology CSC	J. Stinson	INACTIVE--NO ENROLLMENT										
Music AA&S (GS spec.), Advanced Studies in Music CSC	J. Trivette	X	X	X	X	X	X	X	X	X		
Education and Pre Teacher Ed AA&S	K. Austin	X	X	X	X	X	X	X	X	X		
Early Childhood Development AAS, Early Childhood Education Cert, Early Childhood Education CSC, Infant Toddler CSC	K. Austin	X	X	X	X	X	X	X	X	X		
Management AAS , Management Spec CSC	L. Beavers	X	X	X	X	X	X	X	X	X		
Practical Nursing Cert	L. Gambill	X	X	X	X	X	X	X	X	X		
Outdoor Leadership (Bus Ad spec.) AA&S	M. Brown	X	X	X	X	X	X	X	X	X		
Network Administration CSC	M. Brown	X	X	X	X	X	X	X	X	X		
Adventure Tourism, Outdoor Recreation, Guide Essentials, Outdoor Interpretation and Education CSC's	M. Brown	X	X	X	X	X	X	X	X	X		
Business Administration AA&S	M. Dye	X	X	X	X	X	X	X	X	X		
Medical Coding CSC	M. Dye											
Fine Arts AA&S (GS spec.), Arts and Crafts Cert	M. Gilbert	X	X	X	X	X	X	X	X	X		
Accounting AAS and Insurance Spec AAS, Bookkeeping CSC, Insurance CSC	M.Dye	X	X	X	X	X	X	X	X	X		

SWCC PROGRAM ASSESSMENT MATRIX 2020-21 (Continued)

Program	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Nursing AAS	N. Beavers	X	X	X	X	X	X	X	X	X		
Heating Ventilation & Air Cert and CSC, Electrical Installation	N. Nelson	X	X	X	X	X	X	x	x	x		
Geology and Environmental Science (Science spec.) AA&S	T. Lambert	X	X	X	X	X	X	X	X	X		
Agribusiness AA&S (GS spec.), Agribusiness CSC	R. Dorkoski (New)	Just assigned as Assessment Coordinator (26 MAY 21) No assessment done in 20-21 due to lack of FT faculty in the program.										
Appalachian Studies AA&S (GS spec.), App Studies CSC	A. Vance	X	X	X	X	X	X	X	X	X		
Psychology AA&S (GS spec.)	EXTENUATING CIRCUMSTANCES--DEATH OF FACULTY MEMBER											
Health Sciences Cert	N.Beavers	X	X	X	X	X	I	I	I	I		
Geographic Information Systems CSC	INACTIVE											
Health Care Tech CSC	K. Mitchell	X	X	X	X	X	X	X	X	X		
Oracle Specialist CSC	INACTIVE											
Pharmacy Technician CSC	N. Beavers	X	X	X	X	X	I	I	I	I		
Phlebotomy CSC	A. Lockhart											
Automotive Diag and Repair	A. Blevins	X	X	X	X	X	X	X	X	X		

APPENDIX C

SWCC Assessment Report Peer Advice Rubric

SWCC Assessment Report Peer Advice Rubric

Name of Program Being Reviewed/Program Head:

Name(s) of Reviewers:

Date of Review:

Question 1—Assessment of Learning Outcomes	Score	Feedback on Assessment of Outcomes
Are student learning outcomes being assessed? <ul style="list-style-type: none">• Not Present (0)—No learning outcomes are being assessed.• Needs Improvement (1)—Very few learning outcomes are being assessed.• Meets Requirements (2)—At least half of learning outcomes are being assessed.• Above Average (3)—Most learning outcomes are being assessed.• Exceptional (4)—All learning outcomes are being assessed.		

Question 2—Quality of Learning Outcomes	Score	Feedback on Quality of Outcomes
What is the relative quality of the learning outcomes? <ul style="list-style-type: none">• Not Present (0)—Criteria are not met—learning outcomes are not specific, measurable, or scope appropriate.• Needs Improvement (1)—Only one of the criteria are met—learning outcomes are specific, measurable, and scope appropriate.• Meets Requirements (2)—Two of the criteria are met—learning outcomes are specific, measurable, and scope appropriate.• Above Average (3)—All criteria are addressed but may need revision—learning outcomes are specific, measurable, and scope appropriate.• Exceptional (4)—All of the criteria are met—all learning outcomes are specific, measurable, and scope appropriate.		

Question 3—Assessment Methods	Score	Feedback on Assessment Methods
<p>Are the assessment methods appropriate for the learning outcomes?</p> <ul style="list-style-type: none"> • Not Present (0)—Assessment methods do not measure learning outcomes. Provides unclear instructions, expectations, or details—no rubrics included. • Needs Improvement (1)—Very few assessment methods measure learning outcomes. Very few provide clear instructions, expectations, or details—no rubrics included. • Meets Requirements (2)—Most assessment methods measure learning outcomes. Most provide clear instructions, expectations, or details—rudimentary rubric included, if appropriate. • Above Average (3)—All assessment methods measure learning outcomes, but are not clearly appropriate. All provide somewhat clear instructions, expectations, or details—rubric included, if appropriate. • Exceptional (4)—All assessment methods clearly measure learning outcomes. All provide clear instructions, expectations, and details—strong rubric included, if appropriate. 		

Question 4—Data Analysis	Score	Feedback on Data Analysis
What is the relative quality of the data analysis? <ul style="list-style-type: none"> • Not Present (0)—Criteria not met—lacking review, evaluation, or conclusion. • Needs Improvement (1)—Missing at least one criteria. • Meets Requirements (2)—includes review, evaluation, and conclusion, but components are unclear. • Above Average (3)—All criteria included—most components are clear and well-written. • Exceptional (4)—Includes review, evaluation, and conclusion—each component is clear and well-written. 		

Question 5—Use of Results	Score	Feedback on Use of Results
What is the relative quality of the use of results? <ul style="list-style-type: none"> • Not Present (0)—Criteria not met—not implemented within given timeline; no plan for continued improvement. • Needs Improvement (1)—only one of the criteria are included—either timeline provided or plan for continued improvement. • Meets Requirements (2)—implemented within timeline, but no justification given for timeline—includes plan for continued improvement, but plan not tied to data analysis. • Above Average (3)—Timeline and plan for improvement included, but only one meets additional criteria (justification for timeline or connection with analysis). • Exceptional (4)—implemented within given timeline and provides justification for implementation timeline or explanation for alternative—Includes plan for continued improvement tied to data analysis. 		

Question 6—Organization and Structure	Score	Feedback on Organization and Structure
<p>Is the report well-organized and structured?</p> <ul style="list-style-type: none"> • Not Present (0)—No criteria are met—does not follow suggested template, section content is confusing or difficult to understand, includes discipline-specific jargon, and includes multiple spelling and grammar errors. • Needs Improvement (1)—Only one of the four criteria (follows suggested template, section content flows logically, written for a universal audience [avoids discipline-specific jargon], and includes proper spelling and grammar) are met. • Meets Requirements (2)—Only two of the four criteria (follows suggested template, section content flows logically, written for a universal audience [avoids discipline-specific jargon], and includes proper spelling and grammar) are met. • Above Average (3)—Three of the four criteria (follows suggested template, section content flows logically, written for a universal audience [avoids discipline-specific jargon], and includes proper spelling and grammar) are met. • Exceptional (4)—All of the four criteria are met—follows suggested template, section content flows logically, written for a universal audience (avoids discipline-specific jargon), and includes proper spelling and grammar. 		

APPENDIX D

HEADCOUNT BY PROGRAM, GENDER AND LOAD

	Total Students	Gender			Load	
		Female Students	Male Students	Unknown Students	Full Time Students	Part Time Students
Academic Plan and Specializations						
Accounting 203-01	21	16	5		7	14
Administration of Justice 400-01	49	19	30		23	26
Administrative Support Tec 298-01	3	3			3	
Advanced Emergency Medical Tec 221-146-03	3	2	1			3
Advanced Manufacturing 718-03	8		8		6	2
Advanced Studies in Music 221-560-10	1		1		1	
Advanced Studies in Science 221-190-01	10	8	2		1	9
Agribusiness 221-335-30	1	1				1
Agribusiness/General Studies 697-07	7	4	3		3	4
Appalachian Studies 221-694-01	3	1	2			3
Appalachian Studies/Gen Studie 697-08	1	1			1	
Automotive Diagnostic & Repair 221-909-01	25	1	24		10	15
Bookkeeping 221-212-03	4	4				4
Business Administration 216-01	68	34	34		30	38
Business Management 212-01	70	49	21		28	42
Computer Repair Technician 221-731-24	1		1			1
Computerized Tomography 221-172-02	6	4	2			6
Crime Scene Technology 221-400-49	1		1		1	
Cybersecurity 221-732-15	19	5	14		1	18
Early Childhood Develop 636-03	67	64	3		13	54
Early Childhood Education 221-636-04	7	7				7
Early Childhood Education 634-01	3	3			1	2
Early Childhood Infant/Toddler 221-636-05	15	14	1		1	14
Education 624-01	50	28	22		25	25
Electrical 221-941-02	15	2	13		4	11
Electrical/Electronics 941-02	23	1	22		4	19

		Total	Gender			Load	
			Female	Male	Unknown	Full Time	Part Time
		Students	Students	Students	Students	Students	Students
Electronic Medical Rec Spec	221-285-74	1	1				1
Emerg Medical Serv Techno	146-01	76	38	38		25	51
Engineering	836-01	41	8	33		24	17
Fine Arts/Genl Stud	697-02	15	12	3		5	10
General Education	695-01	1	1				1
General Studies	697	284	177	107		114	170
Geology & Environmental Scienc	881-02	8	4	4		6	2
Health Care Technician	221-190-06	13	13			1	12
Health Science Tech	190-06	348	304	44		114	234
Heat/Vent & Air Condition	903-01	13		13		4	9
Heating, Ventilation and Air C	221-903-10	9	1	8		5	4
Human Service Certificate	469-01	5	5			1	4
Humn Serv Tech/Gerontology	480-03	1	1				1
Information Systems Tech	299-01	51	18	33		13	38
Information Technology	221-299-08	2		2		1	1
Insurance	203-02	1	1				1
Law Enforcement	463-01	3	2	1		1	2
Legal Studies	261-01	11	10	1		2	9
Liberal Arts/General Studies	697-06	8	8			3	5
Management Specialist	221-212-19	1	1				1
Mechatronics	221-736-01	2		2		1	1
Medical Coding	221-152-02	28	27	1		8	20
Mental Health Degree	480-01	16	15	1		3	13
Music	697-05	13	6	7		6	7
Network Administration	221-732-01	1		1			1
Nursing	156-01	125	103	22		50	75
Occupational Therapy Assistant	126-01	39	35	4		24	15
Outdoor Leadership/Bus Adminis	216-02	1		1			1
Outdoor Recreation	221-460-35	1	1				1
Pharmacy Technician	221-190-08	37	30	7		11	26
Phlebotomy	221-151-02	32	31	1		5	27

		Total	Gender			Load	
			Female	Male	Unknown	Full Time	Part Time
		Students	Students	Students	Students	Students	Students
Practical Nursing	157-01	46	43	3		22	24
Pre Teacher Education	624-02	33	29	4		13	20
Pre-Engineering	221-831-01	3		3		1	2
Precision Machining	221-883-10	10		10		3	7
Psychology-General Studies	697-03	71	55	16		29	42
Radiography	172-01	21	18	3		5	16
Renewable Energy and Energy Ef	221-706-40	1		1		1	
Science	881-01	35	27	8		13	22
Science Spec Pre Medical	881-03	146	104	42		86	60
Software Development	221-299-01	3	1	2			3
Software Engineering	836-02	3	2	1			3
Substance Abuse	480-04	19	15	4		4	15
Substance Abuse Counselor	403-01	14	11	2	1	2	12
Welding	221-995-01	18	2	16		5	13
Welding/Diploma	707-01	18		18		10	8
Total		2,109	1,431	677	1	784	1,325

APPENDIX E

CREDIT HOURS GENERATED AND ANNUAL FTE BY SUBJECT

SWCC 2020-2021 Credit Hours by Subject

Subject	Enrolled	Credits	FTE
BIO	2,726	5,430	181.0
ENG	1,785	5,355	178.5
MTH	1,469	4,478	149.3
HIS	950	2,850	95.0
NSG	1,002	2,311	77.0
PSY	736	2,208	73.6
HLT	760	2,153	71.8
CHM	1,034	2,094	69.8
ITE	701	1,965	65.5
PLS	535	1,605	53.5
BUS	438	1,309	43.6
PNE	395	1,192	39.7
CST	309	927	30.9
EMS	492	925	30.8
OCT	377	864	28.8
CHD	262	786	26.2
REL	250	750	25.0
SOC	246	738	24.6
ADJ	240	736	24.5
ITN	241	733	24.4
SDV	671	671	22.4
MUS	234	650	21.7
ACC	173	619	20.6
WEL	192	576	19.2
PHY	250	500	16.7
HMS	162	486	16.2
AUT	135	477	15.9
RAD	217	461	15.4
MDE	142	426	14.2
ART	133	397	13.2
MAC	125	361	12.0
ELE	95	344	11.5

Subject	Enrolled	Credits	FTE
ECO	113	339	11.3
AIR	94	327	10.9
PED	246	302	10.1
EGR	87	238	7.9
AST	84	236	7.9
HCT	78	208	6.9
MDL	62	186	6.2
HIT	50	176	5.9
EDU	57	171	5.7
EDE	56	168	5.6
LGL	46	138	4.6
MKT	44	127	4.2
GEO	36	108	3.6
MEC	36	98	3.3
ITP	30	90	3.0
SAF	44	88	2.9
ENV	27	84	2.8
BLD	32	80	2.7
NAS	34	68	2.3
AGR	21	66	2.2
SPA	16	64	2.1
ETR	18	59	2.0
DAN	50	58	1.9
MEN	19	57	1.9
IND	23	57	1.9
GOL	26	52	1.7
PHI	13	39	1.3
ITD	10	30	1.0
HUM	28	28	0.9
ENE	6	24	0.8
FIN	5	15	0.5
DRF	7	14	0.5
ASL	4	12	0.4
JPN	2	8	0.3

Subject	Enrolled	Credits	FTE
HIM	2	6	0.2
FRE	1	4	0.1