Program Assessment
At
Southwest Virginia Community College
2021-2022

Compiled by

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

Dean and Faculty of the Division of Arts and Sciences

Dean and Faculty of the Division of Business, Engineering and Industrial
Technology

and the

Dean and Faculty of the Division of Health Technologies

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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.

COVID-19 continued to have an effect on assessment in AY 2021-2022. Though the number of online sections decreased, challenges were still present with extra-curricular events, in person activities and testing.

Summary of Results

The majority of degree and certificate programs were assessed this year. The exceptions were those related to Agribusiness and Mental Health. New coordinators for those programs were given this assessment cycle to familiarize themselves with the programs and the assessment process.

Faculty assessed 130 program goal related outcomes during this cycle. Of those outcomes assessed 70 met benchmarks, 52 did not meet benchmarks, five had data pending and three had no data reported for the outcome.

The faculty analysis of the assessment results was thorough and thoughtful. Plans for the future show promise for our programs and success for our students.

Program Assessment Calendar
2021-2022
Academic Year

Sep 30	All Assessment Plans due to the Division Dean for Review
Oct 6	Deans submit Assessment Plans to VPA&SS and IRO
Oct 13	Convening of the Assessment/ Student Outcomes Committee
Oct 20	All Assessment Plans will be reviewed by the Assessment/Student Outcomes Committee
Oct 27	Approved Plans returned to Faculty
December 20	Program Assessment Day
October-April	Continue work on Findings and Action Plans
May 13	Program Assessment Day
May 20	Preliminary Findings due to the Division Dean for Review
May 27	Findings and Action Plans reviewed by the Assessment/ Student Outcomes Committee
June 10	Draft of the 20-21 Program Assessment Report Due to the Assessment/ Student Outcomes Committee
June 24	Final Program Assessment Report Submitted and Published to the Website

Summaries of 2021-22 Program Assessment

Associate of Arts and Sciences Degrees

Appalachian Studies
Associate of Arts and Sciences
General Studies Specialization
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.

Outcome Related to Goal 1: An effort will be made to increase the number of students participating in the Appalachian Studies program by 10% by developing an advertising strategy in coordination with SWCC's public relations team.

Outcome Not Met. The 10% increase of enrollment in the program was not met.

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

Outcome related to Goal 2: Faculty facilitation of related and relevant extra- curricular and collaboration activities will enhance student learning.

Outcome Not Met. Due to the pandemic, availability of extra-curricular activities was slight, 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: Sixty percent of faculty shall use grading rubrics in Appalachian Studies courses to ensure timely, clear, and useful feedback and guidance for students by providing rubric templates.

Outcome Met. The outcome of 60% of the faculty teaching in Appalachian Studies incorporating grading rubrics was achieved.

Goal 4: To increase enrollment in the Appalachian Literature course.

Outcome related to Goal 4: in order to provide students with a thorough knowledge and appreciation of Appalachian literature we will increase enrollment in the Appalachian Literature course by 10% by advertising through various outlets.

Outcome Not Met. The 10% increase of enrollment in the course was not met.

Analysis/Use of Results

Faculty noted that program and specified course enrollment was 15 with 6 losses and 6 gains from fall to spring and is holding at the same rate as the prior year. The faculty will continue exploration of ways to increase enrollment in the program and in specific courses. The number of extra-curricular activities available to student is expected to increase as the COVID epidemic lessens. Faculty also noted that rubrics would continue to be used.

Agribusiness
Associate of Arts and Sciences
General Studies Specialization

New Coordinator—Assessment Next Cycle

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.

Outcome Not Met: Due to a change in personnel no GSAT scores were available for Business Administration for this year.

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.

Outcome Met: For Fall 2021, changes were made to the quiz portion of the course content, allowing students to complete steps in the accounting process instead of multiple-choice quizzes. This gave students extra practice on the accounting cycle steps leading up to Chapter 4 where the accounting cycle concluded. Comprehensive accounting cycle problem was given in Fall 2021 for ACC 211 students (H1, W1, and W2 sections. Total of 43 students in all sections. Of the 35 students who completed the assignments, 30 of the 35 students (85.7%) scored C or higher. Similar problem given in spring to ACC 212 students (H1 and W1 sections). Total of 28 students in both sections. 25 of the 28 students completed the assignment, and all 25 (100%) scored C or higher on the problem.

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 excel formulas needed for businesses.

Outcome Not Met: A total of six students in Business Administration, Accounting, and Bookkeeping were enrolled in ITE 140 for the spring semester. Of these six students only one student (17%) completed the capstone project in the Excel class, scoring an A on the project. This did not meet the benchmark set by faculty (85%).

Analysis/Use of Results

While it was unfortunate that students did not have the opportunity to complete the GSAT, Business Administration students in ACC 211/212 will be asked to complete the GSAT for 2022/2023. These scores will then be compared to scores from our other transfer programs.

Faculty will continue to use practice quizzes and will expand their use to the General Ledger portion of the course.

Based on this year's findings the capstone in Excel will be changed and administered to students enrolled in ACC 211, ACC 212, HIT 253, HIT 254 to get a representative sampling from Business Administration, Accounting, Bookkeeping, Leadership, and Medical Coding.

Education
Associate of Arts and Sciences
Pre-Teacher Education
Associate of Arts and Sciences

Goals, Outcomes and Analysis

Goal 1: Education students will demonstrate soft-skills required for professionals in the field of education.

Outcome Related to Goal 1: Education students will demonstrate soft-skills required for professionals in the field of education through scores on a teacher evaluation tool.

Outcome Not Met: Students did not meet the 95% threshold set by faculty.

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

Outcome Related to Goal 2: Students will evidence familiarity with all facets of a K-12 classroom (observed by student) including virtual through journal entries.

Outcome Met: 80% of journals reviewed from EDU 200-W1 met the rubric criteria.

Goal 3: EDU 200 students will be introduced to the potential license endorsements (PK-12 Special Education, PK-6, Middle School/High School Subject Specialization, etc.) and determine their career aspirations

Outcome Related to Goal 3: EDU 200 students will be introduced to the potential license endorsements (PK-12 Special Education, PK-6, Middle School/High School Subject Specialization, etc.) and determine their career aspirations as evidenced by responses on a Google survey.

Outcome Met: 100% of students completed the google survey and noted their intended area of endorsement.

Goal 4: Articulation agreements and/or transfer agreements will be in place for SWCC students upon completion of AAS in Education through Transfer Virginia. SWCC students transfer to a 4-year university to complete their teaching licensure requirements.

Outcome Related to Goal 4: SWCC students will indicate transfer to a university to complete their teaching licensure requirements on a survey.

Outcome Not Met: The survey was emailed to graduated, but was completed by only 4 graduates. Dr. Austin will follow up with the other graduates via email or phone and document their transfer intentions.

Analysis/Use of Results

Based on the findings of this cycle's assessments faculty will continue to use the module to introduce students to the areas of endorsement in EDU 200 and to collect the data with a google survey. Faculty also found that the soft skills assessment was meaningful and the student reflections and goals need to be followed up on. Next semester, faculty will present this module earlier and then offer specific soft skills training based on the results of the survey.

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

Goals, Outcomes and Analysis

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Goal 1: Engineering students will have the ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Outcome Related to Goal 1: Students will demonstrate ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics to homework and test questions.

Outcome Not Met: Students did not meet the 80% benchmark set by faculty (71.4%).

Goal 2: Students will possess the ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Outcome Related to Goal 2: Students will demonstrate ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors through design proposals.

Outcome Not Met: Students did not meet the 80% benchmark set by faculty for area one and the 50% benchmark set for area two. The actual findings were--45% demonstrated consideration in one area and 7.5% demonstrated consideration in area two.

Goal 3: Engineering students will be able to communicate effectively with a range of audiences

Outcome Related to Goal 3: Students will exhibit ability to communicate effectively with a wide range of audiences through presentations.

Outcome Met: 100% of students (n=36) received above 70% on their presentations. The highest average score came from students at VHCC average of 9.21 verses 9.17 at MECC and 8.82 at SWCC.

Analysis/Use of Results

Based on performance on Outcome One, faculty believe that more discussion and practice is needed for determining tension or compression under bending load. The outcome will be continued next term to examine the efficacy of the revision. Findings for Outcome Two have led to continuation of design proposals into the next course in the sequence. Faculty will continue to encourage students to use specific criteria as driving factors in designs. As a result of the findings of Outcome Three, engineering faculty will include speech and drama faculty in analysis of presentations.

Fine Arts
Associate of Arts and Sciences
General Studies Specialization

Goals, Outcomes and Analysis

Goal 1: Offer a Career Studies Certificate in Digital Media to increase awareness of that medium.

Outcome Related to Goal 1: Develop and submit Career Studies Certificate in Digital Media proposal.

Outcome Met: The Digital Media proposal was submitted and approved by SWCC's Curriculum and Instruction Committee in February.

Goal 2: Offer series of non-credit classes to introduce children to art.

Outcome Related to Goal 2: Offer series of non-credit classes in Lebanon, Cedar Bluff and Southern Gap.

Outcome Not Met: Non-credit classes were successfully offered in Cedar Bluff and Southern Gap. The Lebanon class had to be cancelled due to low enrollment.

Goal 3: Allow art students several flexible options for learning.

Outcome Related to Goal 3: Run visual art classes in a hybrid format.

Outcome Met: Hybrid model for instruction in visual art classes were developed and ran successfully.

Analysis/Use of Results

As a result of assessment this cycle, faculty have decided that limiting site utilization while building enrollment noncredit offerings is the best option. A larger group of children will be served at one location, Cedar Bluff, in the coming year. The Digital Media Career Studies Certificate has been submitted to the VCCS for approval. Instruction in the Arts will continue using the hybrid model.

General Studies
Associate of Arts and Sciences
General Education Certificate

Goals, Outcomes and Analysis

Goal 1: A variety of assessment methods will be used throughout the program to assist students with showing skill or competence.

Outcome Related to Goal 1: Student completion of assessments in HIS 122 will increase due to use of multiple assessment styles thereby also increasing overall assessment pass rates.

Outcome Met: In a class of 27 in HIS 122-W1, incomplete assessments decreased to an average of 2 per assessment with an increase in average assessment grade to 73.8% (Benchmark 70%) when given the mixed measures assessment rather than essay only.

Goal 2: VCCS Passport will be fully integrated into the program to facilitate transfer.

Outcome Related to Goal 2: Freshmen in the General Studies program will be monitored during the Fall 2021 and Spring 2022 semesters to determine rates of completion of the newly-designed VCCS Passport.

Outcome Not Met: The 70% Passport completion goal was not met. Of the 41 Fall 2021 incoming General Studies freshman, 4 changed majors, 12 did not return for the Spring 2022 semester, and 7 were within one course of completing the Passport. Two students completed all 16 credits (4.88%).

Goal 3: Faculty will assist students through their college experience.

Outcome Related to Goal 3: Faculty within the General Studies program will utilize Navigate in order to foster further cooperation with the SWCC Success Coaches to effectively guide students through their college experience.

Outcome Not Met: The benchmark of 90% utilization of Early Alert was not met. 64% of fulltime and adjunct faculty utilized Early Alert, 21% less than the prior spring.

Goal 4: Allow students flexible learning options to assist in meeting their transfer goals.

Outcome Related to Goal 4: Students in ENG 112 online classes will be enrolling for a hybrid high-flex model for the first time in the Spring 2022 semester allowing for the creation of a baseline success rate for the new format. Students will be monitored for differences in success rates between the hybrid high-flex model versus a traditional online ENG 112 course.

Outcome Met: A pass rate baseline of 82% was established for hybrid high-flex ENG 1112 delivery.

Analysis/Use of Results

Given the findings of this assessment period, the faculty have determined to continue the use of mixed assessment methods and to investigate the low Passport attainment rate. Furthermore, efforts to increase the use of Early Alert, faculty will discover the reasons for non-use and address the lower engagement rates. Finally, the success of those courses offered in the hybrid, high-flex delivery model will be monitored.

Geology and Environmental Science
Associate of Arts and Sciences
Science Specialization

Goals, Outcomes and Analysis

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.

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

Outcome Related to Goals 1 and 2: Students will demonstrate 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 through tests, literature reviews and essays.

Outcome Met: Eighty-one percent of students attained mastery at an 80% level.

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

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

Outcome Related to Goals 3 and 4: Students will demonstrate, through scientific writing, 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 through that same medium. Students will also exhibit a working knowledge of the relationships between the abiotic and biotic aspects of the environment including an understanding of geology's impact on the evolution and the dynamics of the Earth's surface.

Outcome Met: Students performed above mastery level on the scientific essays.

Goal 5: 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.

Outcome Related to Goal 5: Students will demonstrate a mastery of basic mathematical skills, and the ability to apply them to the evaluation of quantitative data, a skill that is needed to successfully transfer.

Outcome Met: Students received a 90% acceptable rating on statistical protocol in the lab environment.

Analysis/Use of Results

Students performed well on all tasks measured. It is the desire of the faculty to grow the program. To that end, the program has all transferable courses and will no longer feature terminal credit hours or certificate end goals. The course of study struggled for enrollment during the pandemic and new ideas to recruit for the fall like a video and brochures have been developed. We anticipate having five students in the major for the Fall of 2022.

Music
Associate of Arts and Sciences
General Studies Specialization
Advanced Studies in Music Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: New students in the SWCC Music Program will be reading and playing piano by music notation by the end of their first semester as students in the program.

Outcome Related to Goal 1: 75% of 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: Students were prepared for the semester recital, an indication of success on goal one.

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.

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 in December and presented to the Tazewell Music Club on March 8, 2022 and successfully played a piece on their instrument. Goal met halfway through the Spring Semester.

Goal 3: To establish an environment of providing music education and motivation to students in a face-to-face environment after learning virtually via alternative methods for the last one and a half years while retaining virtual learning for those who need to continue

Outcome Related to Goal 3: Students will be provided an environment in which to deliver arts and academic learning in person as opposed to the flexibility of virtual appointments while keeping virtual students engaged as well.

Outcome Met: Though some students needed a bit more guidance, they learned an important aspect of in- person learning involves coming to and participating in class, although some were still lax in those areas.

Analysis/Use of Results

These assessments show that things are starting to make a way back to somewhat of a normal situation. Using a regular schedule for online piano, guitar and instrumental lessons keeps them on task and on pace with those in the classroom.

Outdoor Leadership
Associate of Arts and Sciences
Business Administration Specialization

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: Course was not taught due to low enrollment.

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: Course was not taught due to low enrollment.

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: Course was not taught due to low enrollment.

Analysis/Use of Results

The Fall 2021 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2021 and Spring 2022 classes being assessed were redesigned 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.

A marketing plan is being designed to recruit students into the Fall 2022 and Spring 2023 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers. The development changes to the program for the next year are being made with recruitment options available.

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.

Pre-Medical Science
Associate of Arts and Sciences
Science Specialization
Advanced Studies in Science Career Studies Certificate

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Fifty percent of students will successfully complete Science Pre-Med program and transfer to senior institutions or professional schools.

Outcome Not Met: The 50 % benchmark set by faculty was not met. Of the students who completed the program 43% are slated to attend transfer institutions in Fall 2022.

Goal 2: AA&S in Science Specialization Pre-Medical 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: Before instruction 58% demonstrated knowledge and drew reasonable conclusions compared to 81% after instruction. The benchmark set by faculty was 85%.

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

Outcome Related to Goal 3: Students will have a better understanding of appropriate soft skills and communication skills required in a professional setting.

Outcome Not Met: 70% of students found the class helpful in understanding the importance of soft skills and communication skills. The benchmark set by faculty was 85%.

Goal 4: AA&S in Science Specialization Pre-Medical students will know career opportunities available in the medical field.

Outcome Related to Goal 4: Students will have a better knowledge of career opportunities available in the medical field as measured by survey responses from SDV101.

Outcome Not Met: The benchmark of 85% was not met. Only 75% of students found the SDV101 course helpful in choosing a career and understanding the opportunities available to them.

Analysis/Use of Results

To improve performance of pre- medical students on these measures the faculty will assure that Pre-Medical students will be directed by college success advisors to the academic Science Pre-Medical advisor.
Because the SDV 101 class is online and communication is via email not all students participate resulting in a lower soft skills presentation rate.   Dr. Mullins continues to encourage their participation.

Psychology
Associate of Arts and Sciences
General Studies Specialization

Goals, Outcomes and Analysis

Goal 1: To provide all psychology students with transfer opportunities in the psychology field

Outcome Related to Goal 1: Psychology students will be aware of transfer opportunities in the psychology field through the SWCC Virtual Transfer event, in person meetings and communications to the students from transfer institutions.

Outcome Met: Students in the PSY 230 in person class met with Ann Ratliff to discuss transfer to Lindsey Wilson College. Angel Cvetkovski, from ODU, also contacted students to provide transfer information into their psychology program.

Goal 2: To expose all students enrolled in psychology courses to research in the field of psychology that they find personally relevant.

Outcome Related to Goal 2: Psychology courses will expose students to scholarly research in the field of psychology through an assignment that integrates resources and instruction from the SWCC library.

Outcome Met: Three hundred students successfully identified scholarly research in the field of psychology and comprehended the findings. The students demonstrated their understanding by writing an APA term paper.

Goal 3: To integrate the APA writing style in all psychology courses.

Outcome Related to Goal 3: APA style use will be required of all Psychology students.

Outcome Met: A total of 300 students were given examples of the APA writing style and followed those examples to use APA style to complete assignments. A rubric was created to measure objectives and give corrective feedback. Each student received substantial feedback to help them understand APA writing.

Analysis/Use of Results

The faculty will continue to encourage transfer and use of APA.

Faculty see the need to improve on meeting the needs for diverse learners. To assist with that effort, lecture material will be recorded using Canvas Studio and in a written format using Google Docs. This will support those students who may have challenges with high speed internet accessibility.

Faculty will also strive to increase the number of students graduating with an Associate of Arts & Sciences Psychology, General Studies Specialization.

Science
Associate of Arts and Sciences

Goals, Outcomes and Analysis

Goal 1: To engage students on the material covered in College Chemistry I lecture using weekly discussion boards.

Outcome Related to Goal 1: Students will show critical thinking skills in completing discussion boards questions/topics.

Outcome Met: Approximately 94% of the students in the College Chemistry I course completed the discussion boards. The students scored an A on their total discussion board grade. The total discussion board grade was weighted 5% of the course grade.

Goal 2: To show an improvement in test grades for Organic Chemistry I by administering chapter quizzes prior to a test.

Outcome Related to Goal 2: Once a chapter is covered in class, 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 will help students enhance their knowledge and understanding of the subject area.

Outcome Met: 100% of the students in the Organic Chemistry I 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 15% in Introductory Biochemistry by offering the course online and opening it up nationwide.

Outcome Related to Goal 3: Students and college personnel will be made aware of the Introductory Biochemistry lecture and laboratory offered during the first Summer term at SWCC. Advertisement of the course will include flyers and possibly social media announcements. This process should increase enrollment into this course.

Outcome Not Met: The enrollment for Introductory Biochemistry has decreased by approximately 30% from Summer 2020, term 1 to Summer 2021, term 1. Enrollments for Summer 2022 are pending.

Analysis/Use of Results

In order to meet goal three, the Introductory Biochemistry course will continue to be advertised both internally at the college and promoted nationwide. Students in College Chemistry II and Organic Chemistry I and II will be emailed about the Introductory Biochemistry course offering. Successful efforts for outcomes one and two will be continued.

Summaries of 2021-22 Program Assessment

Associate of Applied Science Degrees

Accounting
Associate of Applied Science
Bookkeeping Career Studies Certificate
Leadership and Entrepreneurship 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 Met: For Fall 2021, changes were made to the quiz portion of the course content, allowing students to complete steps in the accounting process instead of multiple-choice quizzes. This gave students extra practice on the accounting cycle steps leading up to Chapter 4 where the accounting cycle concluded. Comprehensive accounting cycle problem was given in Fall 2021 for ACC 211 students (H1, W1, and W2 sections. Total of 43 students in all sections. Of the 35 students who completed the assignments, 30 of the 35 students (85.7%) scored C or higher. Similar problem given in spring to ACC 212 students (H1 and W1 sections). Total of 28 students in both sections. 25 of the 28 students completed the assignment, and all 25 (100%) scored C or higher on the problem.

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 211 classes for fall 2021 and spring 2022. This assignment was given during the first chapter of the course. A total of 64 students completed the assignment. Of these, 45 students (70%) completed the assignment with a score of C or better. ACC 212 students for spring 2022 completed similar testing in the first chapter of the course. Of the 28 students in both classes, 26 (92.8%) scored a C or better on the assignment.

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 excel formulas needed for businesses.

Outcome Not Met: A total of six (6) students in Business Administration, Accounting, and Bookkeeping were enrolled in ITE 140 for the spring semester. Of these six students only one student (17%) completed the capstone project in the Excel class, scoring an A on the project.

Analysis/Use of Results

As a result of the findings from this year's assessment, successful efforts will continue. As an addition to those successful efforts, General Ledger simulation problems will be introduced in the current software being used. This GL software will mirror journals and general ledgers found in most accounting software. The capstone in Excel will be changed

and administered to students enrolled in ACC 211, ACC 212, HIT 253, HIT 254 to get a representative sampling from Business Administration, Accounting, Bookkeeping, Leadership, and Medical Coding.

Administration of Justice
Associate of Applied Science
Law Enforcement Certificate

Goals, Outcomes and Analysis

Goal 1: To prepare the student to apply critical thinking skills to both material and abstract concepts inherent in the criminal justice system.

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 Met: The 20-21 cohort was measured and 66.6% scored greater than a 2.0 in the designated classes. This appears to confirm that the critical thinking components are effective and the 2017-18 was anomalous. The variance in the 2020-21 cohort was more consistent with the increase in previous measured cohorts of 2015-16 and 2016-17.

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: The pandemic protocols were eased and internships did resume, however, the advisory board did not meet even though alternatives such as video conferencing was offered.

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. Also based on the findings, the faculty will explore ways to introduce additional critical thinking components in the other Administration of Justice major courses.
The internship will be moved to the third semester. 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.

Advanced Manufacturing
Associate of Applied Science
Mechatronics 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 earn their Certified Manufacturing Associate Certification.

Outcome Met: Of the students who sought certification, 83% passed and received Certified Manufacturing Associate Certification.

Goal 2: To ensure that students have been properly trained about workplace safety and common hazards they will encounter when they enter the workforce.

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

Outcome Not Met: Of the students who sought certification, 78% earned the OSHA 10 General Industry Certification. The faculty set benchmark was 100%.

  Goal 3: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.

Outcome Related to Goal 3: Students will earn their Workplace Readiness Certificate.

Outcome Not Met: The pass rate was only 71% for Spring 2022. The faculty set benchmark was 100%.

Analysis/Use of Results

The success standard was met for outcome one, but faculty want to improve on this. Faculty will be focusing on areas that students struggled with and I will be increasing the success standard further. For outcome two, faculty have determined that he biggest issue is attendance. There are a required number of class room hours needed to earn the certification. I will adjust the success standard to 80% pass rate, and try to reinforce the importance of attendance. For the final outcome the faculty plan to increase the participation rate and focus on specific areas to improve the success rate for Spring 2023. Faculty also plan to adjust the success standard to 70% for participation and 80% for pass rates.

Administrative Support Technology
Associate of Applied Science

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will earn the digital literacy certification.

Outcome Not Met: The exam is no longer available.

Outcome Related to Goal 1: Utilize testing flexibility for AST student credentialing.

Outcome Met. All legal students earned 80% or higher on the Comprehensive Microsoft Office exam.

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

Outcome Related to Goal 2: Utilize projects to analyze the critical thinking skills of AST students enrolled in ITE115/119.

Outcome Met: All legal students earned 80% or higher on their projects.

Analysis/Use of Results

As a result of lessons learned from throughout this evaluation cycle faculty shall identify a new certification exam, review both the Microsoft Office exam and the critical thinking projects for possible modifications.

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Business Management
Associate of Applied Science
Management Specialist Career Studies Certificate

Goals, Outcomes and Analysis

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Goal 1: Provide opportunities for students to demonstrate their understanding of diversity, equity, and inclusion.

Outcome Related to Goal 1: Not Assessed this cycle.

Goal 2: Provide opportunities in which students will demonstrate recognition, knowledge and competency in soft skills related to communication.

Outcome Related to Goal 2: Students will demonstrate an understanding of soft skills and their competency of using soft skills in their behavior and personal and professional written and oral communications.

Outcome Met. Students continue to demonstrate good mannerisms in their online discussions, indicating their understanding and use of soft skills in communication. Writing skills seem to be improving but between 10 and 18% of students continue to have challenges writing on the collegiate level. Approximately 5 to 10 percent of students submit late work even though they know late work loses points. This shows a lack of responsibility, which is a highly valued soft skill.

Goal 3: Provide students with opportunities to hone critical thinking skills through developing analytical and decision-making skills.

Outcome Related to Goal 3: 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: Students were given assignments in which they explained their use of critical thinking skills to evaluate problems' current conditions and possible outcomes. Assignments such as Dr. Peter Drucker's Feedback Analysis and the use of SMART goals continued to give students the opportunity to use their decision-making skills, strategic analyses, and critical thinking skills, especially when the assignments focused on the student and the effects the decisions will have.

Goal 4: Enhance students' awareness of the importance of time management in projects, decision making, and technology usage.

Outcome Related to Goal 4: Students will demonstrate their understanding of time management and meeting deadlines. Students will identify effects of procrastination. Students will also be subjected to prioritizing responsibilities.

Outcome Not Met: Students who consistently submit assignments late typically do not do as well in classes as students who are attentive to the due dates. Students who submit late assignments usually prioritize entertainment such as gaming, social media, and watching TV over completing assignments. Students who constantly submit assignments past the due date don't seem to realize their submitting late assignments causes extra work for the instructor. A few students have stated that, with online classes, they should be given the option of completing the assignments whenever they want to instead of having to adhere to due dates.

Goal 5: Provide students with opportunities to learn international business and marketing practices.

Outcome Related to Goal 5: Students will explain their understanding of international business practices and be able to identify how international happenings affect the U.S. Students will be able to explain cultural differences in foreign countries.

Outcome Met: Students expressed amazement at the different common consumer products that are imported to the US. They also recognize the effects global threats, such as COVID 19 and climate change, and world challenges, such as healthcare and cybersecurity, have on consumer products and financial conditions in different countries, especially the US.

Analysis/Use of Results

As a result of assessment this cycle the faculty will continue to utilize practices that have proven to be effective. Faculty will continue to correct errors in student writing and will change the penalty for late submission to percentage rather than raw points. The faculty will also add a prominent section to the syllabus regarding the effects of late assignment submission on student and instructor.

Early Childhood Development
Associate of Applied Science
Early Childhood Education Certificate
Early Childhood Education Career Studies Certificate
Infant Toddler Career Studies Certificate

Goals, Outcomes and Analysis

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.

Outcome Related to Goal 1: Students demonstrate competency in each NAEYC Standard.

Outcome Met: 95% of students completed the Key Assessment Assignment with "Meets Criteria" or "Satisfactory" rating, exceeding the 90% benchmark.

Goal 2: Early childhood students will demonstrate successful understanding of and ability to utilize the NAEYC Code of Ethical Conduct while enrolled in CHD 120

Outcome Related to Goal 2: Students demonstrate ability to implement the Code of Ethical Conduct.

Outcome Met: 100% of students completed the Code of Ethics Module with 100 % accuracy.

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 graduates (21-22) are employed as of 5/22 in the field of ECE exceeding the 90% benchmark.

Analysis/Use of Results

Faculty will review key assessments before the 2022-23 program year to ensure compliance with DEI initiatives. Faculty will also maintain with graduates to determine credential attainment or education beyond the initial measurement period. The faculty will continue to utilize practices that have proven to be effective.

Electrical Electronics Technology
Associate of Applied Science
Electrical Installation Career Studies Certificate
Renewable Energy and Efficiency Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: To graduate students who demonstrate the abilities needed for employment in the electrical/electronic job market.

Outcome Related to Goal 1: Students will demonstrate fundamental electrical/electronics principles needed to enter the workforce.

Outcome Met: 100% of the students completed the design and demonstrated a functional power supply.

Goal 2: To ensure that students have been properly trained about workplace safety and common hazards they will encounter when they enter the workforce.

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

Outcome Not Met: Seventy-eight percent of students earned the credential, falling short of the 100% benchmark set by faculty.

Goal 3: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.

Outcome Related to Goal 3: Students earn their Workplace Readiness Certificate.

Outcome Not Met: Both participation and pass rate were low at 58% and 71% respectively. This did not meet the 100% standard set by faculty.

Analysis/Use of Results

This was the first time faculty had given a capstone design project for this course, and it went very well. Faculty will be building on this success by modifying the project to further enhance the learning objectives. Attendance seems to be a contributing factor to the lack of mastery of goal two. The importance of attendance will be reiterated and the benchmark changed to 80%. As with the prior goal, the faculty plan to adjust the benchmark for goal three to 70% for participation rate and 80% got pass rate.

Emergency Medical Services Technology
Associate of Applied Science
Basic EMT Skills Career Studies Certificate
Advanced Emergency Medical Technician Career Studies Certificate
Emergency Medical Technician Plus Career Studies Certificate
Intermediate to Paramedic Bridge Career Studies Certificate

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 pass the National Registry Paramedic written and clinical simulation examination.

Outcome Pending: Results available after June 15.

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: Graduates will pass the National Registry Paramedic psychomotor examination.

Outcome Pending: Results available after June 15.

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: As measured by an employer survey, graduates will demonstrate personal behaviors consistent with professional and employer expectations for the entry-level Advanced EMT or Paramedic.

Outcome Met: More than 90% of graduates achieved a 2 or better on a 3-point scale multiple-question survey.

Goal 4: At the completion of the Spring 2022 semester, the percentage of students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.

Outcome Related to Goal 4: Students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.

Outcome Pending: Results available after May 15.

Analysis/Use of Results

As most results are pending, action plans cannot be made at this time.

Information Systems Technology
Associate of Applied Science
Computer Repair Technician Career Studies Certificate
Software Development Career Studies Certificate
Information Technology and Business Fundamentals Career Studies Certificate

Goals, Outcomes and Analysis

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 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.

Outcome Met: In the Spring 2022 term, four students completed the internship program. Due to student work schedules, students presented directly with the SWCC internship instructor instead of with a group. 100% of the students received a good/very good rating.

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 2022 ITP260 Network Security course, students completed a research project and learned about resources for test prep, how to schedule a certification test and the cost of certification. The Spring section of ITN260 had ten enrolled with 7 (or 70%) of the students completing with a 70% or higher.

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

Outcome Related to Goal 3: Students will demonstrate good critical thinking and problem solving skills needed for successful employment in IST related careers.

Outcome Met: In the Fall 2021 term, 1 student completed the capstone course and received higher than a C on the project.   In the Spring 2022 ITP298 course, 5 of 5 (100%) students completed the course project with a C or higher. Students in the course during the spring 2022 term completed three Big Interview assignments. All five students received higher than an 85% on all three interview activities.

Analysis/Use of Results

Faculty have identified a work around for the group presentation/work schedule conflict. In the future, a recording option will be available through Canvas to allow students to record their presentations for group viewing. Faculty have also identified industry certification changes or updates and certification focused assignments will continue to be a part of the curriculum.

Mental Health
Associate of Applied Science

New Coordinator—Assessment Next Cycle

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: Students will be successfully retained from the first to second semester in the program.

Outcome Met: 89.7% were retained.

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

Outcome Related to Goal 2: The first-time pass rate for 2021 students will be at or above the 80% minimum.

Outcome Not Met: NCLEX-RN first-time pass-rate for 2021 graduates was 75%.

Goal 3: The program completion rate will be at or above 55% based on 100% on-time completion from initial enrollment.

Outcome Related to Goal 3: Students will complete the program within the time allotted.

Outcome Met: Total on time program completion rate for 2021 graduates was 72.3%. Track 1 students was 69.23%; Track 2 students was 84.62%.

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 indicate level of satisfaction on a survey.

Outcome Met: Graduates and employers who responded to the survey reported satisfaction or adequate on all categories of evaluation.

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

Outcome Related to Goal 5: Graduates will be self-report employment.

Outcome Not Met: 78% of survey respondents indicated employment. This did not meet the 80% benchmark set by faculty.

Analysis/Use of Results

Faculty will formulate a new outcome to deal with the disparity in success of Track 1 and Track 2 students. COVID continued to have an effect on NCLEX pass rates. After graduation, many graduates went directly into the workforce to assist in meeting nursing shortages and patient overload during the pandemic preventing them from prepping appropriately for NCLEX. In developing a NCLEX-success plan, students will have more resources for them to be successful (tutoring, remediation, new test policy, new exit exam requirements). Program completion rate has historically been calculated at 150% of the program length. In 2021, the Accreditation Commission for Education in Nursing (ACEN) changed its requirement to be calculated at 100% or on-time completion rate. In discussing this change with other VCCS nursing programs, most were going to use 50-55% for a success standard for this outcome. SWCC well passed that standard so a higher % could be considered for future goals. Faculty indicated a low return rate on surveys and will consider ways to increase participation rates. Some surveys may be repeated.

Occupational Therapy Assistant
Associate of Applied Science

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will pass the NBCOT.

Outcome Met: The program pass rate published at NBCOT for the chronological years of 2019, 2020, 2021 is 44/54 = 81.48% which exceeds the 80% standard set by ACOTE.

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: The total three-year pass rate for fieldwork experiences was 98.3% which exceeded the benchmark by 8.3%. 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: The average retention rate of OTA students over the past three-year period was 78%. The benchmark is 60%.

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 Met: OTA class volunteered for outdoor therapy camp at The Play Hut in Lebanon, Va.

Analysis/Use of Results

Faculty will continue to use proven approaches to retention, student performance and community exposure. Faculty will also investigate a NBCOT preparation session following the spring semester.

Radiography
Associate of Applied Science

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1A: Retention of first-year (freshman) student accepted into Radiography for summer through spring semesters, 85%.

Outcome Not Met: 83.3% of students were retained during the first year in the program for the class of 2020-2022. Two students left at the beginning of summer semester for personal reasons. One student left the program at the end of summer semester for personal reasons. One left at the end of fall semester for personal reasons. No students were lost during the spring semester. This means the program retained 20 out 24 students during the first year in the program.

Outcome Related to Goal 1B: Retention of second-year (sophomore) students accepted into Radiography for second summer through spring semesters, 90%.

Outcome Met: 100% of students were retained during the second year in the program for the class of 2020-2022.

Outcome Related to Goal 1C: Retention of all students accepted into Radiography through program completion, 75%.

Outcome Met: 83.3% of students were retained for the class of 2020-2022. 20 out 24 students stayed through the course of the program. The four were lost during the first summer and fall semesters.

Goal 2: Prepare knowledgeable graduates with academic knowledge and professional readiness

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

Outcome Pending: Board Pass Rates will be available in July.

Analysis/Use of Results

Faculty have learned several things that have led to additions to the curriculum through this assessment cycle. As a result of lessons learned a Rad Tech Bootcamp will be implemented as an additional resource for students. In addition, the program will continue to attempt to retain students by fostering a personal connection and providing a strong academic environment. The loss of students due to personal situations is an ongoing struggle that has a multitude of reasons with no definite answer.

Substance Abuse
Associate of Applied Science
Mental Health Specialization

New Coordinator—Assessment Next Cycle

Health Sciences
Certificate

Goals, Outcomes and Analysis

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 Not Met: 48% of health science students enrolled in PSY 230 successfully completed the course with a C or better. This did not meet the benchmark of 70% set by faculty.

Goal 2: Health science certificate students will successfully complete HLT 143 with a basic understanding of medical terminology.

Outcome Related to Goal 2: Health science certificate students will successfully complete HLT 143 with a basic understanding of medical terminology.

Outcome Met: 82% of students enrolled in HLT 143 successfully completed the course, surpassing the 70% benchmark set by faculty.

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

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

Outcome Not Met: 58% of graduated HSC students enrolled in a health program at SWCC within two years. This was less than the 70% benchmark set by faculty.

Analysis/Use of Results

The Division will work with Student Success to determine if additional resources are available for students who are enrolled in PSY 230. The Division will also work with the Health Science Certificate advisor to brainstorm strategies for transitioning students from HSC to a health program at SWCC.

Heating, Ventilation, and Air Conditioning – HVAC
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 stockholder.

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

Outcome Met: Positive feedback on the critical thinking skills of all interns.

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: There were no safety issues in the lab or on the job during the period assessed.

Goal 3: Track student retention for Fall-Graduation, Fall-Spring, and Spring-Summer to help us to address problem areas regarding the number that start the program compared to the number that complete the program.

Outcome Related to Goal 3: Student retention for Fall-Graduation, Fall-Spring, Spring-Summer to obtain data to make adjustments to program to improve retention.

Outcome Met: 100% have either completed the program or will finish during the Summer semester.

Goal 4: Students should complete the Workforce Readiness Skills test in the Spring semester. This certification will help the students obtain employment.

Outcome Related to Goal 4: Students should take the Workforce Readiness Skills test(Work Keys) in the Spring semester.

Outcome Not Met: Faculty were unable to schedule the test.

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 2021 day courses as a hybrid having an on-line component to foster learning for electronic communication via computer applications (i.e. Canvas). This is especially targeted to the non-traditional older student populace.

Outcome Met: All students have utilized 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: Results for the EPA 608 test --90% pass rate and for the EPA 609 test --100% pass rate. Both eclipsed the 70% pass rate set by faculty as the benchmark.

Analysis/Use of Results

Faculty will continue to focus on critical thinking, safety and the use of Canvas. Mentoring will be expanded to assist with retention. The schedule will be altered to allow students to take the Work Keys assessment.

*** Human Services Technology ***
*** Certificate ***

New Coordinator- Assessment will be completed next cycle.

Law Enforcement
Certificate

This stackable credential is included in the assessment of the Administration of Justice Associate of Applied Science.

Legal Studies
Certificate

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: 90% of LGL students enrolled in ITE 115/ITE 119 digital literacy certified.

Outcome Not Met: The digital literacy certification exam was no longer available.

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

Outcome Related to Goal 2a: Utilize critical thinking skills of LGL students enrolled in ITE 115/ITE 119 through a critical thinking project.

Outcome Met: All LGL students earned 80% or higher on the critical thinking project.

Outcome Related to Goal2b: utilize temporary flexibility to meet LGL 190 internship requirements.

Outcome Met: All LGL internship students met 100% of contact hours.

Analysis/Use of Results

As a result of findings from this assessment cycle faculty shall identify a new certification exam that meets goal 1 and continue to review critical thinking projects for possible modification. Internships will continue to be flexible to meet student need.

Practical Nursing
Certificate

Goals, Outcomes and Analysis

Goal 1: The practical nursing program will have a first- time passage rate on the NCLEX-PN of 80% with the cohort.

Outcome Related to Goal 1: Students will pass the NCLEX PN on the first try (80%).

Outcome Not Met: For the 2021 year the practical nursing program did not meet this benchmark. The percentage was at 66%.

Goal 2: The practical nursing program will have 75% of cohort to score 900 or higher on the HESI Exit exam within two attempts.

Outcome Related to Goal 2: The practical nursing program will have 75% of the cohort to score 900 or better on the HESI Exit exam within two attempts in the last semester of the program.

Outcome Not Met: The program did not meet the desired outcome. The percentage for the 12/21 cohort was 12%.

Goal 3: The practical nursing program will have 75% of the students progress from the first two semesters of the program to the last two semesters of the program.

Outcome Related to Goal 3: Student will progress through the entire program.

Outcome Not Reported.

Goal 4: The practical nursing program will have a 90% job placement rate within one year of program completion and successful passage of NCLEX-PN.

Outcome Related to Goal 4: After licensure, students will be employed in field.

Outcome Not Reported.

Goal 5: The practical nursing program will have 80% of students that begin the program to complete the program.

Outcome Related to Goal 5: Students will complete the program.

Outcome Not Reported.

Analysis/Use of Results

As a result of the findings for this assessment cycle the faculty will begin teaching test taking strategies earlier and use adaptive quizzing to assist in successful NCLEX PN completion. Students will also participate in a hybrid NCLEX PN review. Remediation will be required when scores fall below 80%.

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Substance Abuse Rehabilitation Counselor
Certificate

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New Coordinator- Assessment will be completed next cycle.

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Welding
Diploma

Goals, Outcomes and Analysis

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Goal 1: Continue to improve the entry level instruction of the 1st-semester welding students in the preparation for meeting the American Welding Society's national standards of testing and compare to last year's results

Outcome Related to Goal 1a: To produce trainees who can accurately read and execute welding blueprints.

Outcome Met: 91% of students could read and execute a blueprint. This was 8% higher than the previous year.

Outcome Related to Goal 1b: To produce trainees who have the ability to be given a welding project or welding scenario and be able to know what welding process or processes need to be used and also what filler metal would best fit the welding application.

Outcome Met: Students were given a welding project and asked what process or processes were needed and also what filler metals would best fit the application. 82% of students were able to successfully execute or have knowledge of what

welding process or processes and filler metals needed to execute the project. This exceeds the 75% success rate expected by faculty.

Outcome Related to Goal 1c: To produce trainees who retain the knowledge of the various welding shielding gases and know which welding process requires which certain shielding gas.

Outcome Met: Students were given a welding shielding gas exam and asked to complete it. Results showed that 88% of students were able to successfully answer what welding shielding gas is used with the different welding processes used. The benchmark set by faculty was 80%.

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. With the continued growth of our businesses so is the soft skills needed for the appropriate jobs.

Outcome Related to Goal 2: NOT Assessed.

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 this, 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 strengthen the 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.

Goals for 2022-2023 will focus on student's ability to read and interpret welding blueprints, being able to diagnose and fix welding issues, whether it be issues with the welding machine or issues with the actual weld and welding procedures to AWS and ASME standards, earning additional certifications, and continued focus on soft-skills.

Summaries of 2021-22 Program Assessment

Career Studies Certificates

Advanced Emergency Medical Technician Career Studies Certificate

This stackable credential is included in the assessment of the Emergency Medical Technology Associate of Applied Sciences.

Advanced Studies in Music Career Studies Certificate

This stackable credential is included in the assessment of the Music Associate of Arts and Sciences General Studies Specialization.

Advanced Studies in Science Career Studies Certificate

This stackable credential is included in the assessment of the Science Associate of Arts and Sciences.

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, First Aid/AED/CPR and Wilderness First Aid (WRFA) certifications.

Outcome Not Met: Course was not taught due to no enrollment.

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: Course was not offered due to no enrollment.

Goal 3: Students will develop the skills to have students to distinguish, prepare, compose, and assess a business plan.

Outcome Related to Goal 3: Students will be given a final project to develop a business plan and presentation with their executive summary information.

Outcome Not Met: Course was not offered due to no enrollment.

Analysis/Use of Results

The Fall 2021 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2021 and Spring 2022 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. A marketing plan is being designed to recruit students into the Fall 2022 and Spring 2023 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers. The development changes to the program for the next year are being made with recruitment options available.

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.

Agribusiness Career Studies Certificate

New Coordinator- Assessment will be completed next cycle.

Appalachian Studies Career Studies Certificate

This stackable credential is included in the assessment of the Appalachian Studies Associate of Arts and Sciences General Studies Specialization.

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 Pending: Pass rate is not available due to student retakes of the certification test.

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, NC3 Safety certifications.

Outcome Met: 100 % of students earned the OSHA 10 Certification.

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 Met: There are over 20 NC3 Certification for the students to earn. There is total of 241 NC3 certifications earned in day and night class during this cohort of students.

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, faculty 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

This stackable credential is included in the assessment of the Emergency Medical Technology Associate of Applied Sciences.

Bookkeeping Career Studies Certificate

This stackable credential is included in the assessment of the Accounting Associate of Applied Sciences.

CAM and CADD Fundamentals Career Studies Certificate
CNC and Machine Operations Career Studies Certificate
Precision Machining Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Apply fundamental and basic manual machining skills in creation of project and earn NIMS related certifications.

Outcome Related to Goal 1: Students will have basic machining skills and jobs skills evidenced by NIMS and NC3 certifications.

Outcome Met: 72.3% of students earned both the NIMS and NC3 certifications. The benchmark set by faculty was 70%.

Goal 2: Create a print design and apply fundamental CNC machining skills to create the project and earn the related NIMS certification.

Outcome Related to Goal 2: Students will have basic CNC skills as evidenced by certification as a CNC Milling Operator and a CNC Turning Operator.

Outcome Met: 72.73% earned at least one of the specified certifications, exceeding the benchmark by 2.73%.

Goal 3: Organize and implement an experiential education opportunity for student engagement in machining and CNC based competitions.

Outcome Related to Goal 3: Engage students in experiential educational opportunities, SkillsUSA.

Outcome Not Met: Due to COVID-19 no in-person machining competition was held this spring.

Analysis/Use of Results

The faculty plan to continue to spend more time with students on the materials concerning certifications before the student takes the test. The extra time will time will be spent by completing more assignments and tests on speeds, feeds and math formulas on the lathe and mil. Since only 72.73% passed one and/or both CNC certifications faculty will require at least one extra day in machine shop/ lab to give the students more hands-on time on both the CNC lathe and Mill to better prepare them for the certification tests. Hopefully by spring 2023 students can compete at the local or state level. State winners go on the national competition, the SkillsUSA Championships.

The alignment of the precision machining program with employer needs and college/VCCS goals to provide relevant skills/credentials to students is always evolving. To increase awareness and number of credentials earned SWCC will increase advisement efforts on the importance of earning of additional credits. We will continue to expand and build relations with local employers to actively participate in the program by serving on advisory committees, guest lecturing, conducting mock interviews, and being active reviewers in the NIMS certification process. To increase the student's

skill level and success rate on the hands-on portion of the certification test, faculty will schedule additional lab time, provide a mechanism for re mediation/tutoring on difficult to understand concepts and practices, and work with each student individually on the develop of career goals to ensure they have the appropriate skills upon completion.

Computed Tomography Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate employability.

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

Outcome Not Met: No students completed the CT program during fall or spring semesters.

Goal 2: Students will demonstrate clinical competence.

Outcome Related to Goal 2: Students will demonstrate acceptable clinical performance by the end of their first semester in the program.

Outcome Not Met: No students were enrolled in clinicals in the CT program during fall or spring semesters.

Goal 3: Students will demonstrate professional patient care.

Outcome Related to Goal 3: Students will demonstrate effective patient and radiologist communication as evidenced by obtaining and documenting thorough and accurate patient histories.

Outcome Not Met: No students were enrolled in clinicals in the CT program during fall or spring semesters.

Analysis/Use of Results

Due to lack of enrollment in the Computed Tomography program faculty recommended that the program be offered on a rotating cycle every other year.

Computer Repair Technician Career Studies Certificate

This stackable credential is included in the assessment of the Information System Technology Associate of Applied Science.

Crime Scene Technology Career Studies Certificate

No cohort is currently running for this program.

Cybersecurity Career Studies Certificate
Cybersecurity and Network Fundamentals Career Studies Certificate
Goals, Outcomes and Analysis

Goal 1: Cybersecurity students will participate in a career fair event for career exploration.

Outcome Related to Goal 1: Students will attend a career fair event for career exploration.

Outcome Not Met: Fewer than 50% of Cybersecurity students attended a career fair.

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 be introduced to industry certification requirements in all certification focused courses.

Outcome Met: In ITN260, students completed a research assignment concerning the Security+ certification learning the certification requirements, testing requirements, fees as well as certification update requirements.

Goal 3: Students enrolled in SWCC Cybersecurity courses 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 Not Met: In Fall 2021, one student participated in the 2nd Annual Cybersecurity Competition. The expected participation rate was ten.

Analysis/Use of Results

Based on the findings in this assessment cycle faculty will add the Career Fair as a graded assignment with an alternate assignment available for students unable to attend the in-person/online event. Many students were unable to attend due to work schedules so accommodations will be made for them. In the Fall 2022 term, additional projects will be added to the ITE105, ITN260, or ITN261 course for additional certification preparation. Finally, the Cybersecurity Competition event will be changed beginning Fall 2022 to include more students. The event will also be added to the upcoming ITE152 course to introduce cyber to students enrolled in additional programs outside of IT and cyber and also to encourage additional participation for the goal of 10 students to participate. The event will remain available to IST and cyber students.

Early Childhood Education Career Studies Certificate

This stackable credential is included in the assessment of the Early Childhood Development Associate of Applied Science.

Early Childhood Infant and Toddler Career Studies Certificate

This stackable credential is included in the assessment of the Early Childhood Development Associate of Applied Science.

Electrical Installation Career Studies Certificate

This stackable credential is included in the assessment of the Electrical/Electronics Associate of Applied Science.

Electronic Medical Records Specialist Career Studies Certificate

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: 90% of EMR students enrolled in ITE 115/ITE 119 digital literacy certified.

Outcome Not Met: The digital literacy certification exam was no longer available.

Goal 2: Deliver adequate preparation so students can implement critical-thinking skills in Microsoft Office 2019 applications.

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

Outcome Met: All EMR students earned 80% or higher on the critical thinking project.

Outcome Related to Goal 2b: Utilize testing flexibility for EMR students enrolled in ITE 115/ ITE 119.

Outcome Met: All EMR students earned 80% or higher on the comprehensive Microsoft Office exam.

Analysis/Use of Results

As a result of findings from this assessment cycle faculty shall identify a new certification exam that meets goal 1 and continue to review critical thinking projects for possible modification.

Emergency Medical Technician Plus Career Studies Certificate

This stackable credential is included in the assessment of the Emergency Medical Technology Associate of Applied Sciences.

EMS-Intermediate to Paramedic Bridge Career Studies Certificate

This stackable credential is included in the assessment of the Emergency Medical Technology Associate of Applied Sciences.

Heating, Ventilation, and Air Conditioning – HVAC Career Studies Certificate

This stackable credential is included in the assessment of the Heating, Ventilation, and Air Conditioning Certificate.

Industrial Maintenance Career Studies Certificate

This stackable credential is included in the assessment of the Electrical/Electronics Associate of Applied Science.

Information Technology and Business Fundamentals Career Studies Certificate

This stackable credential is included in the assessment of the Information Systems Technology Associate of Applied Science.

Leadership and Entrepreneurship Career Studies Certificate

This stackable credential is included in the assessment of the Accounting Associate of Applied Science.

Management Specialist Career Studies Certificate

This stackable credential is included in the assessment of the Business Management Associate of Applied Science.

Mechatronics Career Studies Certificate

This stackable credential is included in the assessment of the Advanced Manufacturing Associate of Applied Science.

Medical Coding Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: To graduate students who demonstrate the ability to perform basic computer skills necessary for medical coding positions.

Outcome Related to Goal 1: Students will demonstrate knowledge of basic computer skills.

Outcome Not Met: A total of six (6) students in Business Administration, Accounting, Medical Coding and Bookkeeping were enrolled in ITE 140 for the spring semester. Of these six students only one student completed the capstone project in the Excel class, scoring an A on the project.

Goal 2: To graduate students who demonstrate knowledge of anatomy and physiology as it applies to medical coding.

Outcome Related to Goal 2: Students will demonstrate knowledge of anatomy and physiology as it relates to medical coding.

Outcome Met: Because the anatomy/physiology needed for medical coding contains such a large amount of material, this portion of the class was broken down into 18 anatomy/physiology assessments in HIT 253. Out of 21 students in the course, 19 students (90.4%) passed each anatomy/physiology assessment with a score of C or better.

Goal 3: To graduate students who demonstrate a knowledge of ICD-10-CM, CPT, and HCPCS II medical coding procedures.

Outcome Related to Goal 3: Students will demonstrate knowledge of correct ICD-10-CM, CPT, and HCPCS II coding procedures applied in medical facilities.

Outcome Not Met: A final test in HIT 254 was given that incorporated the medical coding manuals from both HIT 253 and HIT 254 (ICD 10, CPT, and HCPCS II). 18 of the 19 students enrolled in the course completed the final test. Of those 18 students, 16 (88.9%) scored a grade of "C" or better on the test. The benchmark was for 100% of students to score a "C" or better.

Analysis/Use of Results

A capstone project will be included in HIT253/254 to assess basic computer and medical documentation skills. Anatomy/physiology knowledge is a major requirement for medical coding students. Not only is it needed for the initial certification exam, but this knowledge is needed in the medical facilities in order to better understand the documentation, diagnoses, and procedures that are being coded. With such a large section of material to cover in each class, a better assessment is to break down the material into manageable pieces. Doing so will not only help the student concentrate on each section, but it will give a better understanding of which sections need to be covered more in depth, based on the scores provided on each assessment. Based on the 18 smaller assessments, students are retaining most of the anatomy/physiology information learned from the BIO 145 class in the fall semester and the refresher assignments given in the spring medical coding classes.

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 on the ITN 112 final exam.

Outcome Met: 89% of ITN 112 students passed the final with a "C" or better, exceeding the 70% benchmark set by 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: 78% of students passed the ITN 111 final on the Microsoft Windows Server and related items.

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: 83% of students passed the final in ITN 113.

Goal 4: Students will develop the understanding and knowledge of network concepts.

Outcome Related to Goal 4: Students will demonstrate their understanding and knowledge of network concepts.

Outcome Met: 100% of students in ITN101 passed the final in fall and 75% passed in the spring.

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. Faculty have a positive success rate with these online courses in the program.   The findings for Fall 2021 and Spring 2022 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 an Information Technology career can help in the progress forward of the program.

The 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.

Pharmacy Technician Career Studies Certificate

Goals, Outcomes and Analysis

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: 81% of students enrolled in HLT261 were successful in the course.

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 Met: 92% of students enrolled in HLT 290 successfully completed the course.

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 prove program attrition.

Outcome Not Met: 75% of students who enrolled in HLT 261 enrolled in HLT 290. This did not meet the 85% benchmark set by faculty.

Analysis/Use of Results

Modifications will be made to the program to enhance student success. Additional courses will be included to measure student success. A number (n) of clinical placements will be reported. Currently the Division of Health Technologies is actively recruiting a full-time faculty member for the Pharmacy Technician program. The faculty member will also serve as the Interim Program Coordinator and work with the Division Dean to create new goals based on the revised curriculum and the ASHP-ACPE accreditation standards.

Phlebotomy Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will successfully complete MDL 105 to gain basic knowledge of general phlebotomy practices.

Outcome Related to Goal 1: Students will successfully complete MDL 105 to gain basic knowledge of general phlebotomy practices.

Outcome Met: 79% of students enrolled in MDL 105 successfully completed the course.

Goal 2: Students will gain the essential knowledge and skills to collect, transport, and process blood and other specimens through clinical experiences.

Outcome Related to Goal 2: Students will gain the essential knowledge and skills to collect, transport, and process blood and other specimens through clinical experiences.

Outcome Met: 100% of students enrolled in MDL 190 successfully completed the course.

Goal 3: Students who enroll in MDL 105 will progress to second semester courses to improve program attrition.

Outcome Related to Goal 3: Students who enroll in MDL 105 will progress to second semester courses.

Outcome Not Met: 64% of students enrolled in MDL 105 enrolled in MDL 190. This fell 6% below the benchmark set by faculty.

Analysis/Use of Results

The program plans to poll students to explore barriers that exist for academic success in MDL 105. Also, the program will determine why greater than 30% of students enrolled in MDL 105 are not progressing to complete their clinical rotations in MDL 190.

Pre-Engineering Career Studies Certificate

This stackable credential is included in the assessment of the Engineering Associate of Arts and Science.

Renewable Energy and Energy Efficiency Career Studies Certificate

This stackable credential is included in the assessment of the Electrical/Electronics Associate of Applied Science.

Semi-Automated Welding Career Studies Certificate

This stackable credential is included in the assessment of the Welding Diploma.

Software Development Career Studies Certificate

This stackable credential is included in the assessment of the Information Systems Technology Associate of Applied Science.

Welding Career Studies Certificate

This stackable credential is included in the assessment of the Welding Diploma.

Welding Fundamentals Career Studies Certificate

This stackable credential is included in the assessment of the Welding Diploma.

APPENDIX A

Assessment Forms by Award

Associate of Arts and Sciences

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Appalachian Studies	Aranda Vance	Aranda.Vance@sw.edu	2021-2022

Program Mission Statement

The Associate of Arts and Sciences General Studies/Appalachian Studies and the Appalachian Career Studies Certificate program seek 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.

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).

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.

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.

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.

Program Goals
Goal 1: An effort will be made to increase the number of students participating in the Appalachian Studies program.
Goal 2: To initiate collaborative work among participants specifically for their Appalachian Studies coursework by faculty facilitation of related and relevant extra-curricular activities to enhance student learning.
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.
Goal 4: To increase enrollment in the Appalachian Literature course. In order to provide students with a thorough knowledge and appreciation of Appalachian literature by advertising through various outlets.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
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.	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 2022.	Our 10% increase of enrollment in the program was not met.	While a 10% increase was not achieved, the program enrollment did not decrease. Program enrollment was 15 with 6 losses and 6 gains from fall to spring. We will continue exploration of ways to increase enrollment.
Goal 2. Faculty facilitation of related and relevant extra-curricular and collaboration activities will enhance student learning.	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 slight, 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.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
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.	The measure of success will be that 60% 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 60% 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 2022 semester.	The goal of 60% of the faculty teaching in Appalachian Studies incorporating grading rubrics was achieved.	Maintain the current incorporation of rubrics with attention to increasing the percentage.
Goal 4: To increase enrollment in the Appalachian Literature course in order to provide students with a thorough knowledge and appreciation of Appalachian literature by advertising through various outlets.	To increase enrollment in the Appalachian Literature course by creation of multimedia advertising in partnership with the SWCC's public relations team.	Beginning success will be achieved if enrollment in the course is increased by 10% in Spring 2022.	Our 10% increase of enrollment in the course was not met.	While a 10% increase was not achieved, the course maintained sufficient enrollment. The course was not offered in Fall 2021 but was offered with 6 enrolled in Spring 2022. Future effort will be focused on increasing enrollment in the course by both majors and non-majors.
Analysis/Use of Results				
Comments (Goals tied to other unit activities; Anticipate new goal on findings.)				
Please see *Action Plans*.				

Southwest Virginia Community College Program Assessment 2021-2022					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	**Business Administration**	*Margaret Dye*	*Margaret.dye@sw.edu*	*Fall 2021*	*Spring 2022*

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
Goal 1: 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	Average scores for Business Administration majors on the GSAT will be within five percentage points of average score for General Studies majors.	No GSAT scores were available for Business Administration for this year.	Business Administration students in ACC 211/212 will be asked to complete the GSAT in 2022/2023.

Comments: GSAT scores were not available for Business Administration students for this year. Business Administration students in ACC 211/212 will be asked to complete the GSAT for 2022/2023. These scores will then be compared to scores from our other transfer programs.

	Outcomes Assessment			
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 2 : Students will demonstrate basic accounting concepts covering the accounting cycle.	**Goal 2:** 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.	**Goal 2:** 85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	For Fall 2021, changes were made to the quiz portion of the course content, allowing students to complete steps in the accounting process instead of multiple-choice quizzes. This gave students extra practice on the accounting cycle steps leading up to Chapter 4 where the accounting cycle concluded. Comprehensive accounting cycle problem was given in Fall 2021 for ACC 211 students (H1, W1, and W2 sections. Total of 43 students in all sections. Of the 35 students who completed the assignments, 30 of the 35 students (85.7%) scored C or higher. Similar problem given in spring to ACC 212 students (H1 and W1 sections). Total of 28 students in both sections. 25 of the 28 students completed the assignment, and all 25 (100%) scored C or higher on the problem.	Utilization of the practice quizzes in the accounting cycle chapters proved successful in Fall 2021, Spring 2022. These same types of quizzes, giving unlimited practice to the students in each of the first four chapters, will continue to be utilized. In addition, General Ledger simulation problems will be introduced in the current software being used. This GL software will mirror journals and general ledgers found in most accounting software.

Comments: : Covid restrictions were still in place during the entire fall 2021 semester and the first half of the spring semester. During the fall 2021 semester, adjustments were made to assignments for ACC 211/212 courses to accommodate online formats for both in-class, hybrid, and fully online sections. This was done to accommodate students who may have tested positive for the virus and were unable to attend in-class sections or come to campus for tutoring. The scores for fall 2021 and spring 2022 were higher than the previous year, signifying the changes in quizzes for extra practice were beneficial to the students. These will again be used in the next year academic year.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students will demonstrate use of excel formulas needed for businesses.	**Goal 3:** Use a comprehensive capstone project from ITE 115 and/or ITE 140 completed by Business Administration majors during the fall and spring semesters.	**Goal 3:** 85% of the students will complete the excel problem with a grade of "C" or better.	A total of six (6) students in Business Administration, Accounting, and Bookkeeping were enrolled in ITE 140 for the spring semester. Of these six students only one student completed the capstone project in the Excel class, scoring an A on the project.	For Fall 2022, the capstone in Excel will be changed and administered to students enrolled in ACC 211, ACC 212, HIT 253, HIT 254 to get a representative sampling from Business Administration, Accounting, Bookkeeping, Leadership, and Medical Coding.

Comments: ITE 140/115 classes are offered every semester, so students within these programs can register at any time for these courses. In doing so, it is nearly impossible to give an assessment with a good sampling of students from these programs. For Business Administration and Accounting, as well as career studies certificates related to these degrees (Leadership & Entrepreneurship, Bookkeeping, and Medical Coding), a capstone project will need to be completed by students in the main business courses for these programs (ACC 211, ACC 212, HIT 253/254).

Academic Program Assessment: Southwest Virginia Community College				
Division	**Program**	**Coordinator**	**Email**	**Academic Year**
Arts and Sciences	Education/Pre-Teacher Education	Kimberly Austin	kimberly.austin@sw.edu	2021-2022

Program Mission Statement

Program Goals

__Goal 1__: Education students will demonstrate soft-skills required for professionals in the field of education.

__Goal 2__: AAS in Education students will become familiar with major topics in K-12 classroom including the addition of virtual instruction for all ages.

__Goal 3__: Education students will be familiar with licensing requirements.

__Goal 4:__ Articulation agreements and/or transfer agreements will be in place for SWCC students upon completion of AAS in Education through Transfer Virginia. SWCC students transfer to a 4-year university to complete their teaching licensure requirements.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Education students will demonstrate understanding of soft-skills required for professionals in the field of education.	Soft Skills module/Cooperating teacher evaluation during observation; self-assessment of soft skills (completed by the student)	Students will perform at or above 95% of 'meets expectations on teacher evaluation tool. Students will develop a plan for improvement based on self-assessment results.	See Excel Spread Sheet with data.	Assign this module earlier in the semester (online assessment of soft-skills)

Cater soft skills instruction based upon student scores, reflection and goals. |

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will become familiar with all facets of a K-12 classroom (observed by student) including virtual.	Field Placement Journal EDU 200 Rubric	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	80% of Journals reviewed from EDU 200-W1 meet the rubric criteria.	Review rubric. Determine how to better prepare students for in-class observation. Students that were marked as "unacceptable" did not complete their observation hours and did not pass the class.
Goal 3: EDU 200 students will be introduced to the potential license endorsements (PK-12 Special Education, PK-6, Middle School/High School Subject Specialization, etc) and determine their career aspirations	Students will participate in activities that introduce each endorsement (including discussions with peers & faculty) Students will complete a google survey and document their first choice for endorsement.	100% of students will complete the google survey and determine their chosen area of endorsement.	100% of students completed the google survey and noted their intended area of endorsement.	Continue to make this a part of EDU 200. Gathering this information is critical to provide high-quality advisement with the Transfer VA initiative.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 4: Articulation agreements and/or transfer agreements will be in place for SWCC students upon completion of AAS in Education through Transfer Virginia. SWCC students transfer to a 4 year university to complete their teaching licensure requirements.	Transfer numbers. A google survey will be emailed to each EDU graduate in May of 2022.	90% of EDU students successfully transfer into the programs.	The survey has been emailed to graduated, but has only been completed by 4 graduates. Dr. Austin will follow up with the other graduates via email or phone and document their transfer intentions.	Send this survey earlier in the spring semester to graduates. Send the survey to their personal email and school email. Some Fall graduates don't check their emails in the spring.

Analysis/Use of Results
Comments (Goals tied to other unit activities; Anticipate new goal based on findings.)
Continue to use the module to introduce students to the areas of endorsement in EDU 200 and to collect the data with a google survey. Soft skills assessment was meaningful and the student reflections and goals need to be followed up on. Next semester, we will present this module earlier and then offer specific soft skills training based on the results of the survey.

Southwest Virginia Community College **Program Assessment** **2021-2022**					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	**Engineering/Software Engineering AA&S**	*Brian Hale*	*Brian.Hale@sw.edu*	*Fall 2021*	*Spring 2022*

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: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Goal 2: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

Goal 3: an ability to communicate effectively with a range of audiences

Goal 4: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Goal 5: an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

Goal 6: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

Goal 7: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Outcome 1: Students will demonstrate ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics to homework and test questions.	Evaluate the average homework scores (3) and a test question (1) on the concept of Combined Loading in EGR 246 Mechanics of Materials. EGR 246 Mechanics of Materials is a sophomore level course and the average will be of all students across SWCC, VHCC, and MECC.	80% of students will receive an average passing score of 70% mastery with the average of the test question weighted three times that of the three homework scores.	71.4% of students (n=7) scored 70% average on combined loading. A survey on the problems indicate the most difficulty with determining tension or compression when the member is under bending stress. Of 21 data points, 3 were scored zero meaning no attempt	Increased discussion and practice is needed for determining tension or compression under bending load.

Analysis/Use of Results
Comments: The learning objective associated with this concept is most readily accessed in eccentric axial loading. Additional discussion and an extra assignment may reinforce this concept and will be used the following spring. This goal is to be carried over to next year.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 2: Students will demonstrate ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors through design proposals.	Evaluate preliminary design proposal criteria in EGR 121 Foundations of Engineering for evidence of global, cultural, and social awareness in design. Students will demonstrate consideration of these criteria when evaluating their design proposals. EGR 121 Foundations of Engineering is a freshmen level first semester course and the average will be of all students across SWCC, VHCC, and MECC.	80% demonstrate significant consideration in one area and 50% demonstrate significant consideration in a second area.	45% demonstrated consideration in one area. 7.5% demonstrated consideration in a second area Students focused heavily on areas of performance and manufacturability and aesthetics (related to sales not any of the key areas such as cultural or social awareness.	Students will be required in the next class offering to include one area within this category. Will be monitoring the count to see if this requirement causes them to also include aspects of a second area indicated they are more deeply considering these factors over simply checking a box.

Comments: Student still focus on easy to conceptualize design criteria such as performance and profitability. Students seem to be open to considering this additional criteria but still need encouragement to make those driving factors in their design.	

<table>
<tr><td colspan="5">Click to enter text. Outcomes Assessment</td></tr>
<tr><td>Outcome Sought</td><td>Measures</td><td>Success Standard</td><td>Findings</td><td>Action Plans</td></tr>
<tr><td>Outcome 3:
Students will exhibit ability to communicate effectively with a wide range of audiences through presentations.</td><td>Evaluate the Historical Breech of Ethics presentations in EGR 121 Foundations of Engineering. This evaluation will be done using a rubric designed on
www.ratespeeches.com
and a sample score validated by communications faculty. This will be facilitated by recording the presentations. EGR 121 Foundations of Engineering is a freshmen level first semester course and the average will be of all students across SWCC, VHCC, and MECC.</td><td>80% of students presenting will receive a passing score of 70%.</td><td>100% of students (n=36) received above 70% on their presentation
The highest average score came from students at VHCC average of 9.21 verses 9.17 at MECC and 8.82 at SWCC

Qualitatively students at VHCC did better regarding non-distracting movements, these students had a brief lecture on making presentation from the speech and drama instructor prior to their presentations

Note that scores could not be validated via speech and drama faculty due to an issue with the recordings, either the presenter or slides were shown but not both</td><td>Schedule presentations when speech and drama instructor can be present live or record using a system other than Zoom.

Rubric needs to be adjusted and used for student feedback instead of only be used for assessment purposes and that rubric pre-published to the students</td></tr>
<tr><td colspan="5">Comments: Students performed well presenting information from lecture from engineering but did better with better quality instruction from speech and drama faculty. Should include them more in content delivery and assessment.</td></tr>
</table>

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Fine Art AA&S-General Studies Specialization, Arts and Crafts Certificate	Morgan Gilbert	morgan.gilbert@sw.edu	2021-2022

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: To introduce a variety of mediums to Arts students and the community.
Goal 2: To increase appreciation of art to all ages.
Goal 3: To provide Visual Arts students a variety of learning options.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Develop and submit Career Studies Certificate in Digital Media proposal.	Meet with instructor to develop classes. Submit to C&I mid-winter.	Approval in C&I.	Submitted and approved through C&I in February.	Full approval awaiting.
Goal 2: Offer series of non-credit classes.	Develop and run classes in kid's art at Lebanon, Cedar Bluff, and Southern Gap.	Host at least 3 series of kid's art non-credit classes in 2021-22.	Success in Southern Gap and Cedar Bluff with approx. 4 students per class. Lebanon canceled due to low enrollment.	Have a larger group by only hosting Cedar Bluff class next year.
Goal 3: Run visual art classes in a hybrid format.	Fall 2021: Drawing 121, Fundamentals of Design 132 Spring 2022: Fundamentals of Design 131	Have in-person studio time weekly as well as opportunity for fully online completion	Successful completion of hybrid.	Continuation of this style of teaching to give students flexibility in their learning style.

Analysis/Use of Results

Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)—See Action Plans

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	General Studies; General Education Certificate	Hannah Hensley	Hannah.hensley@sw.edu	2021-2022

Program Mission Statement

The Associate of Arts and Sciences program in General Studies (Liberal Arts 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.

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.

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.

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.

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.

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.

Program Goals

Goal 1: A variety of assessment methods will be used throughout the program to assist students with showing skill or competence.

Goal 2: VCCS Passport will be fully integrated into the program to facilitate transfer.

Goal 3: Faculty will assist students through their college experience.

Goal 4: Allow students flexible learning options to assist in meeting their transfer goals.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: Student completion of assessments in HIS 122 will increase due to a change in assessment style thereby also increasing overall assessment pass rates.	Students in HIS 122-W1 in the Fall 2021 semester were given solely essay-based assessments. In a class of 30, an average of 8.5 students per assessment did not complete the assessment, resulting in an average grade of 62.5. Students in HIS 122-W1 in the Spring 2022 semester will be given mixed-measures assessments consisting of multiple-choice, fill-in-the-blank, short answer, and paragraph answer questions. The goal is that in a class of approximately 30 in the Spring 2022 semester, the average number of incomplete tests per cycle will drop to 4 resulting in an increase in average assessment grade to 70%.	The measure of success will be that the number of incomplete assessments in HIS 122-W1 decreases to an average of 4 per assessment with an increase in average assessment grade to 70%.	In a class of 27 in HIS 122-W1, incomplete assessments decreased to an average of 2 per assessment with an increase in average assessment grade to 73.8%.	No further action needed. The change in assessment style produced the desired results in HIS 122-W1.

Goal 2: Freshmen in the General Studies program will be monitored during the Fall 2021 and Spring 2022 semesters to determine rates of completion of the newly-designed VCCS Passport.	Passport consists of five blocks of classes from which each General Studies student chooses one individual class and is a total of 16 credits. Each General Studies student is automatically placed on the Passport pathway upon initial enrollment. Allowing for remediation, the goal is to determine the initial overall rates of completion of Passport by Fall 2021 freshmen at the end of the Spring 2022.	The measure of success will be that 70% of incoming freshmen in the 2021 Fall semester have successfully completed their Passport courses by the end of the Spring 2022 semester.	The 70% Passport completion goal was not met. Of the 41 Fall 2021 incoming General Studies freshman, 4 changed majors, 12 did not return for the Spring 2022 semester, and 7 were within one course of completing the Passport Only two completed all 16 credits.	Future efforts will be focused on discovering and addressing the reason for the low Passport completion rate.
Goal 3: Faculty within the General Studies program will utilize Navigate in order to foster further cooperation with the SWCC Success Coaches to effectively guide students through their college experience.	The measure of success will be that 90% of General Studies faculty will utilize the Early Alert system in the 2021-2022 academic year.	85% of General Studies faculty utilized the Early Alert in the Spring 2021 semester. The measure of success will be that 90% of faculty will utilize the Early Alert system in the Fall 2021 and Spring 2022 semesters.	The goal was not met. When considering both adjunct and full-time faculty, the total percentage for using Early Alert was 64%.	Future efforts will be focused on discovering and addressing the reason for the lower engagement rate.

Goal 4: Students in ENG 112 online classes will be enrolling for a hybrid high-flex model for the first time in the Spring 2022 semester allowing for the creation of a baseline success rate for the new format. Students will be monitored for differences in success rates between the hybrid high-flex model versus a traditional online ENG 112 course.	With the creation of new class formats at SWCC, the purpose of this goal is to establish a baseline success rate in the new ENG 112 hybrid high-flex course and then to compare the success rates between the traditional online ENG 112 compared to the hybrid high-flex ENG 112.	The measure of success is the establishment of a baseline completion rate for the hybrid high-flex ENG 112 course in the Spring 2022 semester. That baseline will then be compared to the success rate for a traditional online ENG 112 course.	The goal of establishing a baseline completion rate was accomplished with an 82% passage rate.	Future efforts will focus on monitoring this passage rate.

Analysis/Use of Results

Comments (Goals tied to other unit activities; Anticipate new goal based on findings.)

See Action Plans

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Geology and Environmental Science	Terry L. Lambert Jason Osborne	Terry.Lambert@sw.edu Jason.osborne@sw.edu	2020-2021

Program Mission Statement

The Mission of the Associate's 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 on 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.

Program Goals

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.

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

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

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

Goal 5 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.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Students will demonstrate: 1. 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. 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. working knowledge of the relationships between the abiotic and biotic aspects of the environment including an understanding of geology's impact on the evolution and the dynamics of the Earth's surface.	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. 3 and 4. Students' abilities in scientific writing are assessed using the instructor's rubric. 5. Students' abilities at quantitative analysis of laboratory studies are assessed based on statistical results they obtain in lab assignments.	1, 2, and 6: Mastery level is 80% or above by the second of six tests; lower scores result in instructor consultation and remediation 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 5. Lab assignment results are expected to fall within a standard deviation of the instructor's predetermined value. When no such value is applicable, students are evaluated on their ability to follow correct statistical protocol. Students are expected to receive a 90% "Acceptable" rating on all items on the instructor's lab rubric.	Students performed well on outcomes 1,2 and 6. Each outcome was exceeded by 81% of the students enrolled in physical geology. Outcomes 3 and 4 were met as students performed above mastery level on the essays. Outcome 5 students did indeed receive a 90% on the lab practical portions of the course.	Promotion of Program through active recruitment from area county high schools. Advancement of undergraduate research opportunities with area conservation projects proposed environmental restorations, and work with honey bees.
Analysis/Use of Results				
Comments (Goals tied to other unit activities; Anticipate new goal on findings.)				
The **Geology and Environmental Science** Program officially started in Spring 2018. The new program has all transferable courses and will no longer feature terminal credit hours or certificate end goals. The course struggled for enrollment during the pandemic and new ideas to recruit for the fall like a video and brochures have been developed. We anticipate having 5 students in the major for the Fall of 2022.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	General Studies-Music	Joseph Trivette	Joseph.Trivette@sw.edu	2021-2022

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- 75% of new students in the SWCC Music Program will be reading and playing piano by music notation by the end of their first semester as students in the program.
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
Goal 3- to establish an environment of providing music education and motivation to students in a face-to-face environment after learning virtually via alternative methods for the last one and a half years while retaining virtual learning for those who need to continue

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Short Term Goal To have 75% of new students in the program 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. 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 in December and presented to the Tazewell Music Club on March 8, 2022 and successfully played a piece on their instrument. Goal met halfway through the	3. 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- to establish an environment of providing arts and academic learning in person as opposed to the flexibility of virtual appointments while keeping virtual students engaged as well	3. organize and make available learning materials, musical instruments, practice rooms, classroom and ensemble space as well as offices in a way that promotes learning and creativity	3. to be able to function efficiently in a new space and to adjust to a more rigid schedule associated with in-person learning to assist student and community musicians be successful	3. while some students needed a bit more guidance, they learned an important aspect of in-person learning involves coming to and participating in class, although some were still lax in those areas	3. continue to work on overcoming the disconnect that was between the students during COVID closure and building the team with new students coming in through ensemble groups as the rest restart in the fall
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
These assessments show that things are starting to make a way back to somewhat of a normal situation. Using a regular schedule for online piano, guitar and instrumental lessons keeps them on task and on pace with those in the classroom.				

Southwest Virginia Community College
Program Assessment
2021-2022

Division	Program	Coordinator	Email	Beginning Term	Ending Term
BEIT	Outdoor Leadership	Michael Brown	Michael.brown@sw.edu	Fall 2021	Spring 2022

Mission

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.

Annual Program Goals

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

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

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

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 2021)	Course Not Taught due to low or zero enrollment	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 2021)	Course Not Taught due to low or zero enrollment	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 2022)	Course Not Taught due to low or zero enrollment	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

Comments:

The Fall 2021 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2021 and Spring 2022 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.

A marketing plan is being designed to recruit students into the Fall 2022 and Spring 2023 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers. The development changes to the program for the next year are being made with recruitment options available.

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.

Southwest Virginia Community College Program Assessment 2021-2022					
Division	**Program**	**Coordinator**	**Email**	**Beginning Term**	**Ending Term**
Arts and Sciences	Science Specialization Science Pre-Medical	G. Householder	Georgia.householder@sw.edu	Fall 2021	Spring 2022

Mission

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.

Annual Program Goals

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

Goal 2: AA&S in Science Specialization Pre-Medical 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.

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

Goal 4: AA&S in Science Specialization Pre-Medical students will know career opportunities available in the medical field.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will successfully complete Science Pre-Med program and transfer to senior institutions or professional schools.	National Clearing House Self-report by students Faculty reports	**At least 50% of students will transfer.**	**43% of students graduated and will attend transfer institutions in fall 2022.**	We will continue to have students seek academic advisement throughout their two years at SWCC.
Goal 2: Students will demonstrate knowledge of scientific method and draw conclusions based on critical examination of information.	Rubric was administered at class entrance and exit of BIO 101.	**At least 85% of students will meet expectations.**	Before instruction 58% demonstrated knowledge and drew reasonable conclusions compared to 81% after instruction.	We will continue to evaluate this critical skill.

Goal 3: Students will have a better understanding of appropriate soft skills and communication skills required in a professional setting.	Rubric was administered in SDV class to assess effectiveness of presentations.	At least 85% of students will have a better understanding of soft skills and communication skills needed in a professional setting.	70% of students found the class helpful in understanding the importance of soft skills and communication skills.	We will continue to work on these essential skills.
Goal 4: Students will have a better knowledge of career opportunities available in the medical field.	Rubric was administered in SDV 101 class to assess effectiveness of Zoom sessions with transfer institutions, professional schools, and transfer fair.	At least 85% of students will have a better understanding of career opportunities that are available to them in the medical field.	75% of the students found the class helpful in choosing a career and understanding the opportunities available to them.	We will continue to provide students with opportunities to explore career opportunities available in the medical field.

Analysis/Use of Results

Science Pre-Medical students will be directed by college success advisors to the academic Science Pre-Medical advisor.
SDV 101 class is online, and communication is via email. The rubrics are anonymous and not all students participate. Dr. Mullins continues to encourage their participation.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	General Studies (PSY)	Jacob Richardson	jacob.richardson@sw.edu	2021-2022

Program Mission Statement

The Associate of Arts and Sciences program in General Studies, Psychology specialization, seeks to enable students to obtain the awareness, knowledge, skills, and habits of mind, necessary for success in higher education while preparing them to be productive and responsible contributors of society. Curriculum aims to promote critical thinking, communication, cultural and social diversity, information literacy, quantitative and scientific reasoning, and personal development.

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.

Program Goals

Goal 1: To provide all psychology students with transfer opportunities in the psychology field

Goal 2: To expose all students enrolled in psychology courses to research in the field of psychology that they find personally relevant.

Goal 3: To integrate the APA writing style in all psychology courses.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: To provide all psychology students with transfer opportunities in the psychology field	Psychology courses will include course material that will expose students to the different career opportunities. Transfer friendly schools, such as Lindsey Wilson, ODU, and King University will be invited to speak to the psychology students about their respective schools. More school information will be given to psychology students through CANVAS.	Students will complete psychology courses with an understanding of the diverse career opportunities available in psychology and the credentials required for employment.	The SWCC Virtual transfer event was promoted in all online courses. Students in the PSY 230 in person class met with Ann Ratliff to discuss transfer to Lindsey Wilson College. Angel Cvetkovski, from ODU, also contacted students to provide transfer information into their psychology program.	The 2022-2023 academic school year should provide more opportunities for guest speakers to attend the in-person psychology sections. Will work closely with student services to provide more quality online transfer events for online students. Will continue to work individually with students as the Psychology advisor.
Goal 2: To expose all students enrolled in a psychology course to research in the field of psychology that they find

personally relevant. | Psychology courses will expose students to scholarly research in the field of psychology through an assignment that integrates resources and instruction from the SWCC library. | Student will know how to access scholarly databases and search for academic journals. Students will be able to comprehend a scholarly article that they find personally relevant and identify personal implications. | 300 students successfully identified scholarly research in the field of psychology and comprehended the findings. The students demonstrate their understanding by writing an APA term paper. | Create more accessible resources that provide the same level of instruction for online students |

Goal 3: To integrate the APA writing style in all psychology courses.	Each psychology course will include an assignment that will have mandatory APA elements.	Psychology students will understand the APA style and utilize techniques of APA style. At least one APA term paper will be required in each PSY course.	A total of 300 students were given examples of the APA writing style and followed those examples to use APA style to complete assignments. A rubric was created to measure objectives and give corrective feedback. Each student received substantial feedback to help them understand APA writing.	Continue to provide students adequate and substantial feedback on APA writing.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)

- Continue to educate psychology students on transfer opportunities. This includes on-site visits and virtual information sessions.

- Continue to expose all students enrolled in psychology courses to research in the field of psychology that they find personally relevant.

- Continue to integrate the APA writing style in all psychology courses.

- Improve on meeting the needs for diverse learners. Lecture material will be recorded using Canvas Studio and in a written format using Google Docs. This

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Science	Annette Lockhart	Annette.Lockhart@sw.edu	2021-2022

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
Goal 1 (short-term): To engage students on the material covered in College Chemistry I lecture using weekly discussion boards.
Goal 2: To show an improvement in test grades for Organic Chemistry I by administering chapter quizzes prior to a test.
Goal 3: To increase the enrollment by 15% 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 engage students on material covered in College Chemistry I lecture through weekly discussion boards. Students will show critical thinking skills in completing discussion boards questions/topics. To be completed Spring 2022.	Goal 1: College Chemistry I lecture students will complete discussion boards weekly. The students will post responses to the topics/questions covered in the discussion boards. Students will post a response for each discussion board for grading purposes.	Goal 1: At least 50% of the students will show mastery of the completing discussion boards. The success standard will be that 50% of the students will show a satisfactory level of completion of the discussion boards at the end of the semester.	Approximately 94% of the students in the College Chemistry I course completed the discussion boards. The students scored an A on their total discussion board grade. The total discussion board grade was weighted 5% of the course grade.	College Chemistry I courses will have discussion boards administered.
Goal 2: To show an improvement in test grades by administering chapter quizzes prior to tests. Once a chapter is covered in class, 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.	Goal 2: Organic Chemistry I lecture students will complete chapter quizzes after the material has been covered in the classroom. 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.	100% of the students in the Organic Chemistry I 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.	Organic Chemistry I courses will have chapter quizzes administered.

Goal 3: Students and college personnel will be made aware of the Introductory Biochemistry lecture and laboratory offered during the first Summer term at SWCC. Advertisement of the course will include flyers and possibly social media announcements. This process should increase enrollment into this course. To be completed Summer 2022.	Goal 3: The enrollment at SWCC should increase due to advertising for this course.	Goal 3: An increase of 15% in this course when offered in Summer, term 1, of 2021.	The enrollment for Introductory Biochemistry has decreased by approximately 30% from Summer 2020, term 1 to Summer 2021, term 1. The course 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. Students in College Chemistry II and Organic Chemistry I and II will be emailed about the Introductory Biochemistry course offering.

Analysis/Use of Results

Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)

Please see the action plans in prior sections.

APPENDIX A

Assessment Forms by Award

Associate of Applied Science

Southwest Virginia Community College Program Assessment 2020-2021					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	Accounting AAS, Bookkeeping CSC, Leadership and Entrepreneurship CSC	*Margaret Dye*	Margaret.dye@sw.edu	*Fall 2021*	*Spring 2022*

Mission

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.

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.

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 211 students at the end of the fall semester and 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.	For Fall 2021, changes were made to the quiz portion of the course content, allowing students to complete steps in the accounting process instead of multiple-choice quizzes. This gave students extra practice on the accounting cycle steps leading up to Chapter 4 where the accounting cycle concluded. Comprehensive accounting cycle problem was given in Fall 2021 for ACC 211 students	Utilization of the practice quizzes in the accounting cycle chapters proved successful in Fall 2021, Spring 2022. These same types of quizzes, giving unlimited practice to the students in each of the first four chapters, will continue to be utilized. In addition, General Ledger simulation problems will be introduced in the current software being used. This GL software will mirror journals and general ledgers found in most accounting software.

| | | | (H1, W1, and W2 sections. Total of 43 students in all sections. Of the 35 students who completed the assignments, 30 of the 35 students (85.7%) scored C or higher. Similar problem given in spring to ACC 212 students (H1 and W1 sections). Total of 28 students in both sections. 25 of the 28 students completed the assignment, and all 25 (100%) scored C or higher on the problem. | |

Analysis/Use of Results

Comments: Covid restrictions were still in place during the entire fall 2021 semester and the first half of the spring semester. During the fall 2021 semester, adjustments were made to assignments for ACC 211/212 courses to accommodate online formats for both in-class, hybrid, and fully online sections. This was done to accommodate students who may have tested positive for the virus and were unable to attend in-class sections or come to campus for tutoring. The scores for fall 2021 and spring 2022 were higher than the previous year, signifying the changes in quizzes for extra practice were beneficial to the students. These will again be used in the next year academic year.

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 given to ACC 211 students in Fall and ACC 212 students in spring.	Goal 2: 85% of the students ACC 212 students will complete the test with a grade of "C" or better.	AIPCA testing was incorporated into ACC 211 classes for fall 2021 and spring 2022. This assignment was given during the first chapter of the course. A total of 64 students completed the assignment. Of these, 45 students (70%) completed the assignment with a score of C or better. ACC 212 students for spring 2022 completed similar testing in the first	Testing will continue on the AICPA Code of Professional Conduct since it is a significant part of the accounting profession.

| | | | | chapter of the course. Of the 28 students in both classes, 26 (92.8%) scored a C or better on the assignment. | |

Comments: The findings of the testing for the AIPCA Professional Code of Conduct demonstrates retained knowledge in the material being covered from fall to spring semester. The professional code of conduct is covered at some point in each chapter, keeping the material at the forefront of the students' learning within the two principles courses within the program.

<table>
<tr><td colspan="5" align="center">Click to enter text. Outcomes Assessment</td></tr>
<tr><td align="center">Outcome Sought</td><td align="center">Measures</td><td align="center">Success Standard</td><td align="center">Findings</td><td align="center">Action Plans</td></tr>
<tr>
<td>Goal 3: Students will demonstrate use of excel formulas needed for businesses.</td>
<td>Goal 3: Use a comprehensive capstone project from ITE 115 and/or ITE 140 completed by Business Administration majors during the fall and spring semesters.</td>
<td>Goal 3: 85% of the students will complete the excel problem with a grade of "C" or better.</td>
<td>A total of six (6) students in Business Administration, Accounting, and Bookkeeping were enrolled in ITE 140 for the spring semester. Of these six students only one student completed the capstone project in the Excel class, scoring an A on the project.</td>
<td>For Fall 2022, the capstone in Excel will be changed and administered to students enrolled in ACC 211, ACC 212, HIT 253, HIT 254 to get a representative sampling from Business Administration, Accounting, Bookkeeping, Leadership, and Medical Coding.</td>
</tr>
<tr><td colspan="5" align="center">Analysis/Use of Results</td></tr>
</table>

Comments: ITE 140/115 classes are offered every semester, so students within these programs can register at any time for these courses. In doing so, it is nearly impossible to give an assessment with a good sampling of students from these programs. For Business Administration and Accounting, as well as career studies certificates related to these degrees (Leadership & Entrepreneurship, Bookkeeping, and Medical Coding), a capstone project will need to be completed by students in the main business courses for these programs (ACC 211, ACC 212, HIT 253/254).

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Administration of Justice	Jerry Stinson	jerry.stinson@sw.edu	2021-22

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

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.

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

Goal 3: 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	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-	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	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.

Based on the findings, I will explore ways to introduce additional critical thinking components in the other Administration of Justice major courses. |

	a further validation both the 2017-18 and 2018-19 cohorts will be measured.	100, ADJ-131, HIS-121, ENG-242, ADJ-211 and ADJ-201.	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. The 20-21 cohort was measured and 66.6% scored greater than a 2.0 in the designated classes. This appears to confirm that the critical thinking components are effective and the 2017-18 was anomalous. The variance in the 2020-21 cohort was more consistent with the increase in previous measured cohorts of 2015-16 and 2016-17.	
Student retention will be increased by moving the internship to the third semester	Student retention will be measured against the last three cohorts who experienced	Student retention would reflect at least a 5% increase over the previous three cohorts	Proposed to Assessment Committee. Due to the COVID-19	I will approach the Division Dean and my Advisory Board with my plan. Upon their

(summer).	internship in the final semester.	who completed internship in the fifth or final semester.	Pandemic, the ADJ Advisory Committee was unable to meet for their input. There were no internship placements due to the pandemic protocols put oil place by the college and host agencies. This goal cannot be addressed until the pandemic protocols have been relaxed. The pandemic protocols were eased and internships did resume, however, the advisory board did not meet even though alternatives such as video conferencing was offered.	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. I have consulted with the Division Dean and with the concurrence of the Curriculum and Instruction Committee, the internship placement will be moved in the 2022-23 academic year. This objective can be measured at that time.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)

1. 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.
2. 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	2021-2022

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. 90% of AST students enrolled in ITE 115/ITE 119 will be certified in digital literacy 2. Utilize critical thinking skills 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. Earned Digital Literacy Certification 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 80% on a digital literacy certification exam 2. Score at least 80% on the critical thinking projects 3. Score at least 80% on comprehensive Microsoft Office exam	1. The digital literacy certification exam is no longer available 2. 100% of LGL students earned 80% or higher 3. 100% of LGL students earned 80%	1. Identify a new certification exam 2. Review critical thinking projects for possible modification 3. Review Microsoft Office exam for possible modifications

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 AST student computer literacy level
Update critical thinking projects

Division	Program	Coordinator	Email	Beginning Term	Ending Term
BEIT	Advanced Manufacturing AAS; Mechatronics CSC	Christopher Joe Godsey	Christopher.Godsey@sw.edu	Fall 2021	Spring 2022

Mission

The mission of the 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.

Annual Program Goals

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

Goal 2: To ensure that students have been properly trained about workplace safety and common hazards they will encounter when they enter the workforce.

Goal 3: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will earn their Certified Manufacturing Associate Certification.	Goal 1: Percentage of students that successfully earn their Certified Manufacturing Associate Certification	Goal 1: 70% of the students successfully earn their Certified Manufacturing Associate Certification.	Spring 2022: Participation Rate: 85% Pass Rate: 83%	The success standard was met, but I want to improve on this. I will be focusing on areas that students struggled with and I will be increasing the success standard further.

Analysis/Use of Results

Comments: This was the first time this certification was offered so the initial success standard was chosen arbitrarily. However, the students performed very well.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 2: Students will earn their OSHA 10 General Industry Certification.	Goal 2: Percentage of students that successfully earn their OSHA 10 General Industry Certification.	Goal 2: 100% of the students successfully earn their OSHA General Industry Certification.	Fall 2021: Participation: 100% Earned Credential: 84% Spring 2022: Participation: 100% Earned Credential: 66% Overall: Participation: 100% Earned Credential: 78%	The biggest issue is attendance, there are a required number of class room hours needed to earn the certification. I will adjust the success standard to 80% pass rate, and try to reinforce the importance of attendance.

Comments: It appears that the largest issue here is that some students tend to miss too many classes and therefore are unable to earn the certification. It is also important to note that this safety certification is used in multiple programs.

Click to enter text. Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students earn their Workplace Readiness Certificate.	Goal 2: Percentage of students that attempt and percentage of students that successfully complete the Workplace Readiness Certification.	Goal 2: 70% of students attempt the workplace readiness certification and 100% of the students successfully pass the Workplace Readiness Certification. (Spring 2022)	Spring 2021: Participation Rate: 27% Pass Rate: 100% Spring 2022: Participation Rate: 58% Pass Rate: 71% There was a large increase in participation rate, but the success rate decreased.	I plan to increase the participation rate and focus on specific areas to improve the success rate for Spring 2023. I plan to adjust the success standard to 70% for participation and 80% for pass rates.

Comments: There was a large increase in participation rate from 2021 to 2022, but the success rate decreased.

Southwest Virginia Community College Program Assessment 2021-2022					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	**Business Management AAS, Management Specialist CSC**	*Loretta Beavers*	**Loretta.Beavers@sw.edu**	*Fall 2021*	*Spring 2022*

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 diversity, equity, and inclusion understanding and 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 for students to demonstrate their understanding of diversity, equity, and inclusion.

Goal 2: Provide opportunities in which students will demonstrate recognition, knowledge and competency in soft skills related to communication.

Goal 3: Provide students with opportunities to hone critical thinking skills through developing analytical and decision-making skills.

Goal 4: Enhance students' awareness of the importance of time management in projects, decision making, and technology usage

Goal 5: Provide students with opportunities to learn international business and marketing practices

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will demonstrate an understanding of soft skills and their competency of using soft skills in their behavior and personal and professional written and oral communications.	Students will be assigned to identify soft skills and non-cognitive skills in the presentations of their work in online discussions and essays. Subjective measures will be taken through evaluations of students' content information, and	Students are expected to complete assignments on the collegiate level of writing skills and content since correctly presented information is viewed more seriously and favorable than information containing	Students continue to demonstrate good mannerism in their online discussions, indicating their understanding and use of soft skills in communications. Writing skills seem to be improving but between 10 and 18 percent of students	Corrections in grammar, punctuation, and sentence structures will continue to be made when evaluating students' assignments. Clear explanations will be included in individual and private feedback to each student, explaining the corrections and praising those students who

	peer-to-peer interactions in class discussions and written assignments. Objective measures will be assigned according to how well the student adhered to the instructions, since following instructions is classified as a soft skill. 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, as explained on the attached rubric.	mistakes and/or presented in a negative overtone. Students will adhere to the guidelines provided in the attached rubric.	continue to have challenges writing on the collegiate level. Approximately 5 to 10 percent of students submit late work even though they know late work loses points. This shows a lack of responsibility, which is a highly valued soft skill.	demonstrate good writing skills. Late submissions of assignments will lose a percentage instead of points since different types of assignments have different point values.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: 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.	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 will be able to identify and analyze problems, possible causes, possible solutions and outcomes. They will explain 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	Students were given assignments in which they explained their use of critical thinking skills to evaluate problems' current conditions and possible outcomes. Assignments such as Dr. Peter Drucker's Feedback Analysis and the use of SMART goals continued to give students the opportunity to use their decision-making skills, strategic analyses, and critical thinking skills, especially when	Continue to use discussion topic and essay assignments to encourage students to use critical thinking skills in analyzing their problems and challenges. Continue to provide articles for essay assignments in which students have to summarize the information and integrate their personal experiences, connecting how business decisions affect their personal lives.

			the assignments focused on the student and the effects the decisions will have.	
	Students' work will be evaluated according to their demonstrated use of critical thinking skills and written communications skills Students will also be evaluated on their ability to set long and short term goals using the SMART process. Students will be instructed to identify, predict, and evaluate possible outcomes based on their awareness of emotional intelligence.	these experiences with management theories such as Ishikawa's Cause and Effect Theory, Total Quality Management Theory, Simplex Process Theory, and other problem-solving theories.		

Click to enter text. **Outcomes Assessment**				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 4: Students will demonstrate their understanding of time management and meeting deadlines. Students will identify effects of procrastination. Students will also be subjected to prioritizing responsibilities.	Students will be evaluated objectively 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 human interactions are part of meeting responsibilities, including meeting deadlines and addressing topics of communications adequately.	Students who consistently submit assignments late typically do not do as well in classes as students who are attentive to the due dates. Students who submit late assignments usually prioritize entertainment such as gaming, social media, and watching TV over completing assignments. Students who constantly submit assignments past the	Continue to have students identify procrastination and reasons for procrastination. Include a more prominent section in the syllabus on the effects, for both student and instructor, of their submitting late assignments. Start deducting percentages from late work instead of points. For example, assignments worth 40 points will result in a 20 percent loss of eight points per day and

			due date don't seem to realize their submitting late assignments causes extra work for the instructor. A few students have stated that, with online classes, they should be given the option of completing the assignments whenever they want to instead of having to adhere to due dates.	assignments worth 100 points will lose 20 points per day. This will allow students five days to submit assignments for reduced points, down to zero after five days past the due date.
	All students will be objectively evaluated according to their strictly adhering 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.			

Click to enter text. **Outcomes Assessment**				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 5: Students will explain their understanding of international business practices and be able to identify how international happenings affect 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 will be able to identify the country of origin of commonly used products. Students will also identify international business trends in reference to consumer behavior, climate change, healthcare, travel, artificial intelligence, cybersecurity, and corporate portfolios.	Students expressed amazement at the different common consumer products that are imported to the US. They also recognize the effects global threats, such as COVID 19 and climate change, and world challenges, such as healthcare and cybersecurity, have on consumer products and financial conditions in different countries, especially the US.	Continue to provide up-to-date articles on global issues and happenings. Continue to have assignments that encourage each student to recognize and be able to discuss how global issues and happenings affect the world and eventually affecting him/her. Include assignments in which students will need to identify unique cultural criteria of foreign countries.

Analysis/Use of Results
Comments: See Action Plans

Academic Program Assessment: Southwest Virginia Community College				
Division	**Program**	**Coordinator**	**Email**	**Academic Year**
HTHMNSS	Early Childhood AAS/CSC/Cert. EC & IT	Kimberly Austin	kimberly.austin@sw.edu	2021-2022

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

- **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 : **(See Appendix A)**

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

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

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.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

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.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

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: Early childhood students will demonstrate successful understanding of and ability to utilize the NAEYC Code of Ethical Conduct while enrolled in CHD 120

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-

statements/Ethics%20Position%20Statement2011_09202013update.pdf

Goal 3: ECD graduates will successful 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 (See attached assessments & rubrics)	90% Meet criteria utilizing rubric (attached to each key assessment)	95% of students completed the Key Assessment Assignment with "Meets Criteria" or "Satisfactory" rating.	Follow up with 5% that did not meet the criteria. Review each Key Assessment before next year to ensure conformity with DEI standards and expectations.
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Students demonstrate ability to implement the Code of Ethical Conduct	CHD 120: Code of Ethics Module	100% of students complete the Code of Ethics module with 80% accuracy	100% of students completed the Code of Ethics Module with 100 % accuracy.	Continue to use this assessment to maintain an emphasis on ethics.

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 graduates (21-22) are employed as of 5/22 in the field of ECE	Continue to work with centers, programs to encourage staff that are employed and not credentialed to work towards credentialing at SWCC. Follow students that have completed AAS to see articulation percentage.

Analysis/Use of Results

Review Key Assessments before 22-23 program year to ensure compliance with DEI initiatives.

Create program to maintain contact with graduates to follow their employment in the field longer term and/or education.

Continue to utilize the NAEYC Code of Ethics module assignment.

Appendix A:

Early Childhood Development Chart of NAEYC Assessments						
	Assessments					
NAEYC Standards and Key Elements	**Lesson Plan**	**Classroom Obs**	**Child Obs**	**Parent Interview**	**Advocacy**	
Creator						
Course	265	120	165	216	HLT 135	
1a. Promote Dev/Learn			X			
1b				X		
1c		X				
2a. Fam/Commun Relat				X		
2b				X		
2c			X			
3a. Observation/Doc/Assess			X			
3b		X				
3c			X			
3d				X		
4a. Dev Appropriate		X				
4b					X	
4c	X					
4d	X					
5a. Use Content Knowledge		X				
5b	X					
5c	X					
6a- Professional					X	
6b.			X			
6c					X	
6d					X	
6e					X	

Appendix B: Lesson Plan Rubric

Lesson Plan Grading Rubric

Standard	Method of Assessment	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
NAEYC 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. *Supportive Skills # 2, #4*	Stated from written lesson plan	*Student fully completes the following with 0-1 errors:* • Objectives are measurable, aligned with content and standards, and standards are cited. • Lesson rationale provides strong evidence of knowledgeable, responsive, and intentional practice. • Content knowledge and resources within academic disciplines is demonstrated clearly in lesson plan and teaching strategies used. • Children's prior knowledge is clearly identified **25 points**	*Satisfactorily completed most of the items listed in column 1 with 2 to 5 errors.* *12 points*	*Incomplete items listed in column 1. There are more than 5 errors.* *0 points*
NAEYC 5b. Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines. *Supportive Skills #1, #5*	Demonstrated	*Student fully completes the following with 0-1 errors:* • 3 or more effective, appropriate modalities/ materials are described. • 2 or more opportunities for analysis and reasoning are listed including use of why/how questions. • Central concepts within academic disciplines or content areas are demonstrated clearly in lesson plan and teaching strategies used. • Teacher provides concept summaries and clarifies learning objectives in a developmentally appropriate way. **25 points**	*Satisfactorily completed most of the items listed in column 1 with 2 to 5 errors.* *12 points*	*Incomplete items listed in column 1. There are more than 5 errors.* *0 points*
NAEYC 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate <u>developmentally</u> meaningful and <u>challenging</u> curriculum for each child. *Supportive Skill #3*	Stated from written lesson plan	*Student fully completes the following with 1 or 0 errors:* • Lesson objectives are measurable, aligned with content and standards, and standards are cited. • Teaching procedure is detailed, with demonstration of what teacher will say and do (not simply directions) • Three appropriate accommodations listed for variations in cultural and abilities differences • Age appropriate method for assessment described in detail • High quality references, learning standards, and/or published resources are used and appropriately cited.	*Student satisfactorily completes most of the items listed in column 1 with 2 to 5 errors.* *12 points*	*Incomplete items listed in column 1. There are more than 5 errors.* *0 points*

		25 points		
General Education Core Competency: Oral Communication **A competent oral communicator can interact verbally with others, resulting in understanding and being understood**	Demonstrated	*Student fully completes the following with 1 or 0 errors:* • Organization- includes introduction, transitions, conclusion, citations; • Central Message- components precisely stated; • Supporting Material- makes appropriate reference to information that supports presentation **15 points**	*2 out of 3 components listed in column 1 are included within presentation* ***7 points***	*0 to 1 out of components listed in column 1 are included within presentation* ***0 points***
Writing Mechanics	Written lesson plan submitted on Blackboard	1. grammar, punctuation, or spelling errors. **10 points**	2-3 grammar, punctuation, or spelling errors. **5 points**	Multiple errors in grammar, punctuation, or spelling errors. ***0 points***

Appendix C: Observation Rubric

Child Observation Rubric

Key Element	Alignment	Exceeds Criteria (2 points)	Meets Criteria (1 point)	Does Not Meet Criteria (0 points)
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.	**Developmental summaries**	*Candidate fully completes the following:* • **Described the child's developmental growth over time** • **Referenced a relative theory/theorist** • **Related content to own philosophy of learning** • **Summarized all information received from anecdotal records, ASQ and structured observations**	**Satisfactorily completed most bulleted items, missing 1-2 items.**	**Incomplete summaries do not address bulleted items.**
2c. Involving families and communities in their children's development and learning	**Provide family with ASQ**	*Candidate fully completes the following:* • **Provided family with age appropriate ASQ** • **Provided family with ASQ Suggested Activities and discussed child's development with family**	**Satisfactorily completed most bulleted items, missing 1 item.**	**Incomplete summaries do not address bulleted items.**
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children	**Developmental summaries**	*Candidate fully completes the following:* • **Explained the use and benefit(s) of structured observations in relation to specific child's level of development**	**Satisfactorily completed most bulleted items, missing 1 item.**	**Incomplete summaries do not address bulleted items.**

		• Described curriculum, goals and strategies used in carrying out structured observations		
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for child with disabilities.	**Provide family with ASQ suggested activities**	*Candidate fully completes the following:* • **Scored ASQ according to instructions** • **Provided family with ASQ suggested activities based on child's ASQ score and developmental level**	**Satisfactorily completed most bulleted items, missing 1 item.**	**Incomplete summaries do not address bulleted items.**
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines	**Structured observations**	*Candidate fully completes the following:* • **Ensured child's comfort during the activity** • **Provided activity in child's natural environment** • **Provided activity that is developmentally appropriate and interesting to the child**	**Satisfactorily completed most bulleted items, missing 1 item.**	**Incomplete summaries do not address bulleted items.**

Appendix D:
Classroom Observation Rubric

Standard	Alignment	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
NAEYC Standard 1c	*Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments*	*The "Designing Environments" activity and the Summary/Reflection Submission demonstrates understanding of healthy, respectful, supportive and challenging environments by providing* • ***at least 3*** *appropriate recommendations for change based upon the observation experience.* • ***higher level thinking*** *evidenced by the students ability to connect the observation experience and their own knowledge through reflective thinking and recommendation of changes of the environment.* • ***Describes and connects*** *knowledge of developmentally appropriate environments*	*The activity is somewhat complete and demonstrates an introductory understanding of healthy, respectful and supportive learning environments..* • ***Describes*** *learning environments but does not make connections to knowledge of developmentally appropriate practices.*	*Answers are incomplete and do not demonstrate an understanding of learning environments.* • *There are **no descriptions or connections** to learning environments.*

NAEYC Standard 3b	Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.	Activity is complete and reflects evidence of observation, documentation and appropriate assessment tools and approaches knowledge. • **Identifies at least 3-5** connections between the observation and positive relationships and supportive interactions in the reflection component. • **Articulating** a critical response/reflection free from	Answers are somewhat complete and demonstrate an introductory understanding of observation, documentation and appropriate assessment tools. • **Identifies 1-2** connections but does not demonstrate understanding of observation, documentation and appropriate assessment	Answers are incomplete and do not demonstrate an understanding of observation, documentation and assessment. • **No connections** are made or documented
NAEYC Standard 5a	Understanding content knowledge and resources in academic disciplines	The completed observation form indicates the student understand the value of observation and each observation topic. Student is able to use the resources provided to perform the observation and utilize the findings to provide meaningful reflection.	Student completed the observation but did not follow the appropriate instructions.	Student did not complete the observation.

Appendix E:

Advocacy Rubric

Standard	Alignment	Exceeds Criteria	Meets Criteria	Does Not Meet Criteria
2a: Knowing about and understanding diverse family and community characteristics.	Template C: Reflection Paper	Candidate shows a *thorough* understanding of diverse family and community characteristics in relation to their advocacy topic.	Candidate shows a *partial* understanding of diverse family and community characteristics in relation to their advocacy topic.	Candidate *no or little* understanding of diverse family and community characteristics in relation to their advocacy topic.
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	Template C: Reflection Paper	Candidate *thoroughly* completes the following: • Demonstrates their knowledge of using research tools as evident by the presentation. • Includes how using technology will improve their practice in working	Candidate *thoroughly* completes 1-2 of the bulleted items or *partially* completes all 3 bulleted items.	Candidate does not complete any of the bulleted items.

		with children as it relates to their topic. • Explains more than one method of how they will use technology to improve their practices working with children		
6a: Identifying and involving oneself with the early childhood field	Template A	Candidate *thoroughly* completes the following: • Identifies three principles from the Code of Ethics that will guide their Advocacy research presentation • Explains in three paragraphs how these principles will guide their research. • States how they plan to share their Advocacy research within the community	Candidate *thoroughly* completes 1-2 of the bulleted items or *partially* completes all 3 bulleted items.	Candidate does not complete any of the bulleted items.
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	PowerPoint Presentation	Candidate *thoroughly* completes the following: • F2F candidates asks at least one question either orally or as written feedback to all presenters. DL candidates posts a question or comment for all student presentations. • Knows the answers and is able to reply to all of their classmates' comments and questions. • Shares websites and/or apps that relate to their topic with children and could be shared	Candidate *thoroughly* completes 1-2 of the bulleted items or *partially* completes all 3 bulleted items.	Candidate does not complete any of the bulleted items.

		with peers as a professional resource		
6d: Integrating knowledgeable, reflective, and critical perspectives on early education	Template B	Candidate *thoroughly* completes the following: • Lists at least three things they learned from each classmate's presentation • Names two ways they will apply this new information to their work with children. • Writes at least one question or comment they have about each student topic • Writes a one page reflection paper and names two things they learned from their research and community presentation • Explains several ways they will use their research findings to improve their work with children	Candidate *thoroughly* completes 1-3 of the bulleted items or *partially* completes all 4 bulleted items.	Candidate does not complete any of the bulleted items.

6e: Engaging in informed advocacy for children and the profession	Oral Group Presentation	Candidate *thoroughly* completes the following: • Describes a policy issue that he/she is passionate about • Demonstrates both written and oral advocacy skills • Delivers the presentation to the community	Candidate *thoroughly* completes 1-2 of the bulleted items or *partially* completes all 3 bulleted items.	Candidate does not complete any of the bulleted items.

Appendix F:

Family Interview

NAEYC Sub-Standard	Resources	Instructional Content	Assessment
What are your goals?	**What will support your teaching?**	**How will you teach it?**	**How will you measure if the students met the goal?**

b:1a.   1B
 	
2   2A
 	
2   2B
 	
3   3D
	1. Every Individual is Rooted in Culture
	
	   https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-01-english.pdf
	
	1. Families in the Classroom, chapter 10
	1. Tips for Talking to Parents about Developmental Concerns
	
	   https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/TipsTalkingParents.pdf
	
	1. Important Interactions, How to Communicate Effectively with Parents
	
	   https://www.youtube.com/watch?v=4JaPUDa1ck4
	
	1. Roanoke City Family Resources
	
	   https://www.roanokeva.gov/DocumentCenter/View/153/Community-Resources-3-Fold-Flyer---English-PDF
	
	1. Virginia 211
	
	   https://www.211virginia.org/consumer/index.php
	
	1. NAEYC Code of Ethical Conduct
	
	   https://www.naeyc.org/resources/position-statements/ethical-conduct
		Students will interview a family in order to better understand the multiple influences on early development and learning as well as diverse family and community characteristics. The student will learn how to engage families in a genuine and respectful way, building positive relationships and reciprocal communication. Students will also gain an understanding	Rubric should include observable, measurable items; things that you can see in the assignment and say "yes, they get points for that" clearly.
			
			Rubric should:
			• Include **criteria** for each sub-standard (use exact language)
			• Include observable items that show the sub-standard has exceeded/met/not met. This should be specific items that you see in the assignment. These should be in **different levels of criteri**a (I recommend three). This gives students opportunities to excel in one sub-

		of the ethical and collaborative components of child assessment leading to effective learning environments. *Concise, but detailed instructions:* Interview a family that is not your own family and that has at *least one child under 8 years of age*. Interview write ups should be in complete sentences (no bullets) and be at least 1 ½ to 2 typed pages in length. Students should also submit a copy of the thank you note. (More details posted within the assignment)	standard but need work in another. It is a more comprehensive measure of their abilities. Use any verbs you like (I prefer exceeds, meets, and does not meet for data collection purposes).

	Southwest Virginia Community College Program Assessment 2021-2022				
Division	**Program**	**Coordinator**	**Email**	**Beginning Term**	**Ending Term**
BEIT	Electrical/Electronics AAS; Industrial Maintenance CSC; Renewable Energy and Energy Efficiency CSC; Electrical Installation CSC	*Christopher Joe Godsey*	*Christopher.Godsey@sw.edu*	*Fall 2021*	*Spring 2022*

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 ensure that students have been properly trained about workplace safety and common hazards they will encounter when they enter the workforce.

Goal 3: To prepare students for industry related certification exams that demonstrate core competencies in the workforce.

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: A capstone electronics design project will be given to second year students in ETR 143 during the fall semester(ELE 245 for Electrical Installation).	Goal 1: 100% of the students will successfully design, construct, and demonstrate a functional power supply.	Fall 2021: 100% of the students completed the design and demonstrated a functional power supply.	I will be adding additional components to the design project to further ensure that students are well prepared to enter the workforce.

Analysis/Use of Results

Comments: This was the first time I had given a capstone design project for this course, and it went very well. However, I will be modifying the project to further enhance the learning objectives.

Outcomes Assessment				

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will earn their OSHA 10 General Industry Certification.	Goal 2: Percentage of students that successfully earn their OSHA 10 General Industry Certification.	Goal 2: 100% of the students successfully earn the OSHA General Industry Certification.	Fall 2021: Participation: 100% Earned Credential: 84% Spring 2022: Participation: 100% Earned Credential: 66% Overall: Participation: 100% Earned Credential: 78%	The biggest issue is attendance, there are a required number of class room hours needed to earn the certification. I will adjust the success standard to 80% pass rate, and try to reinforce the importance of attendance.

Analysis/Use of Results

Comments: It appears that the largest issue here is that some students tend to miss too many classes and therefore are unable to earn the certification. It is also important to note that this safety certification is used in multiple programs.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students earn their Workplace Readiness Certificate.	Goal 2: Percentage of students that successfully pass the Workplace Readiness Certificate Exam.	Goal 2: 100% of the students successfully pass the Workplace Readiness Certificate Exam. (Spring 2022)	Spring 2021: Participation Rate: 27% Pass Rate: 100% Spring 2022: Participation Rate: 58% Pass Rate: 71%	I plan to increase the participation rate and focus on specific areas to improve the success rate for Spring 2023. I plan to adjust the success standard to 70% for participation and 80% for pass rates.
Analysis/Use of Results				
Comments: There was a large increase in participation rate from 2021 to 2022, but the success rate decreased.				

Southwest Virginia Community College
Program Assessment
2021-22

Division	Program	Coordinator	Email	Beginning Term	Ending Term
Health Technologies	**EMS Technology**	**Bill Akers**	Bill.akers@sw.edu	Fall 2021	Summer 2022

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 2022 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
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, Advanced EMT, or Paramedic.	National Registry Paramedic written and clinical simulation examination.	Benchmark-Pass rate greater than 90% by the third attempt.	Initial findings will be available June 15, 2022	TBD

Analysis/Use of Results

Comments: National average for NREMT pass rate is 72%

	Click to enter text. **Outcomes Assessment**				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**	
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 Advanced EMT or Paramedic.	National Registry psychomotor exam.	Benchmark- Pass rate greater than 90% by the third attempt.	Initial findings will be available June 15, 2022	TBD	

Comments:

	Click to enter text. **Outcomes Assessment**				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**	
Goal 3: At the completion of the program, the students will demonstrate personal behaviors consistent with professional and employer expectations for the entry-level Advanced EMT or Paramedic.	Employment survey administered six months following graduation to measure employer satisfaction with the graduate's ability to perform entry-level paramedic skills, their knowledge of EMS, and their professional behavior.	Benchmark-90% of graduates will achieve a 2 or better on a 3-point scale multiple-question survey.	Benchmark exceeded.	We will continue to monitor performance.	

Comments:

Click to enter text. Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 4: At the completion of the Spring 2022 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%.	Initial findings will be available on May 15, 2022	TBD

Comments: The FISDAP EMT-Readiness exam is a nationally validated, comprehensive exam. It is highly predictive of success on the National Registry Exam.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Associates of Applied Science Degree - Information Systems Technology, Information Technology and Business Fundamentals and Software Development CSCs	Crystal Dye	Crystal.dye@sw.edu	2021-2022

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

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.

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

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

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. 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	Evaluation of student internship performance by host sites. Evaluation is also completed by faculty panel of symposium presentations. Event may be on	85% of students will receive a Good or Very good rating on both the internship (ITE290/298) evaluation completed by their host site	In the Spring 2022 term, 4 students completed the internship program. Due to student work schedules, students presented directly	In the upcoming terms, the Canvas course shell will be setup for a recording option in the event students cannot meet with the group time.

			with the SWCC internship instructor instead of with a group. 100% of the students received a good/very good rating.	
2.	Students will be familiar with industry certification exams in an IST concentration area.	Certification information and requirements will be posted and updated (if applicable) on each program course (ITE, ITN, ITD, ITP) syllabi. A graded assignment will also be included in each course based on the certification focus. (1)	Certification information is posted on each program course syllabus at the beginning of each term. In Spring 2022, 60% of students enrolled in a course focused on a certification will complete the graded assignment with a C (70%) or higher.	Fall 2021 and Spring 2022 – Course Syllabi on file in Deans Office. Syllabi updated each term with current certification information for students. In the Spring 2022 ITP260 Network Security course, students completed a research project and learned about resources for test prep, how to schedule a certification test and the cost of certification. The Spring section of ITN260 had ten enrolled with 7 (or 70%) of the students completing with a 70% or higher.	Continue to update course syllabi in preparation for Summer 2022 term with any industry certification changes or updates. Continue to add certification focused assignments to the certification-based courses within the program.
3.	Students will demonstrate good critical thinking and problem solving skills needed for successful employment in IST related careers.	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 project. Evaluation of the student interview assignment (ITP298) hosted by Big Interview. Interview assignment allows student(s) to practice a professional general and IT related job interviews.	85% of students will complete the main capstone project (ITP298) with grade of "C" or higher during the Fall 2021 and Spring 2022 terms. 85% of students will complete the interview assignment with a grade of "B" or higher.	In the Fall 2021 term, 1 student completed the capstone course and received higher than a C on the project. In the Spring 2022 ITP298 course, 5 of 5 (100%) students completed the course project with a C or higher. Students in the course during the spring 2022 term completed three Big Interview assignments. All	Continue with the project in the ITP298 course. In the Fall 2021 course, the student completed an employer focused project. In the Spring 2022, a new project was created to be more career research focused for the students. Students had the opportunity to complete a career portfolio including resume, practice virtual resumes and professional presentations. Students encouraged instructor to keep the new design for future courses.

			five students received higher than an 85% on all three interview activities.	

Analysis/Use of Results

Comments (Goals tied to other unit activities, anticipate new goal based on findings.)

(1) Courses included are listed below with certification information.

     ITE115 – Microsoft Office Specialist
     ITN106 – CompTia A+ (Part 1)
     ITN107 - CompTia A+ (Part 2)
     ITE140 – Microsoft Office Specialist (Excel Only)
     ITN260 – CompTia Security+
     ITN112 – CompTia Network+

Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Health Technologies/Nursing	Neyia Beavers	neyia.beavers@sw.edu	Fall 2021	Spring 2022

Mission of the Unit

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.

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: The program completion rate will be at or above 55% based on 100% on-time completion 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)

Assessment Categories

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 2021 with progression to NSG 170 in Spring 2022 and student enrollment in NSG 115 in summer 2021 to 205 in fall 2021	• 90% retention 1st to 2nd semester. (18 students enrolled in NSG 115; 50 students enrolled in NSG 100)	18 of 18 (100%) students enrolled in NSG 115 progressed to NSG 205.

43 of 50 (86%) students enrolled in NSG 100 moved on to NSG 170 [2 students withdrew and 5 were unsuccessful]. | Goal met for Track 2 (NSG 115) students. Goal not met for Track 1 (NSG 100) students. Continue to advise students concerning program requirements and available resources. Remediate students with low test scores. Consider a benchmark of 85% for Track 1 students as they are typically younger and less |

				experienced than the Track 2 (LPN-RN transition) students.

Analysis/Use of Results

Comments: Anticipate new goal for 2022-2023 based on findings. Track 1 students typically are less successful than Track 2 (LPN-RN transition) students.

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 2021	The first-time pass rate for 2021 students will be at or above the 80% minimum.	NCLEX-RN first-time pass-rate for 2021 graduates was 75%. Goal not met.	Goal not met. Offer face-to-face classes in the spring 2022 semester. Mandate ATI live review for all students. Deliver ATI Capstone course with mandatory remediation. Develop NCLEX-success plan.

Analysis/Use of Results

Comments: COVID-19 continued to have a detrimental effect on the graduating class of 2021. During their time in the program, the students had several classes virtually and limited clinical experiences. Upon graduation, many went directly into the workforce to assist in meeting nursing shortages and patient overload during the pandemic preventing them from prepping appropriately for NCLEX. In developing a NCLEX-success plan, students will have more resources for them to be successful (tutoring, remediation, new test policy, new exit exam requirements).

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Program completion rate will be at or above 55% based on 100% on-time completion from initial enrollment. (Long-term goal)	Program completion based on initial enrollment in NSG 100 or NSG 115.	55% of students enrolled in NSG 100 in fall 2019 and NSG 115 in summer 2020 will complete the program on time (100% rate).	Total on time program completion rate for 2021 graduates was 72.3%. Track 1 students was 69.23%; Track 2 students was 84.62%. Goal met.	Goal met. Continue to utilize the college early alert system and review areas of student weakness through ATI results and NCLEX results. Mandatory remediation for at risk students.

Analysis/Use of Results
Comments: Program completion rate has historically been calculated at 150% of the program length. In 2021, the Accreditation Commission for Education in Nursing (ACEN) changed its requirement to be calculated at 100% or on-time completion rate. In discussing this change with other VCCS nursing programs, most were going to use 50-55% for a success standard for this outcome. SWCC well passed that standard so a higher % could be considered for future goals.

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) (2021 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 and employers who responded to the survey reported satisfaction or adequate on all categories of evaluation. Goal met.	Goal met. Participation in the survey was low. Consider other methods to reach graduates and ensure higher return rate.

Analysis/Use of Results
Comments: Possibly consider other methods for survey participation and ways to increase return rates.

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) (2021 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.	78% of students completing the survey reported full-time employment (7 out of 9 students). Goal not met.	Goal not met. Continue with current efforts to assist student in pursuing employment opportunities and return of graduate surveys. Possibly repeat survey to achieve more accurate results.

Analysis/Use of Results
Comments: Survey completion/return rate was very low. Consider using other methods to increase return rates. As a program, we do not believe this is reflective of true results. Repeating the survey may provide more results.

Program Assessment: Southwest Virginia Community College				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Division of Health Technologies/Occupational Therapy	Annette Looney	Annette.looney@sw.edu	Fall 2021	Spring 2022

Mission of the Unit

To prepare selected students to qualify as contributing members of the health care team who will care for patients under the supervision of a Registered Occupational Therapist. 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.

Program Goals

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.

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: 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.

Assessment Categories

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 program pass rate published at NBCOT for the chronological years of 2019, 2020, 2021 is 44/54 = 81.48% 2019 (20 grads): 19/24 = 79% 2020 (17 grads): 9/10 = 90% 2021 (20 grads): 16/20= 80%	Strongly encourage all students to not wait excessive times to take board exam; continue to incorporate learning experiences in OCT 298 on board exam policies, how to sign up, study tools, and require practice tests as assignment. Will incorporate NBCOT OT Knowledge Exam (OTKE) to provide assessment on weak areas so that additional learning experiences and assessments can be incorporated into course content.

Analysis/Use of Results

Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)

The addition of the OTKE in fall of 2022 is anticipated to provide insight into areas that we need to strengthen our curriculum or provide alternate learning experiences to promote retention and application of the materials.
Also, revisit including an option for a board exam prep day at the college during May.

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.	2019: 20/20= 100% pass 2020: 17/17 = 100% pass <u>2021: 20/21 = 95.2%</u> Total 3 year pass: 98.3%	AFWC has compiled a fieldwork orientation with an outline of expectations and objectives for each week of Level II fieldwork to assist clinical sites and students in meeting the clinical fieldwork goals. Continue to incorporate skills check-offs and professional development assessments with students prior to attending fieldwork.

Analysis/Use of Results

Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)

Implementing the fieldwork expectations/objectives agenda when orienting students to Level II experiences is expected to provide additional structured reminders of the expectations for a successful fieldwork experience.
Skills check-offs and professional development evaluations conducted throughout the didactic portion of the program is expected to create additional emphasis on professional competencies and behaviors plus enlighten any weak areas that need to be addressed prior to Level II fieldwork.

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	2019: 20/22 = 91% retention 2020: 17/25= 68% retention 2021: 20/26 = 77% retention	OTA program has returned to a single college program accepting 15 students per year.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
Due to difficulties with clinical placements and job placements, in addition to the program returning to a single college program, the OTA class is now accepting 15 students each fall. It is anticipated that with the more competitive selection process that retention rates will improve. Additional considerations that improve program retention rates include the campus-wide alert system that provides support to students who are at danger of not completing the program.

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 enrich their academic and clinical knowledge while providing increased exposure of occupational therapy in the college service region.	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.	9/19/2019: OTA class worked with Riverview Elementary School on the National School Backpack Awareness day event. OTA students and program director presented information on correct packing and wearing of school backpacks to reduce back and neck pain and injury. 2020: Unable to do an event live in community based on Covid pandemic, however, students did make therapy shoe box tasks to donate to pediatric clinical sites. 2021: OTA class volunteered for outdoor therapy camp at The Play Hut in Lebanon, Va.	Continue to incorporate community service learning projects annually as appropriate to meet and enhance learning objectives.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
As we attempt to better serve our community with occupational therapy interventions, we improve our visibility as a health care program and grow our student employment opportunities.

Program Assessment: Southwest Virginia Community College				
Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Radiography/Health Technologies	Donna Corns	Donna.corns@sw.edu	Fall 2021	Spring 2022

Mission of the Unit

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.

Program Goals

Goal 1: Retention of first-year (freshman) student 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 program completion, 75%.

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

Assessment Categories				
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% of students will be retained during the first year in the radiography program.	83.3% of students were retained during the first year in the program for the class of 2020-2022. Two students left at the beginning of summer semester for personal reasons. One student left the program at the end of summer semester for personal reasons. One left at the end of fall semester for personal reasons. No students were lost during the spring semester. This means the program retained 20 out 24 students during the first year in the program	The program will continue to attempt to retain students by fostering a personal connection and providing a strong academic environment. The loss of students due to personal reasons is an ongoing struggle that has a multitude of reasons with no definite answer.

Assessment Categories				
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% of students will be retained during the second year in the radiography program.	100% of students were retained during the second year in the program for the class of 2020-2022.	The program will continue to try to achieve this success.

Assessment Categories				
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% of students will be retained throughout the course of the radiography program.	83.3% of students were retained for the class of 2020-2022. 20 out 24 students stayed through the course of the program. The four were lost during the first summer and fall semesters.	The program will continue to provide the highest possible educational environment which includes the addition of RadTech Bootcamp as an additional resource to the required textbooks and lectures.

Assessment Categories				
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	Graduates will pass the ARRT board examination.	**First group takes their registry on June 1 so results will follow in July.	

Analysis/Use of Results
Comments: See Action Plans.

APPENDIX A

Assessment Forms by Award

Certificates and Diplomas

Southwest Virginia Community College Program Assessment 2021-2022				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Health Technologies/Health Sciences Certificate	Dr. Clint Pinion	Clint.pinion@sw.edu	Fall 2021	Spring 2022

Mission of the Unit

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.

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 successfully complete HLT 143 with a basic understanding of medical terminology.

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

Outcome 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.	48% of health science students enrolled in PSY 230 successfully completed the course with a C or better.	The Division will work with Student Success to determine if additional resources are available for students who are enrolled in PSY 230.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Health science certificate students will successfully complete HLT 143 with a basic understanding of medical terminology.	Successful completion of HLT 143 with a "C" or better.	70% of students enrolled in HLT 143 will successfully complete the course.	82% of students enrolled in HLT 143 successfully completed the course.	No further action has been identified for this goal.
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Health science certificate students will continue their education in one of SWCC's health programs.	Analysis report from Cathy Smith-Cox comparing the number of students that graduated with a Health Science Certificate in 2020-2021 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.	58% of graduated HSC students enrolled in a health program at SWCC within two years.	The Division will work with the Health Science Certificate advisor to brainstorm strategies for transitioning students from HSC to a health program at SWCC.
Analysis/Use of Results				
Comments: The Division will work with Student Success to determine if additional resources are available for students who are enrolled in PSY 230. The Division will work with the Health Science Certificate advisor to brainstorm strategies for transitioning students from HSC to a health program at SWCC.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Heating Ventilation and Air Conditioning Certificate and Career Studies Certificate	Nick Nelson	nick.nelson@sw.edu	2021-2022

Program Mission Statement

Heating Ventilation and Air Conditioning (HVAC) Program:

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

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: Track student retention for Fall-Graduation, Fall-Spring, and Spring-Summer to help us to address problem areas regarding the number that start the program compared to the number that complete the program.

Goal 4: Students should complete the Workforce Readiness Skills test in the Spring semester. This certification will help the students obtain employment..

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 BlackBoard 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 4 on a 4 point scale.	Positive feedback on all interns.	Continue the focus on critical thinking related to HVAC
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	The safety program is positively impacting the students critical thinking skills relating to job safety.	While we have not had a safety issue we will increase the awareness of the need for safety in the lab and in the field
Goal 3: Student retention for Fall-Graduation, Fall-Spring, Spring-Summer to obtain data To make adjustments to	3: Find the retention rate For the tracking periods to find the baseline numbers.	.3: A 75% retention rate for the complete program.	100% have either completed the program or will finish during the Summer semester	Maintain the stressing of the need to complete the program and increase the opportunities for mentoring
Goal 4 Students should take the Workforce Readiness Skills test(Work Keys) in the Spring semester.	4. Allow students to obtain a Certification that might enhance their job opportunities.	4.75% pass rate	We were unable to schedule the tests	4. Resolve scheduling issues
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; to collaborate on varied topic areas for related assignments to develop a team approach.	All students have utilized Canvas	Continue to make Canvas a part of the program

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	EPA 608 test 90% pass rate EPA 609 test 100% pass rate	Find newer and better training methods to address different learning styles
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal 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 2020, 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	2021-2022

Program Mission Statement

The Legal Studies (LGL) Career Studies Certificate 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 legal studies for the workforce of the region.

Program Goals

Goal 1: Provide 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. 90% of LGL students enrolled in ITE 115/ITE 119 digital literacy certified 2. Utilize critical thinking skills 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 80% or higher on a digital literacy certification exam 2. Earn a score of 80% or higher on critical thinking projects 3. Meet 100% of required 72 contact hours	1. The digital literacy certification exam is no longer available 2. 100% of LGL students earned 80% or higher 3. 100% of LGL internship students met 100% of contact hours	1. Identify a new certification exam 2. Review critical thinking projects for possible modification 3. Continue utilizing flexibility to meet internship requirements

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

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Health Technologies	Practical Nursing	Linda Cline	Linda.cline@sw.edu	2021-2022
Program Mission Statement				
To provide an education that will promote learning and application of skills required to be competent as a Licensed Practical Nurse.				
Program Goals				

1. The practical nursing program will have a first- time passage rate on the NCLEX-PN of 80% with the cohort.

2. The practical nursing program will have 75% of cohort to score 900 or higher on the HESI Exit exam within two attempts.

3. The practical nursing program will have 75% of the students progress from the first two semesters of the program to the last two semesters of the program.

4. The practical nursing program will have a 90% job placement rate within one year of program completion and successful passage of NCLEX-PN.

5. The practical nursing program will have 80% of students that begin the program to complete the program.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
The practical nursing program will have a first- time passage rate on the NCLEX-PN of 80% with the cohort.	The NCLEX-PN would be the measure. This is the exam that each graduate takes in order to be licensed as a practical nurse.	The cohort of students will have a first-time passage on the NCLEX-PN exam of 80%. The board of nursing will provide the program with both quarterly reports and an annual report.	For the 2021 year the practical nursing program did not meet this benchmark. The percentage was at 66%.	The student will begin in their first semester test-taking strategies and be introduced to NCLEX style questions in the PNE 95 class. The student will be using Elsevier adaptive quizzing, which mimics computerized questions and at three different levels. This is similar to computer adaptive testing that is done on the NCLEX-PN. The students will complete the HESI specialty exams in all areas. The student should score between 850 to greater than 900 by the second attempt. The student will complete the PNE 295 class
Goal 2: The practical nursing program will have 75% of the cohort to score 900 or better on the HESI Exit exam within two attempts in the last semester of the program.	The HESI Exit exam score report will be evaluated for the score of both the first test and the second test. The HESI Exit exam is a predictor of passage on the NCLEX-PN test. The student should score 900 or above to be at the score to be predicted to pass the NCLEX-PN	The students take two version of the HESI Exit exam. These are given in the last semester. These score reports will be evaluated at the end of both tests to calculate the percentage.	The program did not meet the goal. The percentage for the 12/21 cohort was 12%.	The student will take all of the HESI specialty tests and score 850 to above 900. If the student does not score this, the student will need to complete the HESI remediation specially designed for the student. The student will successfully pass the PNE 295 class with a score of 80% or
Goal 3: 75% of students in the practical nursing program will progress from the first two semesters to the last two semesters.	The class and grade rosters for each of the classes in each semester will be reviewed to see how many students progress from the first two semesters (fall and spring) to the last two semesters (summer and fall).	After review of the class and grade rosters at the beginning of summer semester, the program should have 75% of the cohort students matriculating into the second semester.		The student will be introduced to strategies to help them be successful in the nursing program to include test taking strategies, time management skills, and study skills in the PNE 195 course in the fall semester. The student will maintain a score of 80% on each assignment and test in both the first and second semester to make sure that material is learned. If an 80% is not obtained then

Goal 4: The practical nursing program will have a 90% job placement rate within one year of graduating the program and successfully passing the NCLEX-PN.	This will be evaluated by reaching out to each student after they successfully complete the NCLEX-PN to see where they have secured employment. This should be completed by the beginning of summer semester unless a student has not yet tested.	The evaluation of a student obtaining employment as a LPN provides helpful information to our program. It is our goal to graduate nurses that can pass the NCLEX-PN and exhibit knowledge and skills to perform excellent patient care. This will let us know that our students are obtaining jobs. We will ask students to let us know when they are taking their boards. Upon successful completion of the boards, then they will be asked to update us on job status.		At the end of the last semester in the PNE 145 class the student will be asked to let faculty know when they are scheduled to take the NCLEX. After confirmation of passage of NCLEX, the student is asked to let us know of their employment status as a LPN. The student will be given opportunity to speak with potential employers during PNE 145 class. The student will be asked at the beginning of the semester which employers that they would like to have visit the class. The faculty will work with the facility to see if they will present to the class or
Goal 5: The practical nursing program will have 80% of students that begin the program to complete the program.	The admission list and course roster will be evaluated from the beginning of the fall semester of the new cohort and then the course roster and grade roster will be evaluated at the end of their last semester once grades are processed to determine how many completed the program.	In order to determine this the beginning course list will need to be evaluated for the beginning number. At the end of the last semester after grades have been entered, the course rosters and final grade roster will be compared to the first semesters course roster. The numbers will then be calculated to give a percentage.		The student will be provided with continued support throughout the program with success courses, remediation, faculty tutoring, and clinical opportunities. The student will need to meet with faculty if they are not doing well in the course to determine what needs to happen in order for them to be successful. An academic success plan will be formulated with the assistance of faculty. This plan will be

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
See Action Plans

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	Allen L. Martin	Allen.Martin@sw.edu	2021 - 2022

Program Mission Statement

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.

Program Goals

Goal 1: Continue to improve the entry level instruction of the 1st-semester welding students in the preparation for 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 2021). As the AWS (American Welding Society) is changing the policies and rules of welding it is also important that we do the same.

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. With the continued growth of our businesses so is the soft skills needed for the appropriate jobs

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
To produce trainees who can accurately read and execute welding blueprints	Instruction of proper blueprint reading will be taught in Wel-150. Execution of blueprint reading skills will be performed in Wel-129 to test students' knowledge. Each student will be given their own blueprint and be	Last year's findings showed that 83% of students were able to read and execute welding blueprints. We will be reaching for an increase of 87% for this year	The current year's success rate was 91%. This was 8% higher than the previous year and 4% higher than our goal of 87%	Continue our emphasis on interpreting information on welding symbols and understanding the Bill of materials in upcoming Wel-150 classes
To produce trainees who have the ability to be given a welding project or welding scenario and be able to know what welding process or processes need to be used and also what filler metal would best fit the welding application.	Instruction of proper welding processes and filler metals are taught throughout our welding classes. Students will be asked to determine or perform what welding process or processes and filler metal are required to complete a welding	Reaching for a minimum of 75% success rate	Students were given a welding project and asked what process or processes were needed and also what filler metals would best fit the application. 82% of students were able to successfully execute or have knowledge of what welding process or processes and filler metals needed to execute the project.	The additional instruction that was needed for the remaining students was the same across the board. (what filler metals to use with high strength carbon steel and high-grade aluminum) Will emphasize more on selecting the right filler metal for higher tensile strength carbon steel and aluminum.
To produce trainees who retain the knowledge of the various welding shielding gases and know which welding process requires which certain shielding gas.	Instruction of proper shielding gas to welding process is taught throughout our welding classes. Students will be given a written exam on shielding gases and which welding process is used in Wel-141.	Reaching for a minimum of 80% success rate.	Students were given a welding shielding gas exam and asked to complete it. Results showed that 88% of students were able to successfully answer what welding shielding gas is used with the different welding processes used.	We will keep focusing on teaching students about various welding shielding gases through lectures, in-class use of shielding gases, and written tests and exams.

Analysis/Use of Results
Comments
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 this, 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 strengthen the 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

APPENDIX A

Assessment Forms by Award

Career Studies Certificates

Southwest Virginia Community College Program Assessment 2021-2022					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	*Adventure Tourism, Guide Essentials, Outdoor Interpretation and Education, and Outdoor Recreation Career Studies Certificates*	*Michael Brown*	*Michael.brown@sw.edu*	*Fall 2021*	*Spring 2022*

Mission

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.

Annual Program Goals

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

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

Goal 3: Students will develop the skills to have students to distinguish, prepare, compose, and assess a business plan.

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 2021)	Course Not Taught due to low or zero enrollment	Research and Marketing to increase enrollment in first term class. Keep Format given by American Red Cross and 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 2021)	Course Not Taught due to low or zero enrollment	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 165 - final project in Small Business Management	Goal 3: 70 % pass rate (Fall 2021)	Course Not Taught due to low or zero enrollment	Research and Marketing to increase enrollment in second term class. Keep format of capstone projects.
Analysis/Use of Results				

Comments:
The Fall 2021 courses were affected by the Covid-19 closings and changes in courses. Some of the Fall 2021 and Spring 2022 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.

A marketing plan is being designed to recruit students into the Fall 2022 and Spring 2023 semesters. A recruiter position is being created to help in this effort to show the importance of Outdoor Recreation and Tourism research and careers. The development changes to the program for the next year are being made with recruitment options available.

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.

Southwest Virginia Community College Program Assessment 2021-2022					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
Business, Engineering and Industrial Technology	**Automotive Diagnostics and Repair**	*Anthony Blevins*	Anthony.blevins@sw.edu	*Fall 2021*	*Spring 2022*

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.	Pass rate is not available at this time due to retakes of the certification test	Giving student every opportunity to prepare for the certification testing.
Goal 2: Students will earn OSHA 10 General Industry Certification, NC3 Safety certifications.	Successfully earn OSHA 10 General Industry NC3 safety certs.	100% of students earn the OSAH 10 General Industry Certification.	100 % 0f students earned the OSHA 10 Certification	Keep it a requirement for the Automotive class.

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.	There are over 20 NC3 Certification for the students to earn. There is total of 241 NC3 certifications earned in day and night class during this cohort of students.	**Give students more time to acquire certifications**

Analysis/Use of Results

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.   .

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Precision Machining, CNC and Machine Operations, CAM and CADD Fundamentals Career Studies Certificates	Steven Lee Olinger	steven.olinger@sw.edu	2021-2022

Program Mission Statement
Precision Machining program provides workforce readiness skills for a career in advanced manufacturing and/or manual. The curriculum is based on the standards of National Institute for Metalworking Skills, Inc. with the opportunity to earn Level I industry credentials for manual and CNC (Computer Numerical Control). Upon completion of this program, students will be able to enter or advance in such fields as Machine Operator (CNC or conventional), machinist, CNC setup technician, and CNC programmer.

Program Goals
Goal 1 Apply fundamental and basic manual machining skills in creation of project and earn NIMS related certifications.
Goal 2 Create a print design and apply fundamental CNC machining skills to create the project and earn the related NIMS certification.
Goal 3 Organize and implement an experiential education opportunity for student engagement in machining and CNC based competitions.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Students will have basic machining skills and jobs skills. 2. Students will have basic CNC skills.	1.(NIMS) National Institute for Metalworking skills Certifications (Measurement, Materials, & Safety) and (NC3) National Coalition of Certification Centers (Starrett and Snap-on Tape and Rule Measurement). 2.(NIMS) National Institute for Metalworking skills Certifications (CNC Milling	1. 70% of students will earn both (NIMS) and (NC3) credentials. 2. 70% will earn at least one. 3. Engage at least 3 students.	1. 72.73% of students earn both. 2. 72.73% earn at least one. 3. Due to COVID-19 no in-person machining competition held this spring.	1. Continue to Spend more time with students on the materials concerning these Certifications before the student takes the test. By giving them more assignments and tests on speeds, feeds and math formulas on the lathe and mil. 2. Since only 72.73% passed one and/or both CNC certifications. I will require at least one extra day in

3. Engage students in experiential educational opportunities, SkillsUSA.	Operator) and (CNC Turning Operator) 3. Number of students participating.			Machine shop lab to give the student more hands-on time on both the CNC lathe and Mill to better prepare them for the Certification tests. 3. Hopefully by spring 2023 my students can compete at the local or state level. State winners go on the national competition the SkillsUSA Championships.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)				
The alignment of the precision machining program with employer needs and college/VCCS goals to provide relevant skills/credentials to students is always evolving. To increase awareness and number of credentials earned SWCC will increase advisement efforts on the importance of earning of additional credits. We will continue to expand and build relations with local employers to actively participate in the program by serving on advisory committees, guest lecturing, conducting mock interviews, and being active reviewers in the NIMS certification process. To increase the student's skill level and success rate on the hands-on portion of the certification test, faculty will schedule additional lab time, provide a mechanism for re mediation/tutoring on difficult to understand concepts and practices, and work with each student individually on the develop of career goals to ensure they have the appropriate skills upon completion.				

Program Assessment: Southwest Virginia Community College				
Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Health Technologies	Donna Corns	Donna.corns@sw.edu	Fall 2021	Spring 2022

Mission of the Unit

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

Program Goals

Goal 1: Students will demonstrate employability.

Goal 2: Students will demonstrate clinical competence.

Goal 3: Students will demonstrate professional patient care.

Assessment Categories				
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.	No students in the CT program for clinical during fall or spring semesters.	Consider making the CT program an every other year offer.
Goal 2: 2. A. Students will demonstrate acceptable clinical performance by the end of their first semester in the program. (Fall) **Short Term Goal** B. Students will demonstrate clinical competence as evidenced by completion of all clinical competency requirements as set forth by ARRT. C. Program Director and Clinical Coordinator will create a multi-personnel approach to clinical communication.	2A: Final Performance Evaluation score in RAD 196 Fall. 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. 2C: RAD 196 Donna will communicate with students as well as clinical preceptors to improve understanding of clinical requirements.	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. 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. 2C: Donna will email clinical preceptors.	No students in the CT program for clinical during fall or spring semesters.	Consider making the CT program an every other year offer.

Goal 3: 3. A. Students will demonstrate effective patient and radiologist communication as evidenced by obtaining and documenting thorough and accurate patient histories. 3. B. Students will demonstrate competent patient care in dealing with various CT patients.	3A: RAD 196 Fall semester Final Performance Evaluation #5 ((Obtained / documented patient history thoroughly and accurately) 3B: RAD 196 Spring final performance evaluation - Patient Care Section, as scored by their clinical preceptor	3A: Students will score 3 out of a 4-point scale 3B: Students will score 3 out of a 4-point scale	No students in the CT program for clinical during fall or spring semesters.	Consider making the CT program an every other year offering.
Analysis/Use of Results				
Comments See Action Plans.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Cybersecurity (CSC), Cybersecurity and Network Fundamentals CSC	Crystal Dye	Crystal.dye@sw.edu	2021-2022

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

Goal 1: Cybersecurity students will participate in a career fair event for career exploration.

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

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

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
4. Students will attend a career fair event for career exploration.	Attendance at a job fair in the area of cybersecurity/IT. Attendance may be at a SWCC career fair or event hosted by the Center of Academic Excellence. Instructor(s) will post the event as a graded "assignment". Student will provide proof of attendance by uploading files in Canvas.	50% of students enrolled in the participating cybersecurity course(s), attend a cybersecurity/IT career fair. This activity is completed in one or more of the ITE105, ITN261, ITN262, ITN260 and/or ITN266 courses. Outcome may be completed during Fall 2021 or Spring 2022. Career fair dates are currently TBD.	In ITN260 and ITN266, students had the opportunity on April 4th to attend a virtual job fair with CGI to discuss career opportunities and training requirements. On February 23, students also had an opportunity to attend the SWCC Virtual Transfer fair to explore future education opportunities. Less than 50% attended the events.	In upcoming terms, the events will be added as a graded assignment with an alternate assignment available for students unable to attend the in-person/online event. Many students were unable to attend due to work schedules.

5. Students will be introduced to industry certification requirements in all certification focused courses.	Certification information and requirements will be posted and updated on each Cybersecurity program course syllabi. A graded assignment will also be included in each course based on the certification focus.	Certification information is posted on each Cybersecurity course syllabus at the beginning of each term. In Spring 2022, students will have an opportunity to explore the requirements of specific industry certifications in each certification focused course in a graded assignment.	Fall 2021 and Spring 2022 – Course Syllabi on file in Deans Office. Syllabi updated each term with current certification information for students. In ITN260, students completed a research assignment concerning the Security+ certification learning the certification requirements, testing requirements, fees as well as certification update requirements.	Continue to update course syllabi in preparation for Spring 2022 term with any industry certification changes or updates. In the Fall 2022 term, additional projects will be added to the ITE105, ITN260, or ITN261 course for additional certification prep.
3. Students will demonstrate the ability and skills to perform tasks related to the field of cybersecurity.	Students enrolled in cybersecurity course(s) will participate in a campus cyber event (business contest, SWCC CyberLab contest, or other virtual event)	In Fall 2021, students within the Cybersecurity program will have an opportunity to compete in the SWCC 2nd Annual Cybersecurity contest. The virtual contest is held during the month of October in celebration of Cybersecurity Awareness month. For Fall 2021, a goal for this outcome is to have 10 students participate in the contest.	In Fall 2021, 1 student participated and in Spring 2022, students participated in the event.	The event will be changed beginning Fall 2022 to include more students. The event will also be added to the upcoming ITE152 course to introduce cyber to students enrolled in additional programs outside of IT and cyber and also to encourage additional participation for the goal of 10 students to participate. The event will remain available to IST and cyber students.

Analysis/Use of Results
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)
See Action Plans.

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	2021-2022

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. 90% of EMR students enrolled in ITE 115/ITE 119 certified in digital literacy 2. Utilize critical thinking skills 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. Digital literacy certification earned 2. Overall average score earned on critical thinking projects in ITE 115/ITE 119 3. Assess EMR students' Microsoft Office application skills	1. Score 80% or higher on ta digital literacy certification exam 2. Earn a score of 80% or higher on critical thinking projects 3. Score 80% or higher on comprehensive Microsoft Office exam	1. Digital literacy certification no longer available 2. 100% of EMR students earned 80% or higher on 3. 100% of EMR students earned 80% or higher	1. Identify a new digital literacy certification exam 2. Review critical thinking projects 3. Review Microsoft Office exam

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 EMR student computer literacy level
Update critical thinking projects

Southwest Virginia Community College Program Assessment 2020-2021					
Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	Medical Coding CSC	*Margaret Dye*	Margaret.dye@sw.edu	*Fall 2021*	*Spring 2022*

Mission
The mission of the Medical Coding Career Studies Certificate is to prepare students for entry-level positions as medical coders in hospitals, clinics, and other healthcare facilities.

Annual Program Goals
Goal 1: To graduate students who demonstrate the ability to perform basic computer skills necessary for medical coding positions.
Goal 2: To graduate students who demonstrate knowledge of anatomy and physiology as it applies to medical coding.
Goal 3: To graduate students who demonstrate a knowledge of ICD-10-CM, CPT, and HCPCS II medical coding procedures.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: Students will demonstrate knowledge of basic computer skills.	Goal 1: Use an information literacy exam administered in ITE 102 or a comprehensive capstone project from ITE 115/140, depending on the computer class taken by the student.	Goal 1: All students in the course will score 70 or higher on the exam/capstone, indicating knowledge of the necessary computer skills required by the industry.	A total of six (6) students in Business Administration, Accounting, and Bookkeeping were enrolled in ITE 140 for the spring semester. Of these six students only one student completed the capstone project in the Excel class, scoring an A on the project.	For Fall 2022, the capstone in Excel will be changed and administered to students enrolled in ACC 211, ACC 212, HIT 253, HIT 254 to get a representative sampling from Business Administration, Accounting, Bookkeeping, Leadership, and Medical Coding.

Analysis/Use of Results
Comments: ITE 140/115 classes are offered every semester, so students within these programs can register at any time for these courses. In doing so, it is nearly impossible to give an assessment with a good sampling of students from these programs. For Business Administration and Accounting, as well as career studies certificates related to these degrees (Leadership & Entrepreneurship, Bookkeeping, and Medical Coding), a capstone project will need to be completed by students in the main business courses for these programs (ACC 211, ACC 212, HIT 253/254).

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 2: Students will demonstrate knowledge of anatomy and physiology as it relates to medical coding.	Goal 2: Comprehensive anatomy/physiology exam relating to medical coding will be given to the HIT 253/HIT 254 students at the end of the spring semester.	Goal 3: All students in the course will complete the comprehensive exam with a score of 70 or better.	Because the anatomy/physiology needed for medical coding contains such a large amount of material, this portion of the class was broken down into 18 anatomy/physiology assessments in HIT 253. Out of 21 students in the course, 19 students (90.4%) passed each anatomy/physiology assessment with a score of C or better.	Anatomy/physiology assessments will continue to be used in the upcoming academic year. The comprehensive assessment will be broken down into individual assessments throughout the semester to incorporate all sections of the medical coding manuals.

Comments: Anatomy/physiology knowledge is a major requirement for medical coding students. Not only is it needed for the initial certification exam, but this knowledge is needed in the medical facilities in order to better understand the documentation, diagnoses, and procedures that are being coded. With such a large section of material to cover in each class, a better assessment is to break down the material into manageable pieces. Doing so will not only help the student concentrate on each section, but it will give a better understanding of which sections need to be covered more in depth, based on the scores provided on each assessment. Based on the 18 smaller assessments, students are retaining most of the anatomy/physiology information learned from the BIO 145 class in the fall semester and the refresher assignments given in the spring medical coding classes.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students will demonstrate knowledge of correct ICD-10-CM, CPT, and HCPCS II coding procedures applied in medical facilities.	Goal 3: Comprehensive medical coding exam will be given at the end of the spring semester to all students in HIT 253 and HIT 254.	Goal 3: All students in the class will complete the comprehensive exam with a score of 70 or better, which is the score required to become a certified medical coder through American Academy of Professional Coders (AAPC).	A final test in HIT 254 was given that incorporated the medical coding manuals from both HIT 253 and HIT 254 (ICD 10, CPT, and HCPCS II). 18 of the 19 students enrolled in the course completed the final test. Of those 18 students, 16 (88.9%) scored a grade of "C"	The scores for the final test show very good understanding of the coding processes needed to pass the AAPC's Certified Professional Coder (CPC) exam and work in the medical coding field. A diagnostic coding capstone

or better on the test.	will be added to each class (HIT 253 and HIT 254) covering the three coding manuals. The capstones will be completed at the end of the semester in each class to assess the students' knowledge in dissecting and coding from medical documentation that will be seen in everyday work within the medical facilities.

Comments: The final test in HIT 254 shows retention of knowledge from the first chapter through the end of the semester. Each chapter builds within the course so that the student has covered all three coding manuals (ICD-10, CPT, and HCPCS II) required for national certification exams and for work within medical facilities. Adding a capstone component that incorporates the medical documentation the students will see in the facilities will give a type of real-world experience and help prepare them for certification.

Southwest Virginia Community College						
Program Assessment						
2021-2022						
Division	*Program*	*Coordinator*	*Email*		*Beginning Term*	*Ending Term*
BEIT	Network Administration	Michael Brown	Michael.brown@sw.edu		Fall 2021	Spring 2022

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 understanding and knowledge of network concepts.

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: Final Exam in ITN 112	Goal 1: 70% pass rate (Spring 2022)	89% pass rate for the Spring 2022 term – 9 students (C or Better)	Look into ways to continue student participation to keep the higher pass rate.

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 2022)	78% pass rate for the Spring 2022 term – 9 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 exam in ITN 113	Goal 3: 70 % pass rate (Spring 2022)	83% pass rate for the Spring 2022 term – 6 students (C or Better)	Look into ways to increase student participation to get a higher pass rate.
Goal 4: Students will demonstrate their understanding and knowledge of network concepts.	Goal 4: Final Exam in ITN 101	Goal 4: 70% pass rate (Fall 2021 and Spring 2022)	100% pass rate for the Fall 2021 term – 7 students (C or Better) 75% pass rate for the Spring 2022 term – 8 students (C or Better)	Look into ways to increase student participation to get a higher pass rate.
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 Fall 2021 and Spring 2022 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.

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 2021-2022				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Health Technologies/Pharmacy Technician (CSC) Career Studies Certificate	Dr. Clint Pinion	Clint.pinion@sw.edu	Fall 2021	Spring 2022

Mission of the Unit

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.

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.

Outcome 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.	81% of students enrolled in HLT 261 successfully completed the course.	The program changed the required curriculum for students entering in the fall 2022 academic term. The program will modify

				future goals to include student success in HLT 261, 262, 263, and 264.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
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.	92% of students enrolled in HLT 290 successfully completed the course.	The program will modify future goals to monitor the number of students successfully completing clinical placements.
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
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	75% of students who enrolled in HLT 261 enrolled in HLT 290.	The program will modify future goals to monitor the number of students successfully completing HLT 261, 262, 263, and 264 that enroll in HLT 290
Analysis/Use of Results				
Comments: The Division of Health Technologies is actively recruiting a full-time faculty member for the Pharmacy Technician program. The faculty member will also serve as the Interim Program Coordinator and work with the Division Dean to create new goals based on the revised curriculum and the ASHP-ACPE accreditation standards.				

Southwest Virginia Community College Program Assessment 2021-2022				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Health Technologies/Phlebotomy (CSC) Career Studies Certificate	**Dr. Clint Pinion**	**Clint.pinion@sw.edu**	**Fall 2021**	**Spring 2022**

Mission of the Unit

The mission of the SWCC phlebotomy program is to: (1) prepare graduates who collect, transport, and process blood and other specimens for medical laboratory analysis in hospitals, medical clinics, and commercial settings. The curriculum provides learning experiences in the classroom, laboratory, and at approved clinical affiliates. Upon completion of the curriculum, students will be eligible to take the National Health Career Association exam for Phlebotomy Technician Certification (CPT).

Program Goals

Goal 1: Students will successfully complete MDL 105 to gain basic knowledge of general phlebotomy practices.

Goal 2: Students will gain the essential knowledge and skills to collect, transport, and process blood and other specimens through clinical experiences.

Goal 3: Students who enroll in MDL 105 will progress to second semester courses to prove program attrition.

Outcome Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will successfully complete MDL 105 to gain basic knowledge of general phlebotomy practices.	MDL 105 course grade of "C" or better will measure student's basic knowledge of phlebotomy practices.	70% of students enrolled in MDL 105 will successfully complete the course.	79% of students enrolled in MDL 105 successfully complete the course.	The program met the target but would like to increase the percent of students earning a C or better in MDL 105. The program will explore barriers to student success by polling students during the fall 2022 academic term.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will gain the essential knowledge and skills to collect, transport, and process blood and other specimens through clinical experiences.	Successful completion of MDL 190 with a "C" or better.	70% of students enrolled in MDL 190 will successfully complete the course.	100% of students enrolled in MDL 190 successfully completed the course.	The program will continue to monitor this goal.
Goal 3: Students who enroll in MDL 105 will progress to second semester courses to prove program attrition.	The number of students who enroll in MDL 105 (fall) will be compared to the number of students who enroll in MDL 190 (spring).	70% of students enrolled in MDL 105 will enroll in MDL 190.	64% of students enrolled in MDL 105 enrolled in MDL 190.	The program will explore barriers to course completion by polling students during the fall 2022 academic term.
Analysis/Use of Results				

Comments: The program plans to poll students to explore barriers that exist for academic success in MDL 105. Also, the program will determine why greater than 30% of students enrolled in MDL 105 are not progressing to complete their clinical rotations in MDL 190.

APPENDIX B

Assessment Status Matrix

SWCC PROGRAM ASSESSMENT MATRIX 2021-22

Program	Lead	Mission	Goals	Outcomes	Measures	Standards	Com Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Com Review
Occupational Therapy Assistant AAS	A. Looney	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		
Radiography AAS	D. Corns	X	X	X	X	X		X	X	X		
Computed Tomography CSC	D. Corns	X	X	X	X	X		X	X	X		
Practical Nursing Cert	L. Cline	X	X	X	X	X		X	X	X		
Nursing AAS	N. Beavers	X	X	X	X	X		X	X	X		
Health Sciences Cert	C. Pinion	X	X	X	X	X		X	X	X		
Health Care Tech CSC	Inactive											
Paraoptometric CSC	Inactive											
Pharmacy Technician CSC	C. Pinion	X	X	X	X	X		X	X	X		
Phlebotomy CSC	C. Pinion	X	X	X	X	X		X	X	X		
Human Services Mental Health AAS, Human Services Cert												
Human Services Specialization Substance Abuse AAS												
Education; Pre Teacher Education AA&S	K. Austin	X	X	X	X	X		X	X	X		
Substance Abuse Counselor Cert												
Science AA&S	A. Lockhart	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		
General Studies AA&S, Liberal Arts spec AA&S, and General Ed. Cert.	H. Hensley	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		
ADJ Spec in Emergency Management AAS	Discontinued											
Crime Scene Technology CSC	On Hold											
Music AA&S (GS spec.), Advanced Studies in Music CSC	J. Trivette	X	X	X	X	X		X	X	X		

Program	Lead	Mission	Goals	Outcomes	Measures	Standards	Com Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Com Review
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		
Fine Arts AA&S (GS spec.), Arts and Crafts Cert	M. Gilbert	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		
Agribusiness AA&S (GS spec.), Agribusiness CSC	R. Dorkoski											
Appalachian Studies AA&S (GS spec.), App Studies CSC	A. Vance	X	X	X	X	X						
Human ServiceTechnology CSC												
Psychology AA&S (GS spec.)	J. Richardson	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		
Engineering AA&S, Software Engineering Specialization AA&S and Pre Engineering CSC	B. Hale	X	X	X	X	X		X	X	X		
Information Systems Technology AAS, Computer Repair Technician CSC, Software Development CSC, Information Technology and Business Fundamentals CSC	C. Dye	X	X	X	X	X		X	X	X		
Cybersecurity CSC, Cyber Security and Network Fundamentals CSC	C. Dye	X	X	X	X	X		X	X	X		
Electrical Electronics Technology AAS; Electrical Installation CSC; Renewable Energy and Efficiency CSC; Alternative Energy Technology AAS	J. Godsey	X	X	X	X	X		X	X	X		
Mechatronics ;Industrial Maintenance CSC	J. Godsey	X	X	X	X	X		X	X	X		
Administrative Support Technology AAS	J. Rowell	X	X	X	X	X		X	X	X		
Legal Studies Cert	J. Rowell	X	X	X	X	X		X	X	X		
Electronic Medical Records CSC	J. Rowell	X	X	X	X	X		X	X	X		
Management AAS , Management Spec CSC	L. Beavers	X	X	X	X	X		X	X	X		

Program	Lead	Mission	Goals	Outcomes	Measures	Standards	Com Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Com Review
Network Administration CSC	M. Brown	X	X	X	X	X		X	X	X		
Business Administration AA&S	M. Dye	X	X	X	X	X		X	X	X		
Medical Coding CSC	M. Dye	X	X	X	X	X		X	X	X		
Accounting AAS/Bookkeeping CSC; Leadership and Entreprenuership Career Studies Certificate;	M.Dye	X	X	X	X	X		X	X	X		
Heating Ventilation & Air Cert and CSC	N. Nelson	X	X	X	X	X		X	X	X		
Precision Machining CSC; CNC & Machine Operations CSC; Advanced Precision Machining CSC;Advanced Manufacturing TS AAS	S. Olinger	X	X	X	X	X		X	X	X		
Google IT Support CSC; IT Support CSC	Crystal Dye	X	X	X	X	X		X	X	X		
Automotive Diagnostic and Repair CSC	A. Blevins	X	X	X	X	X		X	X	X		
Adventure Tourism CSC/ Outdoor Recreation CSC/Outdoor Leadership AAS Specialization; Guide Essentials, Outdoor Interpretation and Education CSC's	M. Brown	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? • 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? • 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
Are the assessment methods appropriate for the learning outcomes? • 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? • 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? • 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
Is the report well-organized and structured? • 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

Academic Plan and Specializations	Total	Gender		Load	
		Female	Male	Full Time	Part Time
	Students	Students	Students	Students	Students
Accounting 203-01	24	18	6	4	20
Administration of Justice 400-01	55	32	23	30	25
Administrative Support Tec 298-01	4	4		1	3
Advanced Emergency Medical Tec 221-146-03	1	1			1
Advanced Manufacturing 718-03	9		9	7	2
Advanced Studies in Science 221-190-01	8	5	3	1	7
Agribusiness 221-335-30	4	4			4
Agribusiness/General Studies 697-07	9	4	5	7	2
Appalachian Studies 221-694-01	1		1		1
Appalachian Studies/Gen Studie 697-08	2	2		1	1
Automotive Diagnostic & Repair 221-909-01	23	1	22	7	16
Bookkeeping 221-212-03	5	5		1	4
Business Administration 216-01	69	31	38	36	33
Business Management 212-01	59	38	21	29	30
Computer Repair Technician 221-731-24	6	1	5		6
Computerized Tomography 221-172-02	2	2			2
Cybersecurity 221-732-15	14	6	8	5	9
Early Childhood Develop 636-03	80	78	2	20	60
Early Childhood Education 221-636-04	12	12			12
Early Childhood Education 634-01	1	1			1
Early Childhood Infant/Toddler 221-636-05	13	12	1	1	12
Education 624-01	60	39	21	30	30
Electrical 221-941-02	13		13	4	9
Electrical/Electronics 941-02	26	3	23	11	15
Electronic Medical Rec Spec 221-285-74	3	3		1	2
Emerg Medical Serv Techno 146-01	49	28	21	13	36
Engineering 836-01	34	7	27	19	15
Fine Arts/Genl Stud 697-02	22	14	8	8	14

Academic Plan and Specializations	Total	Gender		Load	
		Female	Male	Full Time	Part Time
	Students	Students	Students	Students	Students
General Studies 697	258	151	107	110	148
Geology & Environmental Scienc 881-02	9	5	4	2	7
Health Care Technician 221-190-06	4	4			4
Health Science Tech 190-06	377	320	57	125	252
Heat/Vent & Air Condition 903-01	31	3	28	21	10
Heating, Ventilation and Air C 221-903-10	6		6	2	4
Human Service Certificate 469-01	2	2		1	1
Industrial Maintenance 221-990-00	1		1	1	
Info Tech & Business Fundament 221-299-16	1		1		1
Information Systems Tech 299-01	55	15	40	22	33
Information Technology 221-299-08	1		1		1
Law Enforcement 463-01	2	2		1	1
Legal Studies 261-01	8	8		2	6
Liberal Arts/General Studies 697-06	1	1		1	
Management Specialist 221-212-19	2	1	1		2
Mechatronics 221-736-01	1		1	1	
Medical Coding 221-152-02	52	48	4	8	44
Mental Health Degree 480-01	32	26	6	16	16
Music 697-05	14	6	8	10	4
Nursing 156-01	83	68	15	31	52
Occupational Therapy Assistant 126-01	17	15	2	16	1
Outdoor Recreation 221-460-35	1		1		1
Pharmacy Technician 221-190-08	22	19	3	11	11
Phlebotomy 221-151-02	26	26		9	17
Practical Nursing 157-01	47	44	3	20	27
Pre Teacher Education 624-02	41	34	7	23	18
Pre-Engineering 221-831-01	3	1	2	1	2
Precision Machining 221-883-10	5		5	3	2
Psychology-General Studies 697-03	72	53	19	35	37
Radiography 172-01	21	18	3	10	11

Academic Plan and Specializations	Total	Gender		Load		
		Female	Male	Full Time	Part Time	
	Students	Students	Students	Students	Students	
Renewable Energy and Energy Ef 221-706-40	3		3		3	
Science 881-01	41	31	10	13	28	
Science Spec Pre Medical 881-03	127	85	42	62	65	
Software Development 221-299-01	4		4		4	
Software Engineering 836-02	5		5	3	2	
Substance Abuse 480-04	20	18	2	8	12	
Substance Abuse Counselor 403-01	17	16	1	2	15	
Welding 221-995-01	16	2	14	8	8	
Welding/Diploma 707-01	20	1	19	12	8	
Total	2,056	1,374	682	826	1,230	

APPENDIX E

ENROLLMENT, CREDIT HOURS GENERATED AND ANNUAL FTE BY SUBJECT

ENROLLMENT, CREDIT HOURS GENERATED AND ANNUAL FTE BY SUBJECT

Subject	Enrolled	Credits	FTE
ENG	1,702	5,106	170.2
BIO	2,422	4,822	160.7
MTH	1,242	3,776	125.9
HIS	843	2,529	84.3
PSY	838	2,514	83.8
NSG	951	2,193	73.1
HLT	715	1,962	65.4
ITE	672	1,863	62.1
CHM	908	1,828	60.9
PNE	502	1,502	50.1
BUS	439	1,307	43.6
SOC	334	1,002	33.4
CHD	307	921	30.7
MUS	296	846	28.2
CST	275	825	27.5
ITN	245	735	24.5
SDV	725	727	24.2
ADJ	237	718	23.9
EMS	411	706	23.5
PLS	225	675	22.5
ART	220	660	22.0
WEL	224	657	21.9
ACC	177	649	21.6
PHY	304	610	20.3
OCT	254	584	19.5
AIR	169	575	19.2
HMS	192	574	19.1
RAD	251	560	18.7
ECO	158	474	15.8
MDE	147	441	14.7
ELE	126	441	14.7
REL	138	414	13.8

Subject	Enrolled	Credits	FTE
AUT	107	378	12.6
MAC	100	297	9.9
EDU	81	243	8.1
PED	205	238	7.9
ITP	73	224	7.5
EDE	74	222	7.4
HIT	61	215	7.2
EGR	77	208	6.9
MKT	54	152	5.1
MEN	50	150	5.0
GEO	49	147	4.9
HCT	45	135	4.5
AST	51	135	4.5
MDL	40	120	4.0
BLD	50	120	4.0
LGL	35	105	3.5
ETR	32	105	3.5
DAN	68	102	3.4
AGR	31	101	3.4
SAF	50	100	3.3
IND	32	76	2.5
MEC	26	71	2.4
PHI	23	69	2.3
SPA	12	44	1.5
ITD	14	42	1.4
ENV	14	42	1.4
NAS	20	40	1.3
ENE	8	32	1.1
HUM	25	25	0.8
HIM	7	21	0.7
GOL	10	20	0.7
ASL	5	19	0.6
DRF	7	14	0.5
FIN	3	9	0.3

Subject	Enrolled	Credits	FTE
RPK	4	4	0.1
JPN	1	4	0.1