Southwest
Virginia Community College
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Program Assessment
At
Southwest Virginia Community College
2022-2023

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 alignment 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. If the outcome was partially met, the text is purple. 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.

Summary of Results

The majority of degree and certificate programs were assessed this year. The exceptions were those related to Mental Health and Culinary Arts. The new faculty coordinators for these programs were given this assessment cycle to familiarize themselves with the program and the assessment process.

Faculty assessed 124 program goal related outcomes during this cycle. Of those outcomes assessed 67 met benchmarks, 41 did not meet benchmarks, eight partially met benchmarks, four had data pending and four 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
2022-2023
Academic Year

REVISED—07 OCT 22

FALL 2022

September 16	All Assessment Plans Due to Division Dean for Review
September 23	Deans submit Assessment Plans to VPA&SS and IRO
September 30	Convening of the Program Assessment Committee
October 7-24	Program Assessment Committee Reviews Submitted Plans
October 24	Approved Plans Returned to Faculty
October 24-31	Peer Mentoring and Revision as Needed
November -December	Continue Work on Findings and Action Plans
December 22	Program Assessment Day

Spring 2023

January -April	Continue Work on Findings and Action Plans
April 14	Preliminary Findings Due to Division Dean for Review
April 17	Deans submit Completed Assessments to VPA&SS and IRO
April 21	Program Assessment Committee Reviews Completed Plans
April 24	Approved Plans Returned to Faculty and VP A&SS and IRO
April 24-28	Peer Mentoring and revision as needed
May 15	Program Assessment Day—Completed assessments due to deans at end of day
June 16	Draft of the 22-23 Program Assessment Report Due to the Assessment/ Student Outcomes Committee (Emailed for Feedback; Change Based on Feedback)
June 23	Final Program Assessment Report Submitted and Published to the Website

Summaries of 2022-23 Program Assessment

Associate of Arts and Sciences Degrees

Agribusiness
Associate of Arts and Sciences--General Studies Specialization

Goals, Outcomes and Analysis

Goal 1: To increase program viability, Agribusiness will use Shared Services Distance Learning (SSDL) for all online Agribusiness courses with the goal of increasing enrollment by 10%.

Outcome Related to Goal 1: Agribusiness course enrollment will increase by 10%.

Outcome Met. Due to connections made through SSDL, specifically from enrollment from Blue Ridge Community College, enrollment was significantly higher for all three AGR classes during Fall 2022 and Spring 2023. The exact numbers can be calculated a few ways, but enrollment was up well over 10% due to BRCC.

Goal 2: To increase awareness of local Agribusiness opportunities, the program will have an annual Fall field trip. This will be a face-to-face event where the Agribusiness program students will have the opportunity to visit a local agribusiness-based facility, farm, or business.

Outcome related to Goal 2: To provide the opportunity for SWCC Agribusiness students to visit and experience a local agribusiness-based facility, farm, or business.

Outcome Not Met. The planned trip was cancelled due to the sudden illness of the owner.

Goal 3: To foster connection within the agricultural community, the program will sponsor one annual program-wide (remote) guest speaker each Spring.

Outcome Related to Goal 3: SWCC Agribusiness students have the opportunity to network with a professional in a related agribusiness industry.

Outcome Not Met. The event was cancelled due to lack of participation of students.

Analysis/Use of Results

As a result of this year's assessment findings the faculty plan to:

1. Offer the remaining SWCC Agribusiness classes on SSDL.
2. Continue to try to organize annual field trips.
3. Continue to communicate agriculture-events going on in the larger community with SWCC Agribusiness students.

Appalachian Studies
Associate of Arts and Sciences--General Studies Specialization
Appalachian Studies Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: To evaluate the program and consider adjustments of current required Appalachian Studies courses to ensure each meets student needs.

Outcome Related to Goal 1: Evaluate and consider adjustments of required Appalachian Studies courses.

Outcome Not Met. No progress reported.

Goal 2: Increase the number of students participating in the Appalachian Studies program.

Outcome related to Goal 2: An effort will be made to increase the number of students participating in the Appalachian Studies program by 5% by using Navigate to send an individual invitational text to current General Studies majors and those undecided.

Outcome Not Met. Enrollment in the program did not increase by 5%.

Goal 3: Enhance student learning through extra-curricular activity.

Outcome Related to Goal 3: 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 Not Met. Only one student participated in both courses simultaneously which did not foster faculty or student collaboration.

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. Although enrollment did increase, it did not increase by 10%.

Analysis/Use of Results

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 students is expected to increase. Faculty also noted the continued need to adjust program courses and credit requirements to better meet student needs.

Business Administration
Associate of Arts and Sciences

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 processes no GSAT findings were available for Business Administration majors.

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 and Spring 2022, a change had been implemented to the quiz portion of the course content, giving students extra practice in accounting cycle steps. That change was carried into fall 2022 and spring 2023 as well. In total, 31 of 40 (77.5%) students in all ACC 211 sections for the two semesters completed the accounting cycle comprehensive problem with a grade of C or better. Broken down into majors, 21 Business Administration majors completed the problem; and of those 21 students, 15 (86.7%) passed the test with a grade of C or better

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 Met: A total of 15 students in Business Administration, Accounting, Bookkeeping, and Leadership were enrolled in ITE 140 for the fall 2022 and spring 2023 semesters. Of those 15 students, 9 students completed the comprehensive problem; and 8 of the 9 (88.9%) passed the test with a grade of C or better. Broken down by majors, 3 Business Administration majors completed the test, with 3 of 3 (100%) completing the problem with a grade of C or better.

Analysis/Use of Results

GSAT testing officially ended in 2020 with the ending of the QEP. GSAT was still administered for 2021-2022; however, no GSAT testing was done for 2022-2023. Therefore, no scores are available for comparison to other transfer majors. A new assessment outcome will be sought to replace the GSAT goal.

A new software will be used beginning the in summer 2023 and going forward into fall 2023 and spring 2024. This new software will use a different type of general ledger software that will mirror how computerized accounting systems gather information from journal transactions.

Students in Business Administration choose a business elective for the program based on their transfer school. Since some do not take ITE 140 (shown by the low number assessed this year from ITE 140) an Excel comprehensive problem will be used from ACC 211 as an assessment piece since all Business Administration students will be required to take ACC 211 and ACC 212. Using both ACC 211 and ACC 212 will cover Excel skills in business for both financial and managerial accounting.

Education
Associate of Arts and Sciences

Teacher Preparation
Associate of Arts and Sciences—Education Specialization

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: Though 90% of students met teacher expectation on the tool, students did not meet the 95% threshold set by faculty.

Goal 2: AA&S in Education graduates will demonstrate readiness for further study by taking the Praxis II exam required by transfer institutions.

Outcome Related to Goal 2: 75% of all education graduates will take the Praxis exam prior to graduation and meet the testing requirements for their chosen transfer institution.

Outcome Met: 83% received scores that would allow them to enter Teacher Preparation curriculums at transfer institutions.

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 and transfer opportunities.

Outcome Related to Goal 3: EDU 200 students will complete module to introduce them to the potential license endorsements (PK-12 Special Education, PK-6, Middle School/High School Subject Specialization, etc) and determine their career aspirations and transfer opportunities.

Outcome Not Met: While 93% of students completed the google survey and noted their intended area of endorsement, this did not meet the 100% benchmark set by faculty.

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. Transfer Virginia has changed the transfer requirements and some colleges no longer need/require the Praxis. As a result, this requirement will be discontinued in Spring 23. As an additional soft skill and also on the recommendation of the Education Advisory Committee, an ethics module will be added to the beginning of EDU 200.

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

Goals, Outcomes and Analysis

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. A textbook companion site will be used and evaluated for effectiveness.

Outcome Met: Overall student test averages increased by 6.75%, though when evaluated by gpa, results were mixed.

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 Met. 47% of students included an additional factor in the design proposal. This exceeded the standard of 7.5% set by faculty.

Goal 3: Engineering students will demonstrate 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.

Outcome Related to Goal 3: Through evaluation of an ethical dilemma students will demonstrate the 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 by choosing a no- personal ramification.

Outcome Met: 58% of students (n=36) choose non-personal ramifications in ethical dilemmas exceeding the benchmark set by faculty by 8%.

Analysis/Use of Results

Based on performance on Outcome One, faculty believe that higher achieving students may benefit more from more customized feedback while lower achieving students may benefit more from the increase in resources followed by more attempts at homework. Students who turn in lower-scoring homework may not be receiving all the feedback necessary in traditional homework submission formats due to the larger issues in their understanding. You must first master the initial concepts before clarifying the minor details. This discovery prompts the faculty to do more investigation across more curriculums with a larger sample size. Findings for Outcome Two led the faculty to believe that when students are forced to open their minds to non-performance design constraints they adapt well and begin to open up their thinking. This will make stronger student designs in a global context that will produce stronger designs in the future. As a result of the findings of Outcome Three, engineering faculty assert that with more students writing about non-personal ramifications of breeches of ethics the goal has been met and the instructional methodology is effective.

Fine Arts
Associate of Arts and Sciences--General Studies Specialization

Goals, Outcomes and Analysis

Goal 1: Being implementation of Career Studies Certificate in Digital Media.

Outcome Related to Goal 1: Students will enroll in the Digital Media courses that lead to the Career Studies Certificate in Digital Media

Outcome Partially Met: Running all classes as fine art electives. Still waiting on registrar to get csc entered in the system.

Goal 2: Create informal partnerships with Radford and ETSU.

Outcome Related to Goal 2: Students will visit both ETSU and Radford to investigate transfer opportunities.

Outcome Partially Met: Students visited Radford University but did not visit ETSU.

Goal 3: Allow art students another option for learning through development of ART 100 Art Appreciation

Outcome Related to Goal 3: Art 100 will be offered in Spring 2023.

Outcome Met: Ran ART 100 in Spring 2023 successfully with 22 students.

Analysis/Use of Results

As a result of assessment this cycle, faculty stated that outcomes were programmatic this year, but plans on transitioning goals to be student-focused for 23-24 school year based on feedback received on the Peer Advice Rubric. Faculty will also follow up on any needed structure with the registrar to get the Digital Media Career Studies Certificate in the System. An articulation agreement with Radford University will be formulated in the coming year. With the successful implementation of ART 100, two sections will be run in the next academic year.

General Studies
Associate of Arts and Sciences

Goals, Outcomes and Analysis

Goal 1: HIS 121-01 has transitioned from qualitative assessment via the Pearson Revel digital textbook to McGraw-Hill's Connect digital textbook. Overall student averages in Connect will increase due to access to the mastery materials included with McGraw-Hill's Smartbook.

Outcome Related to Goal 1: Overall student averages in Connect will increase due to access to the mastery materials included with McGraw-Hill's Smartbook.

Outcome Met: The quantitative scores from weekly chapter quizzes in HIS 121-01 increased from 69% to 74.25% resulting from the change from Pearson Revel to McGraw-Hill Connect. The lowest average was 25% and the highest was 99%.

Goal 2: Student fail rates in SDV 100 will decrease as a result of restructuring the course for the 2022-2023 academic year.

Outcome Related to Goal 2: Fail rates will decrease to 20%.

Outcome Not Met: In the 2022-2023 academic year, 435 students registered for SDV 100 and 124 either withdrew or received a D or F in the course resulting in a 28.5% fail rate.

Goal 3: Students who are required to take EDE 11/ENG 111 in the Fall 2022 semester will successfully progress to ENG 112 in the Spring 2023 semester.

Outcome Related to Goal 3: The rate of students taking EDE 11/ENG 111 and progressing to ENG 112 will increase by 10%.

Outcome Met: In the 2022-2023 academic year, 32 students enrolled in EDE in the Fall semester. Of those, 11 progressed to ENG 112 in the Spring semester, resulting in 34% of students progressing.

Goal 4: Faculty advising within General Studies will become familiar with and utilize the new Transfer Virginia portal.

Outcome Related to Goal 4: Seventy-five percent of faculty who advise General Studies students will do professional development on the use of the Transfer Virginia tool.

Outcome Not Met: Only 24% of those advising General studies students received training.

Analysis/Use of Results

Faculty have determined through use of the Peer Advice Form that future assessment efforts should focus on students as they progress through the program.

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, 2 and 6: Students will demonstrate understanding of lecture materials covering the basic principles of geology on teacher prepared tests. Mastery level is 80% or above by second of six tests; lower scores result in instructor consultation and remediation.

No Data Reported.

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 mastery of scientific writing, basic research and writing skills for the effective presentation of scientific research and reviews of known facts through an acceptable score on a teacher prepared rubric.

No Data Reported.

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 successfully transfer.

Outcome Met: As of Spring 2023, three students successfully completed the program and are transferring to four year programs in their respective field

Analysis/Use of Results

In order to grow the program focused advertisement and promotion of the program continues. The number of successful graduates is three for the semester, but this tracks with past success and hopefully, the numbers will increase with recruiting efforts. Success of past graduates from the program are very good (with consideration of continued contact and updates from former students). Many go into industry and employment after completing a 4-year B.S. program, with some pursuing M.S. and PhD programs (one former student is currently finishing up a PhD at the Univ. of Alabama).

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 exam/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: The students are involved in multiple performances done throughout the semester in both Jazz Combo and Jazz Vocal.

Goal 3: To re-start and rebuild music ensembles with community involvement including Community Chorus and Pep Band.

Outcome Related to Goal 3: Students and community members will participate in the Pep Band and Community Chorus.

Outcome Met: Pep band played many times for both basketball teams on campus and there was a successful community chorus concert at the end of both the Fall 2022 and Spring 2023 semesters.

Analysis/Use of Results

As a result of the assessment faculty will continue to reach out to the community and students. Students will be given more pieces to play or sing.

Outdoor Leadership

Associate of Arts and Sciences--Business Administration Specialization
Outdoor Recreation Career Studies Certificate
Adventure Tourism Career Studies Certificate

Goals, Outcomes and Analysis

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

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

Outcome Met: One hundred percent of the students obtained the certification.

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: Only 66% of students who participated in the leadership capstone were successful (70% benchmark).

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: Only 66% of students who participated in the capstone were successful in the project presentation for NAI CIG certification (70% benchmark).

Analysis/Use of Results

The Outdoor Recreation program had success on the number of students that were part of the program.

The Outdoor Leadership and Adventure Tourism programs didn't have students signed up to be part of the programs. Students took some of the classes as part of the General Studies, however. Recruitment of students into these programs will be part of the develop and marketing plans. A marketing plan is being designed to recruit students into the Fall 2023 and Spring 2024 semesters. A recruiter position is being used 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.

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 42% are slated to attend transfer institutions in Fall 2023.

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: Fifty-six percent% demonstrated knowledge and drew reasonable conclusions. The benchmark set by faculty was 85%.

Goal 3: AA&S in Science Specialization Pre-Medical students will have a better understanding of community service.

Outcome Related to Goal 3: Students will have a better understanding of community service and its relationship to a professional setting.

Outcome Met: Though only .06% of students participated in volunteering for the RAM clinics, 100% of the students volunteering had a better understanding of the importance of community service and a better understanding of soft and communication skills needed in a professional setting. The professional leads in the clinics were very complimentary of the students.

Analysis/Use of Results

As a result of this year's assessment findings BIO 101 faculty will evaluate the student experience with the scientific method within the course. The faculty also plan to work with the RAM clinics and professional leads in 2023 to have more students participate in clinics. Students will be made aware of the opportunity through mass emails and SDV101 class.

Psychology
Associate of Arts and Sciences--General Studies Specialization

Goals, Outcomes and Analysis

Goal 1: Assemble research to demonstrate academic excellence in the developmental field of psychology.

Outcome Related to Goal 1: PSY 230 courses, regardless of the delivery method, will expose students to scholarly research in developmental psychology through an assignment that integrates resources and instruction from the SWCC library.

Outcome Not Met: Spring 2023 PSY 230-01 students attended a library session with Dr. Teresa Yearout. Spring 2023 PSY 230-W1 received integrated resources online detailing research instruction. The average grade for the term paper in PSY 230-01 was 78%. This number includes students who did not complete the assignment. The average grade for the term paper in PSY 230-W1 was 60%. This number includes students who did not complete the assignment. This demonstrates the importance of integrating resources and instruction from the SWCC library.

Goal 2: Increase from 54.8% to 56.8% percentage of students, in the General Studies Psychology program, who successfully complete their fall 2022 semester and take spring 2023 classes.

Outcome Related to Goal 2: Retention rates will increase by 2%.

Outcome Not Met. 88 students were retained from Fall 2022 to Spring 2023 in the General Studies Psychology program. This number is lower than the 2% goal. Last academic year, 93 were retained from Fall 2021 to Spring 2022.

Goal 3: Increase from 4.8% to 5.8% the number of transfer students in the General Studies Psychology program.

Outcome Related to Goal 3: Students will meet with their academic advisor to discuss transfer.

Outcome Met: Sixty-two students in the psychology program were advised in Spring 2023. The advising sessions included zoom, email, and face-to-face. Many of those conversations included transfer but it was found difficult to track those students who do follow through and transfer.

Analysis/Use of Results

The analysis in the psychology program assessment reveals positive outcomes and indicates areas of success and opportunities for growth within the program. The retention rate of 88 students from Fall 2022 to Spring 2023 reflects a favorable environment. Students are finding value and satisfaction in their education experience in the psychology program. The assessment revealed that there is a slight decline in students signing up for the program, however, retention rates remain high. Next year, one goal of the program will include recruitment strategies as the psychology program will be rebranded starting in the Fall 2023 semester. I also plan to implement more student learning objectives in next year's assessment while continuing to focus on the success of the students and the program.

Science
Associate of Arts and Sciences

Goals, Outcomes and Analysis

Goal 1: To engage students on the material covered in College Chemistry II 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 97% of the students in the College Chemistry II 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 II 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, could help students enhance their knowledge and understanding of the subject area.

Outcome Met: 100% of the students in the Organic Chemistry II course completed the chapter quizzes. The students scored a B or higher on their total quiz grade. The total quiz grade was weighted 15% of the course grade. The overall course grades were improved as compared to previous classes by the addition of the quizzes by at least a letter grade.

Goal 3: To show an increase in the final exam grade for College Chemistry I (face to face delivery) by 3%.

Outcome Related to Goal 3: Students will show a 3% improvement in final exam scores after completion of additional practice problems.

Outcome Met. The final exam grades for the College Chemistry I face to face course increased by 7% from those of Fall 2022. The additional practice problems enhanced understanding of the material covered and provided repetition for the students.

Analysis/Use of Results

As a result of positive outcome this assessment cycle faculty will continue the use of chapter quizzes and additional practice problems. The assignment of discussion boards will also continue.

Summaries of 2022-23 Program Assessment

Associate of Applied Science Degrees

Accounting
Associate of Applied Science

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: In total, 31 of 40 (77.5%) students in all ACC 211 sections for the two semesters completed the accounting cycle comprehensive problem with a grade of C or better. Broken down into majors, six Accounting degree students completed the problem; and of those six, all (100%) of the students passed the test with a grade of C or better.

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 Not Met: AIPCA testing was incorporated into ACC 211 sections for fall 2022 and spring 2023. The assignment was given during the first semester of the course. We offered a total of four ACC 211 sections between the two semesters, consisting of a total of 59 students, 40 of whom completed the semesters. Of those 40 students, 31 students (77.5%) passed the test with a grade of C or better. Broken down by majors, 11 of those students were Accounting degree majors. Of those 11 students, seven students completed the problem, with 5 of the 7 (71.4%) completing with a grade of C or better. An overall comparison of the ACC 211 students from last year to this year show an improvement of scores in the AICPA testing, with 31 of 40 (77.5%) students in all sections and all majors, completing the problem with a grade of C or better. The benchmark set by faculty was 85%.

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

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

Outcome Not Met: A total of 15 students in Business Administration, Accounting, Bookkeeping, and Leadership were enrolled in ITE 140 for the fall 2022 and spring 2023 semesters. Of those 15 students, 9 students completed the comprehensive problem; and 8 of the 9 (88.9%) passed the test with a grade of C or better. Broken down by majors, 4 Accounting majors completed the test, with 3 of 4 (75%) completing the problem with a grade of C or better. The benchmark set by faculty was 85%.

Analysis/Use of Results

The scores for the comprehensive accounting cycle problem for Accounting majors were very high. This same assessment will be used for the next year, using a new software that mimics the general ledger software students would see in a computerized accounting system where the financial statement information is given from information entered in journal entries. Scores for the entire ACC 211 students (all majors included) were below the 85% goal, so manual accounting practice to help reinforce the computerized section of the problem will be utilized to teach each piece of the accounting cycle. As for outcome two scores for all ACC 211 students (all majors included), as well as Accounting majors specifically, were below the 85% goal. Adherence to the professional code of conduct in accounting is crucial to having reliable and timely financial information. With this in mind, the module for this section of the course will be revamped to offer more training in this section. Also, each module during the semester will contain a professional code of conduct section dealing with that specific chapter of the module. Scores from this year will be compared to next year for comparison after changes are implemented. Also as a result of this year's assessment and changes due to Transfer Virginia, ITE 152 will no longer be used as the target course for this outcome assessment.

Administration of Justice
Associate of Applied Science
Law Enforcement Certificate

Goals, Outcomes and Analysis

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

and corrections.

Outcome Related to Goal 1: The Administration of Justice program will be more conducive to online or hyflex learners by offering courses that better suit that modality. Since returning from pandemic guidelines there has been a notable change in the ratio of face-to-face and online students. A study of the change in courses like ADJ-138 Defensive Tactics and ADJ-195 Topics in Law Fit which require face-to-face attendance will be conducted.

Outcome Met: The 2022-23 cohort had only five students enroll in ADJ-195 Topics in Law Fit and only one in ADJ-138 Defensive Tactics. This is a continuation of the trend that began after the temporary stoppage of face-to-face classes due to pandemic protocols. The study lead to the conclusion that students would be better served through a hyflex course—ADJ 229, Community Policing in Modern Society.

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: Student enrollment in ADJ-290 Coordinated internship has declined significantly after its post pandemic re-instatement. Enrollment for the 2021-22 cohort was 6 and the 2022-23 cohort was 2. This is in comparison to the 18 enrolled in the 2019-2020 cohort. The measure of student retention will not be an accurate measure since there are so few enrolling in the internship class.

Analysis/Use of Results

The findings of this year's assessment indicate that courses which require traditional face-to-face attendance are not feasible at this time. This appears to be consistent across the college as post pandemic distance learning. The facts derived indicate a move to courses with a hyflex delivery which will accommodate learners seeking traditional face-to-face or distance learning.

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, 100% 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, 54% earned the OSHA 10 General Industry Certification. The faculty set benchmark was 70%.

Goal 3: To ensure that students can demonstrate robotics expertise before they enter the workforce.

Outcome Related to Goal 3: Students will demonstrate fundamental robotics principles needed to enter the workforce through successful completion of a capstone robotics project.

Outcome Partially Met: 100% of students successfully completed and constructed their design. However, only 70% were able to write a program to fully meet design specifications.

Analysis/Use of Results

Faculty believe that attendance is an issue with OSHA 10 certification since classroom hours are needed to fulfill some of the requirements for certification. Faculty will continue to stress the relationship between attendance and student success. The instructor will also add additional lectures and labs to assist students with programming to improve performance on outcome three.

Business and Technology
Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate skills and knowledge of entry-level word processing technology.

Outcome Related to Goal 1: Students will demonstrate skills and knowledge of entry-level word processing technology through a comprehensive word processing problem.

Outcome Not Met: Only 77% of students in ITE 152 earned a score of 80% or higher on the comprehensive word processing problem. The benchmark set by faculty was 80%.

Goal 2: Deliver adequate instruction preparing students to implement foundational general accounting skills.

Outcome Related to Goal 2: Students will demonstrate knowledge of foundational general accounting skills through completion of a comprehensive accounting problem.

No Data due to lack of enrollment.

Goal 3: Students will demonstrate skills and knowledge of comprehensive spreadsheet software.

Outcome Related to Goal 3: Students will show mastery of skills using spreadsheets by successful completion of a comprehensive spreadsheet problem.

Outcome Met: All of the students enrolled in ITE 140 earned a score of 80% or higher on the comprehensive spreadsheet problem.

Analysis/Use of Results

As a result of this assessment faculty see a need for further discussions to develop strategies to improve student success on outcome one. Faculty in ITE 140 and ACC 211 will continue to collaborate on the word processing and accounting comprehensive problems.

Business Management
Associate of Applied Science
Management Specialist Career Studies Certificate

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will explain their understanding of diversity, equity, and inclusion in management and the business environment through readings, online discussions and essays.

Outcome Met: In the spring semester over 91% of students earned 70 or above on diversity assignments. The fall students did not fare as well with only 79% meeting the set score. All students performed well on the three criteria established for written assignments.

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. Of the students who finished the Business Management program's specific courses in the Spring 2023 Semester, 91.81 percent of students earned 70 percent or better. The fall cohort did not fare as well with only 79% meeting the standard.

Goal 3: Provide students with opportunities to learn international business and marketing practices.

Outcome Related to Goal 3: 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 as evidenced by the content of student discussions and completion of assignments.

Outcome Partially Met: In BUS 280-W1, Introduction to International Business, 85.71 percent of students who completed the class earned 70 percent and above. In MKT 275-W1, International Marketing, 92.31 percent of students earned 70 percent and above.

Analysis/Use of Results

As a result of assessment this cycle the faculty will continue to utilize practices that have proven to be effective. To increase the student success rate in the BUS 100 courses, more details will be included in the instructions and more examples of expectations will be provided. For example, a sample essay with title page, abstract, APA in-text citations, and APA formatting for reference citations will be provided. Also, the instructor will use Navigate to report students who miss two or more assignments.

Culinary Arts
Associate of Applied Science
Introduction to Food Service Career Studies Certificate

New Faculty—Assessment Next Cycle

Early Childhood Development
Associate of Applied Science
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 Not Met: Key assessment scores ranged from a low of 65% in CHD 120 and 145 to a high of 80% on CHD 205. Faculty set the benchmark at 90%.

Goal 2: Early childhood students will observe and participate in Early Childhood classrooms and demonstrate understanding of the value of observation, means of observation and usage of observational data.

Outcome Related to Goal 2: Students will participate in observation of other educators and classrooms.

Outcome Partially Met: While 95% of students in CHD 265 met the criteria, only 71% in CHD 165 met the criteria.

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

Outcome Related to Goal 2: Upon completion of ECD degree or certificate, graduates either gain employment in the field or transfer to obtain a Bachelors.

Outcome Not Met: A total of 83% of spring graduates were employed in the field. This did not meet the 90% benchmark.

Analysis/Use of Results

Faculty plan to continue use of Key Assessment for NAEYC purposes and to ensure compliance with NAEYC standards. Faculty also observed the need to add a DEI section to each Key Assessment. Faculty will also consider ways to give students a stipend to complete observation hours. The stipend could assist those who are working and cannot complete the hours. The advisory board will be consulted regarding employment opportunities, interviewing and candidate expectations. Canvas could also serve as a job board site.

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 Partially Met: 100% of the students completed the design and demonstrated a functional power supply ,but circuit board fabrications was an issue.

Goal 2: To ensure that students have been properly trained in 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: Fifty-four percent of students earned the credential, falling short of the 70% 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 Met: All students earned their Workplace Readiness Certificate.

Analysis/Use of Results

As a result of this assessment, faculty will add more targeted lecture and labs to assist students with circuit board fabrication. OSHA-10 certification requires classroom hours and some students do not attend regularly. The instructor will continue to reinforce the importance of attendance.

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 Met. Over 90% of EMS students passed the psychomotor examination.

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: At least 90% of graduates achieved a 3 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 Met: Ninety percent of capstone students passed the capstone exam and went on to pass the NREMT exam.

Analysis/Use of Results

Faculty will submit National Registry Paramedic written and clinical simulation examination scores as they become available. All other outcomes will be monitored for successful completion.

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 adequately prepare students to report and describe professional certifications.

Outcome Related to Goal 1: Students will report and describe professional certification requirements through a research assignment.

Outcome Not Met: Eighty percent of student successfully completed the assignment in both semesters, falling short of the 85% goal set by the faculty. In Fall 2022 100% completed successfully. In the Spring 2023 term, 66% completed successfully.

Goal 2: To adequately prepare students to assemble and construct an individual project using systems analysis techniques and tools.

Outcome Related to Goal 2: Students will adequately assemble and construct an individual project using systems analysis techniques and tools.

Outcome Met. In the Fall 2022 and Spring 2023 terms, 100% of students that submitted the project completed successfully.

Goal 3: To adequately prepare students to demonstrate skills and knowledge of entry-level word processing technology.

Outcome Related to Goal 3: Students will demonstrate entry-level application of word processing technology.

Outcome Not Met. When considering IST students enrolled in ITE152, 62.5% of students completed the assignment with an 80% or higher. The outcome goal was unsuccessful for the Spring 2023 term.

Analysis/Use of Results

Faculty have identified a possible solution for successful completion of outcome one. The assignment will be continued but will be moved to the middle of the term and broken in to two sections completed over a two-week period. An improvement plan has been developed for outcome three. For the upcoming Fall 2023 term, the assignment will remain the same but an additional assignment will be added to the module. The new assignment will assist students in developing their research paper prior to completing the main research assignment for the module.

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 demonstrate proficiency in basic nursing skills will progress to second semester nursing courses.

Outcome Related to Goal 1: Ninety percent of students in NSG 100 or NSG 115 will be successfully complete and be retained from the first to second semester in the program.

Outcome Not Met: 83.67% were retained.

Goal 2: Fourth semester students will demonstrate proficient assessment skills in complex healthcare situations and be able to provide appropriate patient care.

Outcome Related to Goal 2: Ninety percent of fourth semester students will demonstrate proficient assessment skills in simulated complex healthcare situations and be able to provide appropriate patient care.

Outcome Met: One hundred percent of students in NSG 269 were rated as competent in complex patient care simulations.

Goal 3: Graduating students will possess the minimum knowledge, skills, and abilities required to deliver safe, effective care as an entry level nurse.

Outcome Related to Goal 3: Eighty percent of graduating students will pass the NCLEX exam on the first attempt.

Outcome Met: 2022 graduates had a first time pass rate of 84%, exceeding the goal by 4%.

Goal 4: The program completion rate will be at or above 55% based on 100% on-time completion from initial enrollment.

Outcome Related to Goal 4: Program completion rate will be at or above 55% based on 100% on-time completion from initial enrollment.

Outcome Met: Total on time program completion rate for 2023 graduates is 63.4%. Track 1 students was 56%; Track 2 students was 92.3%.

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

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

Outcome Met. One hundred percent of students that passed boards and returned the graduate survey reported employment in an RN position.

Analysis/Use of Results

With regard to outcome one, faculty will offer tutoring and remediation for Track 1 students who are most at-risk. They will also seek funding for NCLEX and mandatory tutoring. These strategies, along with test reviews, were successful in the spring semester and will be continued.

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 Not Met: The program pass rate published at NBCOT for the chronological years of 2020, 2021, 2022 is 33/44 = 75.00% which is below the 80% standard set by ACOTE.

Goal 2: SWCC OTA students will demonstrate competence of entry-level COTA practice theory and skills.

Outcome Related to Goal 2: SWCC OTA students will demonstrate competence of entry-level COTA practice theory and skills through successful fieldwork performance evaluations.

Outcome Met: One hundred percent of Class of 2023 OTA Level II fieldwork students passed Level II fieldwork.

Goal 3: SWCC students enrolled in the OTA program will successfully complete the program within the recommended timeframe.

Outcome Related to Goal 3: Sixty percent of OTA students will be retained over a three-year period.

Outcome Met: All 15 students in the 2022-2023 cohort were retained from year one to year two (100%).

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: The OTA Class of 2024 participated in a community service project with Cumberland Mountain Community Service day support program at Clinch Mountain House. The OTA first year students conducted an interview and therapeutic activity session with the individuals. Results of this activity were reported in the Jereial Fletcher Undergraduate Research Series on 3/23/23.

Analysis/Use of Results

In order to better meet the benchmarks for outcome one the faculty will: 1) increase competency and skills testing through TherapyEd OTA OLX assessments during 2nd year fall to get better estimate of students' knowledge base and areas to increase emphasis. 2) Assist students with signing up for board exam in May/June to encourage taking board exam and not waiting. 3) Incorporate increased application and clinical reasoning activities in each course. Faculty will also continue retention efforts, service learning and community engagement projects.

Radiography
Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: Freshmen students will show knowledge and comprehension of basic patient care skills.

Outcome Related to Goal 1: Eighty-five percent of freshmen students will show knowledge and comprehension of basic patient care skills by successfully passing RAD 105 with an 80 or above.

Outcome Met: All students in RAD 105 achieved a grade of 80% or higher for patient care.

Goal 2: Entry-level students in the radiography program will receive a total score of 40% or higher on the TEAS test.

Outcome Related to Goal 2: One hundred percent of entering students will score at least 40% on the TEAS test.

Outcome Not Met: All but 3% of the entering applicants scored at or above the benchmarked rate. This applicant was accepted due to a 3.212 gpa.

Goal 3: Graduating students will show proficiency of radiographic procedures and theories by passing the American Registry of Radiologic Technologist with a score of 75 or higher.

Outcome Related to Goal 3: Ninety percent of students who graduate will show proficiency of radiographic procedures and theories by passing the American Registry of Radiologic Technologist with a score of 75 or higher.

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

Analysis/Use of Results

As a result of the findings this assessment cycle the faulty are considering raising the benchmark to 85% for outcome one. They will continue to set and adhere to high standards for entering students.

Substance Abuse
Associate of Applied Science--Mental Health Specialization

New Coordinator—Assessment Next Cycle

Summaries of 2022-23 Program Assessment

Certificates and Diplomas

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: Sixty-two 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: Seventy-five percent 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: Thirty -five percent of HSC students who received the award 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 marketing to create pathway sheets to illustrate available health technologies' program options for students completing a health science certificate.

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: The students were exposed to real world problems that allowed them to make decisions by using troubleshooting techniques they had learned in the lab. 100% of students received an evaluation score of 4.

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 and work habits both within the lab and through On Job Training (OJT)/On Job Learning (OJL)

Outcome Met: Students completed the safety classes prior to doing lab work. The host companies reported no issues with unsafe acts or non-compliance with the Host's safety standards. 100% passed.

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

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

Outcome Met: One hundred percent of all interns received positive feedback from host companies.

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

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

Outcome Met: Students participated in the discussions and hands-on opportunities that were presented to them.

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 2022 daytime 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: Student program completers will 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: All students completed the NC3 electrical safety class and the NC3 Hand tool safety class. All students that took the EPA 608 and 609 tests were successful in becoming an EPA certified technician. 100% of students passed the EPA exam.

Analysis/Use of Results

As a result of this successful assessment cycle faculty will continue successful techniques that lead to student success. Though outcome one was met, employers identified a need for an increased emphasis on troubleshooting problems. Faculty also believe that students would benefit from an in-person public speaking class to enhance live presentation skills. Field trip opportunities will also expand.

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

All Legal Studies classes to studied in this assessment period were cancelled due to low or no enrollment.

Analysis/Use of Results

As a result of the class cancellations from this assessment cycle faculty will promote the program to help increase enrollment. Promotional outreach will be done by social media to encourage student interest in the program.

Practical Nursing
Certificate

Goals, Outcomes and Analysis

Goal 1: Practical nursing students will demonstrate employability in the healthcare field.

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

Outcome Met: The students that were eligible to take the NCLEX-PN completed the exam as of 5/1/23. Fourteen students took the exam with one student not being successful. On our first quarterly report a previous student from 2012 took the exam for the first time and failed. The current pass rate for the 14 for this year is 92.8%. The rate for all taking the NCLEX -PN is 86.6%. These findings will not be verified by reports until the annual report that is available in January 2024.

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, however, faculty studied the score and decided to decrease the score to 850. After a study of students who scored between 850 and 900 it was determined that those students were successful on the NCLEX-PN.

Goal 3: After completing the second semester of the program, Practical Nursing students will demonstrate the knowledge and skills necessary to provide basic patient care.

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

Outcome Met. Twenty-three of thirty students matriculated to the final semesters of the program (77%).

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 Met. Of the thirteen students that passed the exam: two students are going directly into the RN program, ten students had jobs, and one has interviewed for a job. If those continuing their education and the one that employment is pending is successful the percentage would be 13/13= 100%.

Goal 5: The practical nursing program will have 70% of students that begin the program to complete the program.

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

Outcome Pending. Will be reported in December 2023.

Analysis/Use of Results

Faculty will change the HESI exit score to 850 based on research done this assessment cycle. All other benchmarks will continue to be evaluated for viability.

Substance Abuse Rehabilitation Counselor Certificate

New Coordinator- Assessment will be completed next cycle.

Welding Diploma
Semi-automated Welding Career Studies Certificate
Welding Fundamentals Career Studies Certificate
Welding Career Study Certificate
Manufacturing/Fabrication Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Produce welds that conform to specific weld procedures and pass respective AWS certified weld test.

Outcome Related to Goal 1: To produce students who can follow given weld procedures and create welds within AWS welding standards.

Outcome Not Met: Eighty percent of students could follow procedures and create welds within AWS standards. This was 5% below the benchmark set by faculty.

Goal 2: Produce welders who can properly maintain and repair welding machines.

Outcome Related to Goal 2: Students will troubleshoot and repair welding machines.

Outcome Met: Ninety percent of students were successful in troubleshooting and machine maintenance (80% benchmark).

Goal 3: Produce welders who can correctly identify what shielding gas or gases that are associated with the various welding processes they will use in the workforce.

Outcome Related to Goal 3: 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 90% 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 90%.

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.

To strengthen the curriculum, we will implement certification testing into the respective courses. We will be introducing the LEEPS/NC3 certification training/testing and also U-linc Welding curriculum through Lincoln Electric into the respective courses, while still including using the objectives and curriculum of American Welding Society. 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
- LEEPS certifications through NC3 online testing and hands-on assignments.

Goals for 2023-2024 will focus on student's ability to read and interpret welding procedures to AWS and ASME standards, Introducing LEEPS/ NC3 certifications, implementing and successful completion of the new Advanced welding and Fabrication CSC, using weld procedures and blueprints for class projects; Instructors will evaluate by using rubrics and/or checklists where appropriate.

Summaries of 2022-23 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 Precision Machining Career Studies Certificate
CNC and Machine Operations Career Studies Certificate
Precision Machining Career Studies Certificate

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will have advanced machining skills and jobs skills as evidenced by 70% attainment of both Grinding certification (NIMS) and Starrett and Snap-on Dial Gauge Measurement (NC3).

Outcome Not Met. Only one of five students received both certifications (20%).

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 advanced CNC (Computer Numerical Control) skills as evidenced by 50% attainment of either NIMS CNC Milling Operator or CNC Turning certifications.

Outcome Met. Three of five students earned at least one of the certifications (60%).

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

Outcome Related to Goal 3: Students will qualify for and compete in SkillsUSA (70%).

Outcome Partially Met. Only three of five students (60%) earned the certifications required for participation in SkillsUSA. Two students placed at the Virginia SkillsUSA State Leadership Conference in Virginia Beach on April 21-22. One placed Silver and the other Bronze.

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
Outdoor Recreation Career Studies Certificate

This stackable credential is included in the assessment of the Business Administration Outdoor Leadership Associate of Arts and Sciences.

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: Obtain Automotive Service Excellence (ASE) accreditation to further assure students a quality program.

Outcome Related to Goal 1: Pursue and receive Automotive Service Excellence (ASE) accreditation.

Outcome Met. Program received Automotive Service Excellence (ASE) accreditation in 2022-2023.

Goal 2: Students will complete the program.

Outcome Related to Goal 2: Students will continue in the program after initial semester (60%).

Outcome Not Met: Forty percent of those who enrolled completed the program.

Goal 3: Students will earn relevant third-party certifications.

Outcome Related to Goal 3: Increase the number of third-party certifications by two.

Outcome Met: Two additional certifications were made available to students. Students may now earn certifications from Federated Auto Parts and Standard Motor Corporation.

Analysis/Use of Results

As a result of this assessment faculty will find alternate ways to retain students in the program/activities to increase completion rates.

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

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: In total, 31 of 40 (77.5%) students in all ACC 211 sections for the two semesters completed the accounting cycle comprehensive problem with a grade of C or better. Broken down into majors, six Accounting degree students completed the problem; and of those six, all (100%) of the students passed the test with a grade of C or better. The scores for the comprehensive accounting cycle problem for Accounting majors were very high, but only one Bookkeeping student completed and passed the exam with a C or better. The Accounting majors complete the Bookkeeping certificate as well when completing the Accounting degree, so the scores are related. This same assessment will be used for the next year, using a new software that mimics the general ledger software students would see in a computerized accounting system where the financial statement information is given from information entered in journal entries. Scores for the entire ACC 211 students (all majors included) were below the 85% goal, so manual accounting practice to help reinforce the computerized section of the problem will be utilized to teach each piece of the accounting cycle.

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: Of all the students who took the test and completed the problem, one was a Bookkeeping major, and the student completed the test and problem with a grade of C or better.

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 two students in Bookkeeping were enrolled in ITE 140 for the fall 2022 and spring 2023 semesters. Both of those students completed the comprehensive problem successfully.

Analysis/Use of Results

Faculty will continue to use the comprehensive accounting problem, comprehensive ethics testing and an Excel project as measures for bookkeeping majors.

CAM and CADD Fundamentals Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Engage local and regional employers to align curriculum with current needs.

Outcome Related to Goal 1: Align curriculum with current needs of local and regional employers through discussions with advisory committee members and surveys.

Outcome Met: Survey results showed that AutoCAD was the most used application and that SolidWORKS was a need for future projects.

Goal 2: Increase enrollment.

Outcome Related to Goal 2: A minimum of six students will enroll in the CAM/CAD program.

Outcome Met: Eight students enrolled and six completed at least one course. Three completed the program.

Goal 3: Students will earn third party certifications.

Outcome Related to Goal 3: Fifty percent of students enrolled will receive the Dremel 3D Idea Builder Certificate (NC3).

Outcome Not Met: Only 30% of enrolled students received the certification.

Analysis/Use of Results

Faculty have identified three needs through this assessment. First there is a need to expand measure/success towards specific knowledge acquired and relevant skills and abilities for employers. A second need is to improve student retention. Students were unable to continue in the program due to work schedules. Faculty will review alternative modes and schedules to offer the program that would provide flexibility to students but also ensure they meet the objectives of the curriculum upon completion. A third need is to incentivize students to complete certifications. The faculty will use the certification score as a Final Exam Score next cycle rather than a separate comprehensive exam in class.

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 Met: The pass rate is 100% and the employment rate is 100% as well.

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 through completion of all clinical competency requirements (ARRT).

Outcome Met: Students average score in clinical performance was 96%. This score is validated through communication between instructors, clinical preceptors and students.

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 Met: Students average score was four on a four-point scale for this skill.

Analysis/Use of Results

Faculty will use the results of the assessment to give impetus to the following activities in the coming year. They will continue to monitor the low number of students entering the CT program. Communication with preceptors outside of the service area has been identified as an issue. Going forward, if preceptors are not responding to email and phone, faculty will ask the student to set up a joint Zoom call/conference to at least get a response from the preceptors.

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: To adequately prepare students to study and examine the threat environment for information technology infrastructure.

Outcome Related to Goal 1: Students will select and recognize the threat environment for information technology infrastructure through a virtual lab activity and a quiz.

Outcome Partially Met. Students successfully recognized the different cyberattacks in the virtual lab assignment. Fall 2022 and Spring 2023: 100% completed the activity with an 85% or higher score. However, only 83% of students scored a minimum of 80% on the quiz.

Goal 2: To adequately prepare students to report and describe professional certifications.

Outcome Related to Goal 2: Students will be report industry certification requirements through a short research activity.

Outcome Partially Met: Students successfully recognized the different cyber-attacks in the virtual lab assignment in the Fall 2022 term but were below the goal of 85% for the Spring 2023 term. In Fall 2022 100% completed successfully. In the Spring 2023 term, 66% completed successfully (85% Benchmark).

Goal 3: To adequately prepare students to classify and study the term and importance of "intellectual property" in technology systems.

Outcome Related to Goal 3: Through quiz responses students will interpret the term of "intellectual property" in relation to technology systems.

Outcome Met. All students recognized different cybers attacks in a virtual assignment.

Analysis/Use of Results

Based on the findings in this assessment cycle faculty will continue to use virtual hands-on activities. The research assignment will be moved to midterm.

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.

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.

Introduction to Food Service Career Studies Certificate

New Coordinator—Assessed in the next cycle.

Leadership and Entrepreneurship Career Studies Certificate

No Leadership and Entrepreneurship students were assessed in this cycle.

Management Specialist Career Studies Certificate

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

Manufacturing Fabrication Career Students Certificate

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

No Data Reported. Due to a change in the ITE curriculum for Transfer VA, the comprehensive problems for Word, Excel, Access, and PowerPoint were replaced by research papers to provide for the Information Literacy piece of ITE 152. No findings were available for this goal for fall and spring semesters.

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: As a result of the last assessment cycle, the assignment covering anatomy/physiology section was incorporated into both HIT 253 and HIT 254. Although 14 students were in both classes, the test materials were varied among both classes. In HIT 253, 21 of 23 students completed (91.3%) passed with a grade of C or higher. In HIT 254, 15 of 16 students competed (93.8%) with a grade of C or higher. Both exceeded the 85% benchmark set by faculty.

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: Capstone projects were used at the end of the semester in each medical coding class (HIT 253 and HIT 254). These capstones incorporated all chapters covered within each course, using all three coding manuals the

students would use on the job. Overall final course grades for both courses were above the 70% mark. The individual capstone grades, however, were well below the 70% mark. HIT 253 had 23 students enrolled. Of the 23 students, 15 completed the capstone; and of those 15 completers, only 5 of the 15 (33.3%) earned a grade of C or better. HIT 254 also had 16 students enrolled (14 were the same students from HIT 253); and of those 16 students, 9 completed the capstone, with only 2 of 9 (22.2%) passing with a grade of C or better.

Analysis/Use of Results

With regard to the first outcome, curriculum change was made to begin Fall 2023 where students will take ITE 152 instead of ITE 102. Also, in the program change effective Fall 2023 contains the requirement for two health records classes which will give Medical Coding students training in medical records compliance, usage, and storage/retrieval. Working with both IT academic advisors and the Electronic Medical Records (EMR) instructor, a comprehensive problem(s) will be identified to evaluate students' knowledge of basic computer skills, along with electronic medical records knowledge. As for outcome three, capstones were added this year to show students the type of medical documentation they would see in a real-world setting. Although the end-of-semester final exam showed higher grades, the capstone grades were very low in comparison. Knowing the capstones will mirror real work and the certification exam, mini-capstones will be covered in each chapter to give more practice on dissecting medical documentation and retrieving main terms to help find diagnosis and procedure codes. Capstones will be assessed again next year after adding these mini sessions within each module to compare to this year's scores.

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 foundational pharmacy practices through the successful completion of HLT 261.

Outcome Met: 80% of students enrolled in HLT261 were successful in the course meeting the minimum grade required (C).

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 Not Met: Only 86% of students enrolled in HLT 290 successfully completed the course. This did not meet the 90% benchmark set by faculty.

Goal 3: Students will demonstrate readiness to function as a pharmacy technician by passing the NHA Exam for Certified Pharmacy Technicians (ExCPT).

Outcome Related to Goal 3: Students will take and pass the NHA Exam for Certified Pharmacy Technicians.

Data Pending. Available August 2023.

Analysis/Use of Results

Modifications will be made to the program to enhance student success. The Pharmacy Technician program will select new assessment tools to ascertain students' ability to demonstrate their knowledge of foundational general pharmacy practices and essential knowledge and skills to assist licensed pharmacists.

Phlebotomy Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate basic knowledge of general phlebotomy practices.

Outcome Related to Goal 1: Students will successfully complete MDL 105 with a "C" or better exhibit basic knowledge of general phlebotomy practices.

Outcome Met: 72% of students enrolled in MDL 105 successfully completed the course. This exceeded the 70% benchmark.

Goal 2: Students will demonstrate the essential knowledge and skills to collect, transport, and process blood and other specimens.

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: Of the students enrolled in MDL 190, 86% successfully completed the course.

Goal 3: Students will illustrate their understanding of basic physiological processes.

Outcome Related to Goal 3: Students who enroll in MDL 105 will progress to MDL 190.

Outcome Not Met: 63% of students enrolled in MDL 105 enrolled in MDL 190. This fell 7% below the benchmark set by faculty.

Analysis/Use of Results

As a consequence of the findings this assessment cycle the faculty will modify outcomes one and two to focus on specific assignments. The third outcome will be changed completely.

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

APPENDIX A-1

Assessment Forms by Award

Associate of Arts and Sciences

Southwest Virginia Community College Administrative Unit Assessment 2022-2023				
Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Agribusiness AA&S (GS spec.), Agribusiness CSC Arts and Sciences	Ryan Dorkoski	Ryan.dorkoski@sw.edu	Fall 2022	Fall 2023
Mission of the Unit Reports to: Dr. Brian Wright (Dean of the Division of Arts & Sciences)				
Annual Unit Goals **SMART—Specific, Measurable, Achievable, Relevant, Time-based**				
Goal 1: We will use Shared Services Distance Learning (SSDL) for all of our online Agribusiness courses with the goal of increasing enrollment by 10%. The goal is to have all courses using this system by Fall 2023. The 10% increase in enrollment would be assessed in Spring 2024.				
Goal 2: We will have an annual program-wide Fall field trip. This will be a face-to-face event where the Agribusiness program students will have the opportunity to visit a local agribusiness-based facility, farm, or business. This will happen each Fall, and begin Fall 2023. Success is measured by it happening, and at least one student attending.				
Goal 3: We will have one annual program-wide (remote) guest speaker each Spring. They will speak on a relevant agricultural topic, and then have an open discussion with students and public who join the remote session. This will happen each Spring, and begin Spring 2023. Success is measured by it happening, and at least one student attending.				
Assessment Categories				

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: To increase enrollment by 10%.	This goal will be measured by using the last 3-5 years of enrollment for that particular class OR the last 3-5 years of mean enrollment for all SWCC Agribusiness courses.	Student enrollment has increased by at least 10%.	Due to connections made through SSDL, specifically from enrollment from Blue Ridge Community College – enrollment was significantly higher for all three AGR classes during Fall 2022 and Spring 2023. The exact numbers can be calculated a few ways, but enrollment was up well over 10% due to BRCC. Our connection with BRCC continues to this day.	We still need to add more of our AGR classes to the SSDL program. Specifically AGR 242 which is now taught by a new instructor at SWCC. We will aim to get this class added, and continue to make connections with other community colleges.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: To provide the opportunity for SWCC Agribusiness students to visit and experience a local agribusiness-based facility, farm, or business.	The event is organized, and happens.	At least one student attends the field trip.	Our annual trip to Rafter F Performance Horse farms did not happen due to sudden illness of the owner. It may happen again in the future.	The goal is to still try to organize a field trip each fall. With changing SWCC Agribusiness faculty and depending on student enrollment, this may not happen every year – but that is still the goal.
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: SWCC Agribusiness students have the opportunity to network with a professional in a related agribusiness industry.	The remote event is organized, and students are given the opportunity to attend the talk. We will schedule and provide a classroom so students can meet as a group to interact with the remote speaker if they wish.	At least one student attends the talk.	The event was ultimately canceled due to zero students showing interest and RSVPing. The face-to-face portion was canceled as well due to a resurgence in COVID. After speaking with the Agribusiness faculty and larger agriculture community, this approach may not be the best way to engage. Getting community engagement on a 2-year community college campus may require a different approach, and one is suggested in the Action Plans section.	There are lots of pre-existing agriculture-based events going on in the community, and I have been trying to actively communicate these with the SWCC Agribusiness students. Examples include interactions with Big Sandy Soil and Water (at least 6 events in 2023), Appalachian Sustainable Development (several events in 2023, including 2 I am part of), Virginia Cooperative Extension (we shared 2 workshop events so far), and more.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
Possible goals for next year based on results. How will you use what you found to improve services, processes, etc? 1. Get the remaining SWCC Agribusiness classes on SSDL. 2. Continue to try to organize annual field trips. 3. Continue to communicate agriculture-events going on in the larger community with SWCC Agribusiness students.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Appalachian Studies	Aranda Vance	Aranda.Vance@sw.edu	2022-2023

Program Mission Statement

The Associate of Arts and Sciences General Studies/Appalachian Studies program seeks to provide students with increased perspective on the uniqueness of Appalachia and a broad foundation of skills they can build on. The Appalachian Studies program provides students with the opportunity to improve abilities in writing, critical thinking, math, science, and communication while gaining a broader knowledge of the varied cultures of the Appalachian region through specialized studies in literature, history, and sociology.

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: To evaluate the program and consider adjustments of current required Appalachian Studies courses to ensure each meets student needs.
Goal 2: To increase the number of students participating in the Appalachian Studies program by using Navigate to send an individual invitational text to current General Studies majors.
Goal 3: 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 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 evaluate and consider adjustments of current required Appalachian Studies courses.	To evaluate the current path of Appalachian Studies with consideration given to possible adjustments for improvement.	Success will be achieved if the path is found to be adequate or if improvements are identified.	The program could better meet the needs if courses were adjusted.	Adjust program courses and credit requirements to better meet student needs.

Goal 2. An effort will be made to increase the number of students participating in the Appalachian Studies program by using Navigate to send an individual invitational text to current General Studies majors and those undecided.	To increase enrollment in the Appalachian Studies program by providing an invitation (via text) to each current General Studies major and the undecided students.	Beginning success will be achieved if enrollment in the program is increased by 5% in Spring 2023.	The program did not increase by 5%.	Identify and explore other methods to increase enrollment.
Goal 3: 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.	Near the end of the spring semester, each Appalachian Studies major will be contacted via email to ascertain if collaboration is happening outside of the classroom.	Success will be achieved if students have participated in some form of collaboration.	Only one student participated in both of the Appalachian Studies courses simultaneously.	Explore other means of increasing student learning within the Appalachian Studies program.

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 running the course as an SSDL.	Beginning success will be achieved if enrollment in the course is increased by 10% in Spring 2023.	Although enrollment did increase, it did not increase by 10%.	Explore further avenues for increasing enrollment in Appalachian literature.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Business Administration-AA&S**	***Margaret Dye***	margaret.dye@sw.edu	***Fall 2022***	***Spring 2023***

Mission

The mission of the Business Administration program at Southwest Virginia Community College 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 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 Administration.	Average scores for Business Administration majors on the GSAT will be within five percentage points of average score for General Studies majors.	No findings available.	New goal will be developed for Fall 2023 to replace GSAT assessment goal.

Analysis/Use of Results

GSAT testing officially ended in 2020 with the ending of the QEP. GSAT was still administered for 2021-2022; however, no GSAT testing was done for 2022-2023. Therefore, no scores are available for comparison to other transfer majors. A new assessment outcome will be sought to replace the GSAT goal.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will demonstrate basic accounting concepts covering the accounting cycle.	Use comprehensive accounting cycle problem given to the ACC 211 students during the fall and spring semesters.	85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	For Fall 2021 and Spring 2022, a change had been implemented to the quiz portion of the course content, giving students extra practice in accounting cycle steps. That change was carried into fall 2022 and spring 2023 as well. In total, 31 of 40 (77.5%) students in all ACC 211 sections for the two semesters completed the accounting cycle comprehensive problem with a grade of C or better. Broken down into majors, 21 Business Administration majors completed the problem; and of those 21 students, 15 (86.7%) passed the test with a grade of C or better	Continue assessing accounting cycle knowledge using a comprehensive problem given to ACC 211 students in the fall and spring semesters.
Analysis/Use of Results				

Basic accounting cycle knowledge is needed in any business field. Assessment of the accounting cycle in Business Administration will continue for the next year. The scores for Business Administration majors were higher than the goal of 85%. A new software will be used beginning the in summer 2023 and going forward into fall 2023 and spring 2024. This new software will use a different type of general ledger software that will mirror how computerized accounting systems gather information from journal transactions.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate use of Excel formulas needed in business.	Use a comprehensive capstone project from ITE 152 and/or ITE 140 Spreadsheet Software completed by Business Administration majors during the fall and spring semesters.	85% of the students will complete the Excel capstone project with a grade of "C" or better.	A total of 15 students in Business Administration, Accounting, Bookkeeping, and Leadership were enrolled in ITE 140 for the fall 2022 and spring 2023 semesters. Of those 15 students, 9 students completed the comprehensive problem; and 8 of the 9 (88.9%) passed the test with a grade of C or better. Broken down by majors, 3 Business Administration majors completed the test, with 3 of 3 (100%) completing the problem with a grade of C or better.	Continue assessing Excel skills using a comprehensive project/problem from ACC 211 in the fall and spring and from ACC 212 in the spring semester.
Analysis/Use of Results				

ITE 152 will be removed from the assessment goal since the curriculum changes for Transfer VA removed comprehensive problems from the course. Students in Business Administration choose a business elective for the program based on their transfer school. Since some do not take ITE 140 (shown by the low number assessed this year from ITE 140, an Excel comprehensive problem will be used from ACC 211 as an assessment piece since all Business Administration students will be required to take ACC 211 and ACC 212. Using both ACC 211 and ACC 212 will cover Excel skills in business for both financial and managerial accounting.

Academic Program Assessment: Southwest Virginia Community College				
Division	**Program**	**Coordinator**	**Email**	**Academic Year**

Arts and Sciences	Education	Kimberly Austin	kimberly.austin@sw.edu	2022-2023

Program Mission Statement

The Associate of Arts and Sciences degree program in Education provides its students with the academic skills required to transfer to a four-year college or university and to be accepted into a Teacher Education Program. The AA&S degree program in education will also provide the historical and philosophical foundations necessary for those entering the profession of teaching.

Program Goals

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

Goal 2: AAS in Education graduates (during final semester) will take the Praxis 1 exam, which is required for transfer to 4-year programs.

Goal 3: EDU 200 students will complete module to introduce them to the potential license endorsements (PK-12 Special Education, PK-6, Middle School/High School Subject Specialization, etc) and determine their career aspirations and transfer opportunities

Outcome Sought	Measures	Success Standard	Findings	Action Plans

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.	Fall 2022 Data: 100% of students completed the soft skills module in Fall 2022. Spring 2023 Data: 100% of students completed the Spring soft skills module. 90% of students met teacher expectations on the teacher evaluation tool. Students developed plans for improvement based on the soft skills module and the teacher feedback.	Meet with Education Advisory Committee (Fall 2023) for recommendations on ways to better prepare student educators for the classroom. Add an Ethics Module at the beginning of EDU 200

Goal 2: AAS in Education graduates (during final semester) will take the Praxis 1 exam, which is required for transfer to 4-year programs.	Number of graduates will be compared to number that complete the Praxis exam. Pass rates will be analyzed and compared to the region and state averages.	75% of graduates will take the Praxis exam and submit scores. 70% will have scores indicative of transfer opportunities.	Students will take this in the Spring section of EDU 200	6 Students took the Praxis exam. 5 of the 6 received scores that will allow them to enter Teacher Prep programs at their transfer college/university.
Goal 3: EDU 200 students will complete module to introduce them to the potential license endorsements (PK-12 Special Education, PK-6, Middle School/High School Subject Specialization, etc) and determine their career aspirations and transfer opportunities	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.	Fall 2022: 100% of students in EDU 200 completed the module and survey. Spring 2023: 85% of students complete the module and survey.	This activity is very meaningful and facilitates good conversations with advisees. This is also useful to assist students with transfer opportunities. Will continue to utilize this.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Will continue to use the module created for Goal 3. Transfer Virginia has changed the transfer requirements and some colleges do not need/require the Praxis. Will discontinue this requirement as of Spring 23.				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Engineering A&S; Pre-engineering CSC**	***Brian Hale***	***Brian.Hale@sw.edu***	***Fall 2022***	***Spring 2023***

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
Goal 1: An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	Evaluate the change in performance of students in EGR 206 in Fall 2022 to Spring 2022. Students in Fall 2022 will have 80% of their assignments administered via Pearson	The average test score for all students improves over Spring 2022 scores in proportion to difference in average GPAs	GPA < 3.0 GPA: -10.51% Grade Point 34.47% Test Average: -5.17% Spring 2022 n: 2 Fall 2022 n: 3	Because the findings are not the same for all students no action can taken without negatively affecting some students. Since students with lower GPAs are helped most the textbook companion

	myLab which provides additional instruction and algorithmic versions of problems assigned in Spring 2022. Performance will be measured based on the average of 7 test scores and the exam which are the same tests used in Spring 2022. Scoring, for the purposes of assessment, will be compared to student's GPA. The averages will be based upon data across SWCC, VHCC, MECC, and BPCC.		3.0<=GPA<=3.5 GPA: 1.09% Grade Point 5.99% Test Average: 1.28% Spring 2022 n: 2 Fall 2022 n: 4 GPA<3.5 GPA: 1.40% Grade Point -6.54% Test Average: -7.69% Spring 2022 n: 6 Fall 2022 n: 7 Overall : 3.5 <GPA GPA: 1.56% Grade Point -0.61% Test Average: 6.75% Spring 2022 n: 10 Fall 2022 n: 13 Textbook companion site auto-graded homework with multiple attempts and supplemental instruction seem to help students with lower GPA (GPA below 3.0) and hurt students with above students (GPA above 3.5) The use of the textbook companion site had no effect on predicted performance of students with GPA between 3.0 and 3.5.	site will continue to be used. Polling of students regarding their feelings compared again GPA should be done for a future assessment.

Analysis/Use of Results
Comments: Higher achieving students may benefit more from more customized feedback while lower achieving students may benefit more from the increase in resources followed by more attempts at homework. Students who turn in lower-scoring homework may not be receiving all the feedback necessary in traditional homework submission formats due to the larger issues in their understanding. You must first master the initial concepts before clarifying the minor details. This discovery prompts more investigation across more curriculums with a larger sample size.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
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	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. The average will be of all students across SWCC, VHCC, and MECC. Previous years had no requirement for non-performance/cost criteria. An additional lecture was added, and the new assignment requires at least one criterion be non-performance/cost related.	Last year 45% of students indicated one criterion and only 7.5% indicated a second criteria. The success standard will be at least 7.5% in the second criteria because the first criteria is now mandatory.	26 out of 34 students or 76% included one criterion not related to cost or performance 16 out of 34 students or 47% included more than one criterion not related to cost or performance 30 of 34 students or 88% included one criterion including economic factors 22 of 34 students or 65% included one criterion including economic factors The requirement that one design criteria meet the requirement of consideration of public health, safety, and welfare, as well as global, cultural, social, environmental issues has prompted students broader thinking about design. This is evidenced by the fact that almost half (47%) of the students considered an additional factor. If cost is included as per the	Continue to require students to use at least one non-performance or cost criteria. No additional lecture intervention is needed.

			outcome that the number increases to 65%.	

Comments: When students are forced to open their minds to non-performance design constraints they adapt well and begin to open up their thinking. This will make stronger student designs in a global context that will produce stronger designs in the future.

Click to enter text. **Outcomes Assessment**

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Outcome Sought for Program Goal 3: 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	Evaluate the Personal Ethical Dilemma submissions in EGR 121. Student submissions will be categorized according to ramifications upon themselves or ramifications to others i.e., considering global, environmental, and societal issues. The data will be based upon students at SWCC, VHCC, and MECC enrolling in EGR 121 Fall 2022.	More students choose a non-personal ramification. If less than 50% of students choose a non-personal ramification that percentage will be used as a benchmark.	36/41 completed the assignment Personal: 15 students Non-Personal: 21 students	Of note Fall 2022 has an extra lecture on non-personal ramifications due to breeches in ethics. The higher percentage 59% for non-performance measures is likely higher than in the past. Will contact another VCCS school and share the assignment to see how their results compare to ours.

Comments: With more students writing about non-personal ramifications of breeches of ethics, I assert that freshmen engineering students are meeting goal three.

Academic Program Assessment: Southwest Virginia Community College				
Division Arts and Sciences	Program Fine Art	Coordinator Morgan Gilbert	Email morgan.gilbert@sw.edu	Academic Year 2022-2023
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: Being implementation of Career Studies Certificate in Digital Media.
Goal 2: Create informal partnerships with Radford and ETSU.
Goal 3: New Class: Art 100-Art Appreciation

ssessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: Being implementation of Career Studies Certificate in Digital Media.	Begin classes for CSC in Fall 2022.	Fill classes to at least 10 students.	Running all classes as fine art electives. Still waiting on registrar to get csc entered in the system.	Follow up on any needed structure with Alta to get this entered in the system.
Goal 2: Create informal partnerships with Radford and ETSU.	Visit Radford and ETSU art departments and develop connection.	Have at least 3 students go on each visit.	Visited Radford with students May 1, 2023. Developed informal connection and conversations about formal partnerships.	Develop and implement formal articulation agreement with all School of the Arts departments and Radford by end of Fall 2023.
Goal 3: New Class: Art 100-Art Appreciation	Begin class in Spring 2023.	Fill class to at least 10 students	Ran ART 100 in Spring 2023 successfully with 22 students.	Plan on running 2 sections of this class each semester as a full length and shortened section.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
Goals were programmatic this year, but plan on transitioning goals to be student-focused for 23-24 school year.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year

Arts & Sciences	General Studies	Hannah Hensley	Hannah.hensley@sw.edu	2022-2023

Program Mission Statement

The Associate of Arts and Sciences program in General Studies and the Uniform Certificate of General Studies 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: HIS 121-01 has transitioned from qualitative assessment via the Pearson Revel digital textbook to McGraw-Hill's Connect digital textbook. Overall student averages in Connect will increase due to access to the mastery materials included with McGraw-Hill's Smartbook.

Goal 2: Student fail rates in SDV 100 will decrease as a result of restructuring the course for the 2022-2023 academic year.

Goal 3: Students who are required to take EDE 11 in the Fall 2022 semester will successfully progress to ENG 112 in the Spring 2023 semester.

Goal 4: Faculty advising within General Studies will become familiar with and utilize the new Transfer Virginia portal.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans

Goal 1: HIS 121-01 has transitioned from qualitative assessment via the Pearson Revel digital textbook to McGraw-Hill's Connect digital textbook. Overall student averages in Connect will increase due to access to the mastery materials included with McGraw-Hill's Smartbook.	Students in HIS 121-01 in the Fall 2021 semester completed weekly quantitative assessments via Pearson's Revel program. The average score for a class of 26 was 69%. The lowest average was 15% and the highest was 97.9%. Students in HIS 121-01 in the Fall 2022 semester are utilizing weekly quantitative quizzes via McGraw-Hill's Connect program which includes a SmartBook feature that contains mastery questions to be completed prior to taking the chapter quizzes. The goal is that in a class of 23 students in the Fall 2022 semester, the average score will increase to 75%.	The measure of success will be that the quantitative scores from the weekly chapter quizzes will increase to 75% as a result of the change from Pearson Revel to McGraw-Hill Connect.	The quantitative scores from weekly chapter quizzes in HIS 121-01 increased from 69% to 74.25% resulting from the change from Pearson Revel to McGraw-Hill Connect. The lowest average was 25% and the highest was 99%.	No further action is needed. The lowest average came from a student who stopped attending halfway through the semester, and when that average is removed the class average increased to 76%.

Goal 2: Student fail rates in SDV 100 will decrease as a result of restructuring the course for the 2022-2023 academic year.	Of the 465 students who enrolled in SDV 100 in the 2021-2022 academic year (fall and spring semesters), 121 received a D or F in the course resulting in a 26% fail rate. SDV 100 has been completely restructured for the 2022-2023 academic year. The goal is that these changes will result in a decrease in fail rate to 20%.	The measure of success will be that the fail rate for SDV 100 will decrease to 20%.	In the 2022-2023 academic year, 435 students registered for SDV 100 and 124 either withdrew or received a D or F in the course resulting in a 28.5% fail rate.	I understand that this goal was not in line with assessing student learning outcomes, and so no further action will be taken. Future goals will be written to reflect SLOs instead.
Goal 3: Students who are required to take EDE 11 in the Fall 2022 semester will successfully progress to ENG 112 in the Spring 2023 semester.	In the 2021-2022 academic year, 42 students enrolled in EDE 11 in the Fall semester. Of those, 8 progressed to ENG 112 in the Spring semester, resulting in only 19% progressing. In 2022-2023, the progression rate from EDE 11 to ENG 112 will increase by 10%.	The measure of success will be that progression from EDE 11 to ENG 112 will increase by 10%.	In the 2022-2023 academic year, 32 students enrolled in EDE in the Fall semester. Of those, 11 progressed to ENG 112 in the Spring semester, resulting in 34% of students progressing.	I understand that this goal was not in line with assessing student learning outcomes, and so no further action will be taken. Future goals will be written to reflect SLOs instead.

Goal 4: Faculty advising within General Studies will become familiar with the new Transfer Virginia portal.	Newly launching in the Fall 2022 semester, the Transfer Virginia portal is a tool to ease the transition process for students transferring to other institutions. 75% of faculty advising within General Studies will become familiar with the new Transfer Virginia portal via available trainings and workshops in order to successfully and confidently utilize this tool with their students.	The measure of success will be that 75% of General Studies faculty will receive training for the Transfer Virginia portal by the end of the Spring 2023 semester.	Of the 21 General Studies faculty polled, 5 responded that they had participated in Transfer Virginia trainings over the course of the past year, resulting in 24% who received training.	I understand that this goal was not in line with assessing student learning outcomes, and so no further action will be taken. Future goals will be written to reflect SLOs instead.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Geology and Environmental Science	Terry L. Lambert	Terry.Lambert@sw.edu	2022-2023

Program Mission Statement
The Mission of the Associates Degree in Environmental Engineering prepares students for transfer to a four-year institution to complete a B.S. degree in the fields of Biology, Geology, or Environmental Science. Preparation for transfer involves educating students in the principles of Earth science and the relationship between the living and non-living entities on the Earth's surface. The program seeks to provide its students with an understanding of how geological processes, biological processes, and human activities interact dynamically to impact the Earth's physical development. The program offers a background in ecology, geology, biology, as well as environmental science and chemistry. The program will consist of coursework credit hours that will transfer as a one- unit package to any accredited 4- year institution offering degrees in Biology, Geology, or Environmental Science.

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 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. a basic knowledge of rock types and mineralogy, as well as basic geophysics and geochemistry that results in the surface features presently existing on the surface of the planet. 2. a working knowledge of the Earth's history, and how that history has influenced the evolution and progression of life. 3. basic research and writing skills for the effective presentation of scientific research and reviews of known facts. 4. bibliographical mastery, including competency with citation methods and accepted source material for research. 5. a mastery of basic mathematical skills, and the ability to apply them to the evaluation of quantitative data.	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 at scientific writing are assessed using instructor's rubric. 5. Students' abilities at quantitative analysis of laboratory studies are assessed based on statistical results they obtain in lab assignments. 6. Producing presentations that further investigate topics in GOL 225, regarding engineering and environmental issues. Presentations are constructed via a rubric that fits accepted methods	1, 2 and 6: Mastery level is 80% or above by 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 instructor's predetermined value. When no such value is applicable, students are evaluated on ability to follow correct statistical protocol. Students are expected to receive a 90% "Acceptable" rating on all items on instructor's lab rubric. 6. Able to produce properly cited and constructed scientific papers. Research papers are graded according to a rubric designed by the instructor that identifies the key	As of Spring 2023, three students successfully completed the program and are transferring to four year programs in their respective field.	Promotion of Program through active recruitment from area county high schools. Advancement of undergraduate research opportunities with area conservation projects, proposed environmental restorations. Since the restrictions of covid are over, I expect to expand possible projects and internship possibilities for students.

Analysis/Use of Results

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

The **Geology and Environmental Science** Program officially started in Spring 2018. The program has all transferable courses and will no longer feature terminal credit hours or certificate end goals.

Continuing advertisement and promotion of the program continues. The number of successful graduates is three for the semester, but this tracks with past success and hopefully, the numbers will increase with recruiting efforts. Success of past graduates from the program are very good (with consideration of continued contact and updates from former students). Many go into industry and employment after completing a 4 year B.S. program, with some pursuing M.S. and PhD programs (one former student is currently finishing up a PhD at the Univ. of Alabama.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Humanities	General Studies-Music	Joseph Trivette	Joseph.Trivette@sw.edu	2022-2023

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: To have 75% of new students in the SWCC Music Program 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 re-start and rebuild music ensembles with community involvement including Community Chorus and Pep Band. These were put on hold due to COVID and very much missed by the students and community participants alike.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
1. <u>Short Term Goal</u> 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. All students were found to be able to play simple piano pieces learned by reading the music for the exam recital.	1. Keep teaching piano students to read music through the piano class using the Landmark method.
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. The students are involved in multiple performances done throughout the semester in both Jazz Combo and Jazz Vocal.	2. The students will continually be given more pieces to play and sing, and will continue to perform those pieces.
Goal 3- to re-start and rebuild music ensembles with community involvement including Community Chorus and Pep Band. These were put on hold due to COVID and very much missed by the students and community participants alike.	3. Schedule rehearsals and concerts. Choose literature that will be appealing to musicians. Contact former members and invite them to return to the groups.	3. reach out to SWCC students and the community to recruit new members. Work to break down barriers to attendance such as transportation and schedules.	3. Pep band played many times for both basketball teams on campus and there was a successful community chorus concert at the end of both the Fall 2022 and Spring 2023 semesters.	3. We will continue to reach out to community members to continue with community chorus as well as pep band.

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)
Possible goals for next year based on results. How will you use what you found to improve services, processes, etc? NONE LISTED

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	***Outdoor Leadership AA&S/Outdoor Recreation/Adventure Tourism CSC***	***Michael Brown***	***Michael.brown@sw.edu***	***Fall 2022***	***Spring 2023***

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 businesses to support outdoor recreation initiatives, infrastructure and natural resources, developed and enhanced through various initiatives underway in Southwest Virginia.

The outdoor recreation program prepares students to be outdoor leaders. The program provides students with the skills necessary to be successful working as an outfitter, camp guide and trainer, park ranger, or other recreational guide to protect and preserve natural resources through impact activities, to conduct outdoor activities and events, provide educational interpretation, and to minimize the impact of potential risk. Leadership and problem solving are used to maximize health and safety while minimizing the environmental impact of leading participants through a quality outdoor experience.

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 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 2022)	100% of the students passed to receive their certifications in Leave No Trace.	This goal is consistent when all students complete the task needed for the certification. The certifications set the standards for the students to complete.
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 2022)	We had 66% of the students to pass the capstone project in Outdoor Leadership.	The capstone has the students to compare leadership techniques and take those in practice for their leadership style. Next year plan to develop additional scenarios to increase the student exposure to more leadership techniques.

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 2023) of capstone project presentation.	We had 66% of the students to pass the capstone project presentation for the NAI CIG certification.	Certified Interpretive Guide (CIG™) certificate is designed for interpreters who are seasonal, temporary, new hires, or volunteers just starting in the field or for those who would like a refresher on the fundamentals. Learning presentation skills will increase students' confidence in working with the public. The RPK 125 course was developed around the National Association for Interpretation certification as an in-class course

Analysis/Use of Results

Comments: The Outdoor Recreation program had success on the number of students that were part of the program.

The Outdoor Leadership and Adventure Tourism programs didn't have student signed up to be part of the programs. Students took some of the classes as part of the General Studies. Recruitment of students into these programs will be part of the develop and marketing plans. A marketing plan is being designed to recruit students into the Fall 2023 and Spring 2024 semesters. A recruiter position is being used 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
2022-2023

Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
Arts and Sciences	**Science Specialization Science Pre-Medical/Advanced Studies in Science CSC**	**G. Householder**	**Georgia.householder@sw.edu**	**Fall 2022**	**Spring 2023**

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.
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 the importance of community service.
Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will successfully complete Science Pre-Medical 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.**	**42% of students graduated and will attend transfer institutions in the fall.**	**This assessment will not be continued in the 2023 – 2024 assessment cycle.**
Goal 2: Students will demonstrate knowledge of scientific methods and draw conclusions based on critical examination of information.	**A rubric was administered at class entrance and exit of BIO 101.**	**At least 85% of students will meet expectations.**	**56% of the students met expectations.**	**The percentage of students meeting expectations will be evaluated by the biology 101 Professors and they will determine actions needed.**
Goal 3: Students will have a better understanding of the importance of community service.	**Rubric was administered to the Science Pre-Medical students to assess effectiveness of community service.**	**At least 85% of the students will have a better understanding of soft skills and communication skills needed in a professional setting.**	**.06% of students participated in volunteering for the RAM clinics. 100% of the students volunteering had a better understanding of the importance of community service and a better understanding of soft and communication skills needed in a professional setting. The professional leads in the clinics were very complimentary about the students.**	**The action plan is to work with the RAM clinics and professional leads in 2023 to have more students participate in clinics. Students will be made aware of the opportunity through mass emails and SDV101 class. The Science Pre-Medical advisor will send personal emails to students that have stated a specific career goal such as pharmacy, optometry, dentistry, medical school, etc.**

Analysis/Use of Results				
Goal 3: The low percentage of students participating was due to Covid and the remnants of the tropical storm Ian. There were numerous wind and rain warnings at the time of the Remote Area Medical Clinics in Grundy, VA. **SUMBITTED TO DEAN WRIGHT 5/15/23**				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	General Studies (PSY)	Jacob Richardson	jacob.richardson@sw.edu	2022-2023
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.* *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.*
Program Goals
Goal 1: Assemble research to demonstrate academic excellence in the developmental field of psychology
Goal 2: Increase from 54.8% to 56.8% percentage of students, in the General Studies Psychology program, who successfully complete their fall 2022 semester and take spring 2023 classes.
Goal 3: Increase from 4.8% to 5.8% number of transfer students in the General Studies Psychology program

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: Assemble research to demonstrate academic excellence in the developmental field of psychology.	PSY 230 courses will expose students to scholarly research in developmental psychology through an assignment that integrates resources and instruction from the SWCC library. A term paper will be given to measure success.	PSY 230 students will demonstrate their understanding of developmental psychology using research.	Spring 2023 PSY 230-01 students attended a library session with Dr. Teresa Yearout. Spring 2023 PSY 230-W1 received integrated resources online detailing research instruction. The average grade for the term paper in PSY 230-01 was 78%. This number includes students who did not complete the assignment. The average grade for the term paper in PSY 230-W1 was 60%. This number includes students who did not complete the assignment.	Continue to integrate instruction from the SWCC library in all in-person sections of PSY 230. Consider how to implement this into the PSY 230 online courses.

Goal 2: Increase from 54.8% to 56.8% percentage of students, in the General Studies Psychology program, who successfully complete their fall 2022 semester and take spring 2023 class	Number of students who registered for the Fall 2022 semester and the Spring 2023 semester.	Retention rates will increase by 2%.	88 students were retained from Fall 2022 to Spring 2023 in the General Studies Psychology program. This number is lower than the 2% goal. Last academic year, 93 were retained from Fall 2021 to Spring 2022.	To bolster enrollment in the psychology program. A key step would involve maintaining collaboration with Mandy and her team to effectively promote the psychology program. It is noteworthy that, starting Fall 2023, psychology will be dissociated from General Studies program as a specialization. This change is expected to have a positive impact on the recruitment process and facilitate the registration of
Goal 3: Increase from 4.8% to 5.8% number of transfer students in the General Studies Psychology program	Identify psychology students who plan to transfer after completing the General Studies Psychology program.	Students will meet with me, their psychology advisor, to develop an academic plan post-graduation.	I advised 62 students in the psychology program in the Spring 2023. The advising sessions included zoom, email, and face-to-face. Many of those conversations included transfer but it was found difficult to track those students who do follow through and transfer.	Instead of measuring the number of transfer students in the General Studies Psychology program, I would like to alter the goal for next year to include transfer communication in all advising sessions. I will also change the goal to include working with the college and universities directly. For example, in the Spring 2023 semester, Bluefield University came to speak to my PSY 200 class on

Analysis/Use of Results
Comments (Goals tied to other unit activities, Anticipate new goal based onfindings.)
The analysis in the psychology program assessment reveals positive outcomes and indicates areas of success and opportunities for growth within the program. The retention rate of 88 students from Fall 2022 to Spring 2023 reflects a favorable environment. Students are finding value and satisfaction in their education experience in the psychology program. The assessment revealed that there is a slight decline in students signing up for the program, however, retention rates remain high. Next year, one goal of the program will include recruitment strategies as the psychology program will be rebranded starting in the Fall 2023 semester. I also plan to implement more student learning objectives in next year's assessment while continuing to focus on the success of the students and the program.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Science	Annette Lockhart	Annette.Lockhart@sw.edu	2022-2023

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: To engage students on the material covered in College Chemistry II lecture using weekly discussion boards.
Goal 2: To show an improvement in test grades for Organic Chemistry II by administering chapter quizzes prior to a test.
Goal 3: To show an increase in the final exam grade for College Chemistry I by 3%.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: To engage students on material covered in College Chemistry II lecture through weekly discussion boards. Students will show critical thinking skills in completing discussion boards questions/topics. To be completed Spring 2023.	Goal 1: College Chemistry II 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 97% of the students in the College Chemistry II 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 II 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 II 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 II course completed the chapter quizzes. The students scored a B or higher on their total quiz grade. The total quiz grade was weighted 15% of the course grade. The overall course grades were improved as compared to previous classes by the addition of the quizzes by at least a letter grade.	Organic Chemistry II courses will have chapter quizzes administered.
Goal 3: To show an improvement in the final exam grades for the College Chemistry I face to face courses. To be completed Spring 2023.	Goal 3: College Chemistry I face to face lecture students will be given additional practice problems to enhance their understanding of the material covered in class. Also, students will be given a study period with the instructor, prior to a test, in order to ask questions. The final exam is cumulative. These additions should help students be successful on the tests and final exam.	Goal 3: An increase of 3% in the final exam grades for the College Chemistry I face to face courses offered Fall 2022.	The final exam grades for the College Chemistry I face to face course increased by 7% from those of Fall 2022. The additional practice problems enhanced understanding of the material covered and provided repetition for the students.	College Chemistry I face to face classes will be given additional practice problems on material covered in class.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based onfindings.) See above.				

APPENDIX A-2

Assessment Forms by Award

Associate of Applied Science

Southwest Virginia Community College
Program Assessment
2022-2023

Division	*Program*	*Coordinator*	*Email*	*Beginning Term*	*Ending Term*
BEIT	**Accounting AAS**	***Margaret Dye***	**margaret.dye@sw.edu**	***Fall 2022***	***Spring 2023***

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.	Use comprehensive accounting cycle problem given to the ACC 211 students during the fall and spring semesters.	85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	For Fall 2021 and Spring 2022, a change had been implemented to the quiz portion of the course content, giving students extra practice in accounting cycle steps. That change was carried into fall 2022 and spring 2023 as well. In total, 31 of 40 (77.5%) students in all ACC 211 sections for the two semesters completed the accounting cycle comprehensive problem with a grade of C or better. Broken down into majors, six Accounting degree students completed the problem; and of those six, all (100%) of the students passed the test with a grade of C or better.	Continue assessing accounting cycle knowledge using a comprehensive problem given to ACC 211 students in the fall and spring semesters.

The scores for the comprehensive accounting cycle problem for Accounting majors were very high. This same assessment will be used for the next year, using a new software that mimics the general ledger software students would see in a computerized accounting system where the financial statement information is given from information entered in journal entries. Scores for the entire ACC 211 students (all majors included) were below the 85% goal, so manual accounting practice to help reinforce the computerized section of the problem will be utilized to teach each piece of the accounting cycle.

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.	Use comprehensive problem covering AICPA Code of Professional Conduct given to ACC 211 students in fall and spring semesters.	85% of the students will complete the comprehensive assignment with a grade of "C" or better.	AIPCA testing was incorporated into ACC 211 sections for fall 2022 and spring 2023. The assignment was given during the first semester of the course. We offered a total of four ACC 211 sections between the two semesters, consisting of a total of 59 students, 40 of whom completed the semesters. Of those 40 students, 31 students (77.5%) passed the test with a grade of C or better. Broken down by majors, 11 of those students were Accounting degree majors. Of those 11 students, seven students completed the problem, with 5 of the 7 (71.4%) completing with a grade of C or better. An overall comparison of the ACC 211 students from last year to this year show an improvement of scores in the AICPA testing, with 31 of 40 (77.5%) students in all sections and all majors, completing the problem with a grade of C or better.	Continue to assess knowledge of the professional conduct of accounting personnel using a comprehensive test covering AICPA material.

Analysis/Use of Results

Scores for all ACC 211 students (all majors included), as well as Accounting majors specifically, were below the 85% goal. Adherence to the professional code of conduct in accounting is crucial to having reliable and timely financial information. With this in mind, the module for this section of the course will be revamped to offer more training in this section. Also, each module during the semester will contain a professional code of conduct section dealing with that specific chapter of the module. Scores from this year will be compared to next year for comparison after changes are implemented.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate use of Excel formulas needed in business.	Use a comprehensive capstone project from ACC 211 completed by Accounting majors during the fall and spring semesters.	85% of the students will complete the Excel capstone project with a grade of "C" or better.	A total of 15 students in Business Administration, Accounting, Bookkeeping, and Leadership were enrolled in ITE 140 for the fall 2022 and spring 2023 semesters. Of those 15 students, 9 students completed the comprehensive problem; and 8 of the 9 (88.9%) passed the test with a grade of C or better. Broken down by majors, 4 Accounting majors completed the test, with 3 of 4 (75%) completing the problem with a grade of C or better.	Continue assessing Excel skills using a comprehensive project/problem from ACC 211 and ACC 212 in the fall and spring semesters.
Analysis/Use of Results				
ITE 152 will be removed from the assessment goal since the curriculum changes for Transfer VA removed comprehensive problems from the course. Students in Accounting are all required to take ACC 211 and ACC 212 in the program. The scores for Accounting majors this year were below the 85% goal. The assessment will be geared toward financial and managerial accounting needs, which will mirror Excel formulas needed for business and industry.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Administration of Justice AAS and Law Enforcement Certificate	Jerry Stinson	jerry.stinson@sw.edu	2022-23

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**
The Administration of Justice program will be more conducive to online or hyflex learners by offering courses that better suited to that modality. Since returning from pandemic guidelines there has been a notable change in the ratio of face-to-face and online students. The change is noted in courses like ADJ-138 Defensive Tactics and ADJ-195 Topics in Law Fit which require face-to-face attendance.	Student enrollment in the courses will serve as the indicator of a need to make curricular changes.	The success standard will be an enrollment of 10 students which represents 33% of the 2022-23 cohort of ADJ students. Should the trend continue and the course not make due to enrollment, then the steps should be taken to replace the course with one that is more conducive to being offered online or hyflex.	The 2022-23 cohort had only 5 students enroll in ADJ-195 Topics in Law Fit and only 1 in ADJ-138 Defensive Tactics. This is a continuation of the trend that began after the temporary stoppage of face-to-face classes due to pandemic protocols.	Go before the Curriculum and Instruction Committee tp request that these classes be replaced with ADJ-229 Community Policing in Modern Society which can be delivered as a hyflex course.

Student retention will be increased by moving the internship to the third semester (summer).	Student retention will be measured against the last three cohorts who experienced internship in the final semester.	Student retention would reflect at least a 5% increase over the previous three cohorts who completed internship in the fifth or final semester.	Student enrollment in ADJ-290 Coordinated internship has declined significantly after its post pandemic re-instatement. Enrollment for the 2021-22 cohort was 6 and the 2022-23 cohort was 2. This is in comparison to the 18 enrolled in the 2019-2020 cohort. The measure of student retention will not be an accurate measure since there are so few enrolling in the internship class.	This information will be used along with that in goal one to re-examine the ADJ program in the post pandemic era. Internship placement will be evaluated as to its viability.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based onfindings.)				
The findings indicate that courses which require traditional face-to-face attendance are not feasible at this time. This appears to be consistent across the college as post pandemic distance learning. The facts derived indicate a move to courses with a hyflex delivery which will accommodate learners seeking traditional face-to-face or distance learning.				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Advanced Manufacturing AAS/Mechatronics CSC**	***Christopher Joe Godsey***	***Christopher.Godsey@sw.edu***	***Fall 2022***	***Spring 2023***

Mission

The mission of the Advanced Manufacturing and Mechatronics programs 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 ensure that students can demonstrate robotics expertise before they enter the workforce.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will earn a Certified Manufacturing Associate Certification.	Goal 1: The Certified Manufacturing Associate Certification exam will be given to students in MEC 155 during the spring semester.	Goal 1: Students that attempt the certification exam will have a pass rate of 90% or better.	Spring 2023: Pass Rate: 100%	Goals were met, no additional actions needed. I plan to continue to offer the certification exam.
Goal 2: Students will earn their OSHA 10 General Industry Certification.	Goal 2: Percentage of students that attempt and successfully earn an OSHA 10 General Industry Certification.	Goal 2: 70% or more of the students that attempt to earn their OSHA 10 certification will be successful.	Fall 2022: Participation: 100% Earned Credential: 50% Spring 2023: Participation: 100% Earned Credential: 100% Overall: Participation: 100% Earned Credential: 54%	The biggest issue is attendance, there are a required number of class room hours needed to earn the certification. We will continue to try and reinforce the importance of attendance.

Click to enter text. **Outcomes Assessment**				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students will demonstrate fundamental robotics principles needed to enter the workforce	Goal 3: A capstone robotics project will be given to second semester students in ETR 286 during the spring semester.	Goal 3: 100% of students will be able to successfully design, construct, and program a robot.	Spring 2023: 100% of students successfully completed and constructed their design. However, only 70% were able to write a program to fully meet design specifications.	I will be adding additional lectures and labs to help improve the students programming skills.

Southwest Virginia Community College **Program Assessment** **2022-2023**					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Business and Technology**	**Janet Rowell**	**janet.rowell@sw.edu**	**Fall 2022**	**Spring 2023**
Mission					

The Business and Technology (BT) 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 business technology for the workforce of the region.

Annual Program Goals

Goal 1: Students will demonstrate skills and knowledge of entry-level word processing technology.

Goal 2: Deliver adequate instruction preparing students to implement foundational general accounting skills.

Goal 3: Students will demonstrate skills and knowledge of comprehensive spreadsheet software technology.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Students will demonstrate entry-level application of word processing skills and knowledge	1. Score of 80% or better on an ITE 152 comprehensive measure student's basic word processing skills and knowledge	1. 80% of students enrolled in ITE 152 will earn 80% or higher on an ITE 152 comprehensive measure of word processing skills and knowledge	1. 77% of students enrolled in ITE 152 earned a score of 80% or higher on a comprehensive word processing problem	1. Faculty teaching ITE 152 will conduct focused group discussions during summer 2023 to determine modifications that can be implemented to improve this outcome
2. Students will demonstrate knowledge of foundational general accounting practices	2. Students will be assessed using a comprehensive accounting cycle problem given in ACC 211	2. 80% of students will earn a score of 80% or higher on an ACC 211 comprehensive accounting cycle problem	2. Outcome not measured due to lack of enrollment	2.Continue communication with ACC 211 faculty to allow measure of this outcome when required student data exists
3. Students will demonstrate skills and knowledge of comprehensive spreadsheet software technology	3. Students will be assessed using a comprehensive spreadsheet software problem given in ITE 140	3. 80% of students will earn a score of 80% or higher on an ITE 140 comprehensive spreadsheet software problem	3. 100% of students enrolled in ITE 140 earned a score of 80% or higher on a comprehensive spreadsheet software problem	3. Maintain collaboration with ITE 140 faculty to ensure continued student success measured by this outcome

Analysis/Use of Results

An opportunity exists to increase student success in word processing skills acquired by students in ITE 152. A collaborative effort is being made to analyze current content measuring word processing skills. The analysis will be used to develop modifications to enhance student learning.

Due to lack of data ACC 211 will be assessed during the 2023-2024 academic year.

The outcome measurement used for ITE 140 was successful. A partnership with ITE 140 faculty will be sustained to confidently repeat student success of this outcome.

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Business Management AAS/Management Specialist CSC**	***Loretta Beavers***	Loretta.Beavers@sw.edu	***Fall 2022***	***Spring 2023***

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, 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 in management and the business environment.

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

Goal 3: Provide students with opportunities to learn international business and marketing practices.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will explain their understanding of diversity, equity, and inclusion in management and the business environment.	Students will be required to read about current events in peer reviewed articles addressing adherence and challenges to diversity, equity, and inclusion on the supervisory level in businesses. Students will be assigned online discussions and essay assignments in which they will be required to explain their understanding of diversity, equity, and inclusion as integrated in the organization's culture. They will also be required to explain both positive and	At least 90 percent of students who complete the assignments will earn 70 or above in their BUS courses for Fall 2022 and Spring 2023. Students will be able to explain a personal and socially shared understanding of diversity, equity, and inclusions. At least 90 percent of students will be able to identify positive and negative behavior in interactions of diversity, equity, and inclusion.	In the Fall 2022 Semester, 79.13 percent of students who finished the courses earned 70 or above in the following courses: BUS 100-H1 BUS 100-W1 BUS 200-W1 BUS 205-W1 BUS 241-W1 BUS 299-01 MKT100-W1 In the Spring 2023 Semester, 91.81 percent of students who finished the courses earned 70 or above in the following classes: BUS 100-W1 BUS 111-W1 BUS 201-W1	Since the goal of at least 90 percent of students met the goals of earning 70 or above in their BUS courses in the Spring 2023 Semester and were able to express their understanding and interactions of diversity, equity, and inclusion, the requirements for the courses will remain the same. Resources will continue to be updated for each course.

	negative situations in which diversity, equity, and inclusion played a significant role in the behavior and decisions of peers. Measures will be taken through evaluations, as demonstrated on the attached rubric, of students' content information, writing skills, and peer-to-peer interactions in online class discussions. Evaluations will also measure the content information and personal experience and opinions integrated in the individual essay assignments.		BUS 204-W1 BUS 280-W1 BUS 299-01 MKT 275-W1 All students who participated in the written assignments of the previously listed courses expressed an understanding of diversity, equity, and inclusions and were able to identify personal experiences with the three criteria.	
Goal 2: Students will demonstrate recognition, knowledge and competency in using soft skills in their personal and professional written and oral communications.	Students will be assigned to identify soft skills and non-cognitive skills in their online discussions and essays. Subjective measures will be taken through evaluations of students' content information, and 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	At least 90 percent of students who complete the assignments will earn 70 or above as their final grade average in their BUS courses. 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 mistakes and/or presented in a negative overtone. Students will adhere to the guidelines provided in the attached rubric and essay assignment instructions.	Of the students who finished the Business Management program's specific courses in the Fall 2022 semester, 79.13 percent earned a C (70 percent) or above as their final grade. In the Spring 2023 Semester, 91.81 percent of students who completed the Business Management Program's specific courses earned 70 percent or better. Students' written assignments were evaluated on sentence structure, spelling, relevant content, grammar/punctuation usage, creating and structuring paragraphs, and using APA formatting for citations. Only 68.34 percent of students earned 70 and above in the BUS	Since students met the goal of earning 70 percent or above in their Business Management program's specific courses in the Spring 2023 semester, no significant changes will be made to the content or delivery of the course content to students. Resources will be continuously updated to represent current business and world situations that affect business endeavors and transactions. To increase the student success rate in the BUS 100 courses, more details will be included in the instructions and more examples of expectations will be provided. For example, a sample essay with title page, abstract, APA in-text citations, and APA formatting for reference citations will be provided.

	soft skills. Students' assignments 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.		100-H1 and BUS W1 courses, which is the introductory course to business in the Business Management Program.	

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: 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 global business-related events, identifying the leading country/countries of concern, and the U.S.'s role and/or reaction to global business 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.	At least 90 percent of students who complete the assignments will earn 70 or above as their final grade in Introduction to International Business and International Marketing courses for Spring 2023 semester. 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.	In BUS 280-W1, Introduction to International Business, 85.71 percent of students who completed the class earned 70 percent and above. In MKT 275-W1, International Marketing, 92.31 percent of students earned 70 percent and above.	No significant changes will be made to the MKT 275, International Marketing, course since the goal of at least 90 percent of the students who finished the class earned a C (70 percent) or better. The two students who weren't successful in the BUS 280, Introduction to International Business, class only completed about half of the assignments. I will use Navigate to report students who miss two or more assignments.
Analysis/Use of Results				

See Action Plans Above

Rubric Criteria for Discussion Topic Assignment

Rubric for discussion topic participation evaluation
Each discussion topic is worth 50 points (Initial responses are worth 40 points; Replies are worth 5 points each for a maximum of 10 points per discussion topic)
Discussion topic assignment is worth 33.3 percent of final average.

Initial Responses (0 to 40 Points)				
Category	**Below Expectations (0 to 19 Points)**	**Acceptable Response (20 to 30 Points)**	**Adequate Response (31 to 39 points)**	**Meets or Exceeds Expectations (40 Points)**
Promptness of Response (Quantitative Measure)	Posted responses after deadline (0 points if one week past due date)	Posted responses within one week past due date	Posted responses within 24 hours past due date	Posted responses on or before deadline
Content of Response (Qualitative Measure)	Irrelevant or vague information; evidence that any of your discussion has been copied from any source.	Relevant and sufficient information for majority of topic questions	Relevant and sufficient information for all of topic questions	Relevant and supported information and comments; examples provided to clarify opinion
Quality of Response (Qualitative Measure)	Not all questions in topic description addressed in responses; information redundant, irrelevant, or vague; evidence of plagiarism	Topic questions answered in short, relevant responses; majority of the questions addressed	All questions answered but without evidence of support of opinion.	All questions in topic description answered with thorough, original responses; information collected and clarified to relevance of topic; outside sources reviewed and cited; real-life/personal experiences and situations explained
Grammar Usage (Qualitative and	Incorrect grammar and punctuation, misspelled words, and poor sentence	Some grammar and spelling errors; sentence and paragraph structure	Minor grammar and punctuation errors; few misspelled words;	Effective use of correct grammar and punctuation rules; correct sentence

Quantitative Measures)	structure; fragmented and incoherent structure throughout response	understandable and contribute to topic relevance	coherent structured response	and paragraph structures; minimal misspellings
Length of Response (Quantitative Measure)	Response containing fewer than 200 words (Discussions with less than 175 words will not receive any credit.)	Response containing between 201 and 275 words	Response containing between 276 and 299 words	Coherent response containing 300 or more words
Replies to Responses (0 to 5 Points)				
Category	**Below Expectations (0 Points)**	**Acceptable Response (1 to 2 Points)**	**Adequate Response (3 to 4 Points)**	**Meets or Exceeds Expectations (5 Points)**
Promptness of Response (Quantitative Measure)	Posted replies after deadline (0 points for replies posted after 48 hours of due date)	Posted replies after deadline (2 points for replies posted within 24 hours of due date; 1 point within 48 hours of due date)	Posted replies within 12 hours of due date	Posted replies by or before deadline
Contribution to Course Organization (Qualitative Measure)	Evidence of not reading other students' responses; vague understanding of information; minimal comments on peers' responses; no points given if same or very similar response is used for both replies or for irrelevant replies such as "good post", "I agree", "You had some good points", etc.	Commenting on peers' responses in an reiterating manner instead of adding explanations, experiences, or additional information	Replies that indicate an understanding of peers' initial response comments.	Commenting on peers' responses and initiating discussion issues; commenting on own personal opinions in reference to initial response
Length of Replies (Quantitative Measure)	Replies with 50 or less words or replies using the same or very similar verbiage for both replies.	Replies of 51 to 65 words	Replies of 66 to 74 words	Replies with 75 or more words

Explanation of Essay Assignment

Instructions for Writing and Submitting Essays

The essay assignment is worth one third of your final grade average. ***No credit is given to essays without references. Use APA format for citing your references.***

There are three essays which means each essay is worth 11 points of your final average. Each essay assignment is individually addressed in the Essays section. If you miss one essay assignment, your final possible points starts at 89 instead of 100. Follow instructions carefully. One deficit in the business world is following instructions and directions.

The essay assignment will consist of three essays. Each essay is potentially worth 100 points. A list of articles will be provided and you will choose an article or articles and provide the following: (1) Introductory paragraph or abstract, (2) a very detailed summary of the article, integrating your personal thoughts and providing enough information so that anyone reading your essay will develop an understanding of the article's content (this part will make up the majority of your essay), (3) knowledge you gained from reading and describing the article, (4) how others may benefit from reading the article, and (5) correct APA citation.

Do NOT just copy the information in the article. Write your essay from your point of view and in your own words. The objective is to use the information presented in the article to build on your own knowledge base and relate it to your own experiences in that area of information. Your essay should have no more than 12% matching with other information. This 12% allowance accommodates the title, URL, and commonly used sentences. All essays will be submitted through a program called Turnitin, which checks for matching content (plagiarism). **No credit will be given to essays with 30% or more matching.**

Since the articles are provided for you, click on the External Links navigation button and open the folder for the essay assignment. Skim through the articles available and select one (or more) that interests you most. Write your essay on your selected article(s).

In the introductory paragraph, introduce your topic of interest and include the article's title. You must use one or more of the articles provided or get prior approval of a source you find. Explain briefly the points of interest and what you plan to discuss in the essay. Use the next few paragraphs to discuss the article's points of interests and how these points are significant to you. In the last paragraph, state what you learned and how you felt about the presentation and content of the information. Suggest how others may benefit from reading the article. You may even want to make recommendations on practicing the issues that were presented in the article. ***Be sure to include a reference page with the correct APA referencing of your article.***

Each essay should be at least two full pages of content (approximately 650 to 700 words) and not more than three in length, doubled spaced, size 12 Times New Roman font and one-inch margins on all four sides. Content does not include title page, blank pages, or reference page. Essays not meeting the required length will lose points. Information will be provided on how to submit your essays. All essays have to be submitted through the Turnitin link to be checked for matching content. Essays submitted late will lose five points per day late.

See Essay Report Assessment below to understand the criteria used to evaluate your discussion topic assignment

Evaluation Criteria for Essay Assignment

Essay Report Assessment

Content

Each criterion is evaluated holistically to the essay content

1. Information presented meets requirements
2. Current information, comparative to assigned topic
3. Relevant information to assigned topic
4. Relates to overall course content and discussion
5. Topic flows smoothly, follows one continuous thought
6. Material presented in logical progression of topic
7. All sections appropriate and relevant to topic
8. Material presented as one, congruent report
9. Writer demonstrated understanding of topic
10. Format of presentation is appropriate (margins, font, section headings, spacing)

Accuracy

Each criterion is worth 5 points

1. Spelling
2. Grammar, tense, and form
3. Punctuation
4. Correct paragraph and sentence structure
5. Information concise, correct, and complete
6. Consistent
7. Correct referencing (article title and URL included in essay)
8. Sufficient, current, and varied sources (sources provided)
9. Citations and quotes complete and in correct format
10. Neat and professional in appearance and correct length

Academic Program Assessment: Southwest Virginia Community College				
Division	**Program**	**Coordinator**	**Email**	**Academic Year**
Arts and Sciences	Early Childhood AAS/CSC/Cert. EC & IT	Kimberly Austin	kimberly.austin@sw.edu	2022-2023

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 observe and participate in Early Childhood classrooms and demonstrate understanding of the value of observation, means of observation and usage of observational data.

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)	CHD 120: 65% Met Criteria HLT 135: 62% Met Criteria CHD 145: 65% Met Criteria CHD 165: 72% Met Criteria CHD 205: 80% Met Criteria	The passage rates are in line with the final grades that students earned during the classes. Therefore the students that received a C or better also met the criteria.
		90		
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Early childhood students will observe and participate in Early Childhood classrooms and demonstrate understanding of the value of observation, means of observation and usage of observational data.	CHD 165 & CHD 265 Observation Journals (rubric)	90% Meet criteria utilizing rubric	Fall 2022 CHD 165: 70% Met Criteria Spring 2023 CHD 165: 72% Met Criteria CHD 265: 95% Met Criteria	Discuss the observation expectations with Advisory Committee in Fall. One barrier to observation is student employment and lack of option to miss work to observe.
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	83% of Spring 2023 Graduates are employed in the field.	Consider adding a job board to Canvas for students to have access to open positions. Utilize ECE Advisory committee for suggestions on employment/interview/expectations.
Analysis/Use of Results				
Plan to continue use of Key Assessment for NAEYC purposes and to ensure compliance with NAEYC standards. Need to add a DEI section to each Key Assessment. Consider ways to				

give students a stipend to complete observation hours.

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. **25 points**	*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***
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;	*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***

		• Central Message- components precisely stated; • Supporting Material- makes appropriate reference to information that supports presentation **15 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** • **Described curriculum, goals and strategies used in carrying out structured observations**	**Satisfactorily completed most bulleted items, missing 1 item.**	**Incomplete summaries do not address bulleted items.**
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**	**Satisfactorily completed most bulleted items, missing 1 item.**	**Incomplete summaries do not address bulleted items.**

		• **Provided family with ASQ suggested activities based on child's ASQ score and developmental level**		
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*	*Student completed the observation but did not follow the appropriate instructions.*	*Student did not complete the observation.*

		perform the observation and utilize the findings to provide meaningful reflection.		

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 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	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.
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.	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.

		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 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 What are your goals?	Resources What will support your teaching?	Instructional Content How will you teach it?	Assessment How will you measure if the students met the goal?
: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	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.	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:

	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	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 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)	• 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-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 2022-2023					
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 2022***	***Spring 2023***

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 a circuit, fabricate a circuit board, construct the circuit, and demonstrate that their design is fully functional.	Fall 2022: 100% of the students successfully completed their design and demonstrated a functional power supply. However, the circuit board fabrication portion was a struggling point for all students.	I will be adding an additional lecture and lab to help improve students circuit board fabrication skills.

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 attempt and successfully earn an OSHA 10 General Industry Certification.	Goal 2: 70% or more of the students that attempt to earn their OSHA 10 certification will be successful.	Fall 2022: Participation: 100% Earned Credential: 50% Spring 2023: Participation: 100% Earned Credential: 100% Overall: Participation: 100% Earned Credential: 54%	The biggest issue is attendance, there are a required number of class room hours needed to earn the certification. We will continue to try and reinforce the importance of attendance.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students earn their Workplace Readiness Certificate.	Goal 3: Pass rate of the students that attempt the Workplace Readiness Certification (Spring Semester).	Goal 3: 80% or more of the students that attempt to earn their Workplace Readiness Certificate will be successful.	Spring 2023: Pass Rate: 100%	Pass rates were very good, no actions are needed.

Southwest Virginia Community College Program Assessment 2022-23					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
Health Technologies	Emergency Medical Services, Basic EMT Skills CSC, EMT to INT CSC, INT to Paramedic CSC, RN to Paramedic Bridge CSC	**Bill Akers**	Bill.akers@sw.edu	Fall 2022	Summer 2023

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.	Incomplete as of May 15, 2023.	Will report the 3rd attempt pass rate by December 2023.

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.	Benchmark met. Over 90% of students passed the psychomotor exam administered May 5-6, 2023.	Will monitor for continued performance at or above the benchmark.

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.	An employment survey was 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 met. All employers responding to the survey reported their graduates performing at 3 out of 3 on the scale in all domains.	Will monitor for continued performance at or above the benchmark.

Click to enter text. **Outcomes Assessment**				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 4: At the completion of the Spring 2023 semester, the percentage of students who complete the EMT curriculum and pass the cognitive capstone exam will exceed 75%.	Performance on the FISDAP EMT-Readiness Exam	Meet or exceed the psychometrically valid cut score; usually 72%.	Benchmark met. 90% of Spring semester EMT students passed the capstone and went on to pass the NREMT exam.	Will monitor for continued performance at or above the benchmark.

Southwest Virginia Community College Program Assessment 2022-23				
Division	Program	Coordinator	Email	Academic Year
BEIT	Information Systems Technology AAS; Computer Repair Technician CSC; Software Development CSC; Information Technology and Business Fundamentals CSC	Crystal Dye	Crystal.dye@sw.edu	2022-2023

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 adequately prepare students to report and describe professional certifications.

Goal 2: To adequately prepare students to assemble and construct an individual project using systems analysis techniques and tools.

Goal 3: To adequately prepare students to demonstrate skills and knowledge of entry-level word processing technology.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Students will report and describe professional certification requirements.	Completion of Short Research assignment for certification options.	*85% of the students completing the Research Assignment with an 80% (Good Understanding) or higher score in ITN260 (Fall and Spring terms). **Note: Assignment grade scoring using the provided rubric.	Students successfully recognized the different cyber-attacks in the virtual lab assignment in the Fall 2022 term but were below the goal of 85% for the Spring 2023 term. In Fall 2022 100% completed successfully. In the Spring 2023 term, 66% completed successfully.	To continue to include the assignment but move the assignment to the middle of the term. Also, break the assignment into two sections/weeks for easier completion.

			Note: Fall 2022, 4 students completed. Spring 2023, 6 students completed the assignment.	
2. Students will assemble and construct an individual project using systems analysis techniques and tools.	Completion of a final presentation at course completion demonstrating project construction and tool usage.	*85% of the students that complete the Final Presentation Assignment, will complete with an 80% (Good Understanding) or higher score in ITP251. ***Note: Assignment grade scoring using the provided rubric.	Students successfully assembled and constructed an individual project using systems analysis techniques and tools. In the Fall 2022 and Spring 2023 terms, 100% of students that submitted the project completed successfully. Note: Fall 2022, 3 completed the project. Spring 2023, 4 completed the project.	Continue to include the course project and update the topic for Spring 2024.
3. Students will demonstrate entry-level application knowledge of word processing.	Completion of an assignment demonstrating basic word processing skills and knowledge.	*80% of IST (Information Systems Technology program of study) students enrolled in ITE152 completing the Cyber Short Research Assignment utilizing the MS Word software application will earn 80% or higher completing the activity. ****Note: Assignment grade scoring using the provided rubric.	The assignment was a new assignment for the Spring 2023 term. For IST students enrolled in ITE152, 62.5% of students completed the assignment with an 80% or higher. The outcome goal was unsuccessful for the Spring 2023 term. Note: Fall 2022, assignment was replaced due to website used for the assessment was discontinued. The assignment was replaced in Spring 2023.	The IST faculty met and reviewed the assignment to develop an improvement plan. For the upcoming Fall 2023 term, the assignment will remain the same but an additional assignment will be added to the module. The new assignment will assist students in developing their research paper prior to completing the main research assignment for the module. *****Note: See additional note in analysis/use of results area.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.) *****In addition to reviewing the Cyber Short Research assignment, the MS Access Research assignment was also reviewed which also included low completion scores. The MS Access Research assignment topic and length was also adjusted for the Fall 2023 term and the new pre-assignment will be added for the Cyber Short Research assignment				

*Student Level of Understanding Goal:
90-100%: Excellent Understanding of Content
80-89%: Good Understanding of Content
70-79%: Basic Understanding of Content
0-69%: Improvement of Content Understanding Needed

** Assignment Grading Rubric for ITN260 Short Research Assignment.

Short Research Project - ITN260

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Cover Page Included in Paper	5 pts Full Marks	0 pts No Marks	5 pts
1 Full Page of Research	5 pts Full Marks	0 pts No Marks	5 pts
Research Section is Single Spaced	5 pts Full Marks	0 pts No Marks	5 pts
Paper Includes a Works Cites/References Page	5 pts Full Marks	0 pts No Marks	5 pts
Paper is written in paragraph form	5 pts Full Marks	0 pts No Marks	5 pts
Paper includes 3 References	5 pts Full Marks	0 pts No Marks	5 pts
Font is Times New Roman /Font Size 10	5 pts Full Marks	0 pts No Marks	5 pts
Paper has 1 inch margins on all sides	5 pts Full Marks	0 pts No Marks	5 pts
Research online and find 3 additional free sources of student materials or exam preparation (1 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional free sources of student materials or exam preparation (2 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional free sources of student materials or exam preparation (3 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional paid sources of student materials or exam preparation (1 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional paid sources of student materials or exam preparation (2 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional paid sources of student materials or exam preparation (3 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
How can a certification exam be scheduled?	6 pts Full Marks	0 pts No Marks	6 pts
How frequently does a certification need to be renewed or exam taken again?	6 pts Full Marks	0 pts No Marks	6 pts
			Total Points: 100

*** Assignment Grading Rubric for ITP251 Project Presentation Assignment.

ITP251: Project Grading Rubric

Criteria	Ratings		Pts
Gantt Chart included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
PERT Chart included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
Risk Management Plan included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
JAD Team Info included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
USE Case Diagram included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
Sequence Diagram included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
Systems Requirements Checklist included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
Data Flow Diagram included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
Basic Network Diagram included in presentation..	2 pts Full Marks	0 pts No Marks	2 pts
Informational Info such as what services the company provides	5 pts Full Marks	0 pts No Marks	5 pts
Your choice of graphics/logos	7 pts Full Marks	0 pts No Marks	7 pts
Project summary discussing your design project from beginning to end	15 pts Full Marks	0 pts No Marks	15 pts
Discuss what have you learned from the project.	15 pts Full Marks	0 pts No Marks	15 pts
Included a PowerPoint Presentation for the material	20 pts Full Marks	0 pts No Marks	20 pts
Included a recording (either by recorded ZOOM/Cell Phone/Canvas Studio) - Audio Only / Video Not Required	20 pts Full Marks	0 pts No Marks	20 pts
			Total Points: 100

****ITE152: Short Research Assignment (MS Access) Grading Rubric

ITE152: Short Research Assignment (MS Access)

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Paper is created in MS Word and saved as MS Word file type	5 pts Full Marks	0 pts No Marks	5 pts
Ways a business can utilize MS Access (#1)	5 pts Full Marks	0 pts No Marks	5 pts
Ways a business can utilize MS Access (#2)	5 pts Full Marks	0 pts No Marks	5 pts
Ways a business can utilize MS Access (#3)	5 pts Full Marks	0 pts No Marks	5 pts
Ways a business can utilize MS Access (#4)	5 pts Full Marks	0 pts No Marks	5 pts
Ways a business can utilize MS Access (#5)	5 pts Full Marks	0 pts No Marks	5 pts
What are the advantages of using a database?	5 pts Full Marks	0 pts No Marks	5 pts
What are the disadvantages of using a database?	5 pts Full Marks	0 pts No Marks	5 pts
Coverpage included in paper	5 pts Full Marks	0 pts No Marks	5 pts
Works Cited or Reference Page included in paper	5 pts Full Marks	0 pts No Marks	5 pts
1 inch margins on all sides	5 pts Full Marks	0 pts No Marks	5 pts
10pt - Times New Roman Font Style Used	5 pts Full Marks	0 pts No Marks	5 pts
Research Reference #1	5 pts Full Marks	0 pts No Marks	5 pts
Research Reference #2	5 pts Full Marks	0 pts No Marks	5 pts
Paper section is 1 full page of text.	20 pts Full Marks	0 pts No Marks	20 pts
Include 1 footnote (using the footnote tool)	5 pts Full Marks	0 pts No Marks	5 pts
Text portion of paper is double spaced (2.0)	5 pts Full Marks	0 pts No Marks	5 pts
			Total Points: 100

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Southwest Virginia Community College Program Assessment 2022-2023				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Health Technologies/Nursing	**Neyia Beavers**	**neyia.beavers@sw.edu**	**Fall 2022**	**Spring 2023**

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: 90% of first semester nursing students (NSG 100 or NSG 115) will demonstrate proficiency in basic nursing skills (i.e. Level 1 student learning outcomes) and progress to second semester nursing courses.
Goal 2: 4th semester students will demonstrate proficient assessment skills in complex healthcare situations and be able to provide appropriate patient care.
Goal 3: Graduating students will possess the minimum knowledge, skills, and abilities required to deliver safe, effective care as an entry level nurse.
Goal 4: The program completion rate will be at or above 55% based on 100% on-time completion from initial enrollment.
Goal 5: Job placement will be no less than 80% at 12 months after graduation.

Outcomes Assessment #1				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
90% of first semester nursing students (NSG 100 or NSG 115) will demonstrate proficiency in basic nursing skills (i.e. Level 1 student learning outcomes) and progress to second semester nursing courses.	Student enrollment in NSG 100 in fall 2022 with progression to NSG 170 in Spring 2023 and student enrollment in NSG 115 in summer 2022 to 210/ 211 in fall 2022	• 90% retention 1st to 2nd semester. (13 students enrolled in NSG 115; 36 students enrolled in NSG 100)	13 of 13 (100%) students enrolled in NSG 115 progressed to NSG 210/211. 28 of 36 (78%) students enrolled in NSG 100 moved on to NSG 170.	Offer group tutoring, remediation sessions, and meet with students individually as needed.
Analysis/Use of Results				
Comments: Goal met for Track 2 (NSG 115) students. Goal for Track 1 (NSG 100) students not met. Tutoring and remediation offered in spring semester increased retention for NSG 170 to 100%.				

Outcomes Assessment #2				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
4th semester students will demonstrate proficient assessment skills in complex healthcare situations and be able to provide appropriate patient care.	90% of students enrolled in NSG 270 will successfully complete the competency simulation with 80% or better.	Student will demonstrate competency by scoring a minimum of 40 out of 50 points on the competency simulation grading rubric.	100% of students enrolled in NSG 270 successfully completed the competency simulation with 80% or better within 2 attempts.	Offer the competency simulation early in the semester to allow opportunity for remediation prior to second attempt.
Analysis/Use of Results				
Comments: 100% of students enrolled in NSG 270 successfully completed the competency simulation with 80% or better within 2 attempts.				

Outcomes Assessment #3				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Graduating students will possess the minimum knowledge, skills, and abilities required to deliver safe, effective care as an entry level nurse.	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 2022.	The program's annual licensure exam first-time pass rate will be at or above 80%.	NCLEX-RN first-time pass-rate for 2022 graduates was 84%. Goal met. NCLEX-RN pass-rate for 2023 graduates will be available summer 2023.	Goal met. Continue to offer face-to-face classes. Mandate ATI live review for all students. Deliver ATI Capstone course with mandatory remediation. Follow NCLEX-success plan.
Analysis/Use of Results				
Comments: College initiated incentives for paying for NCLEX, paying for mandatory tutoring, and faculty mentoring were successful. For 2022-2023, an exit exam and competency simulation were implemented for students to successfully complete NSG 270. The program also sought monetary support from administration to continue offering the incentives afforded to the 2022 graduates. NCLEX-RN pass-rate for 2023 graduates will be available summer 2023.				

Outcomes Assessment #4				
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.	Program completion based on initial enrollment in NSG 100 or NSG 115.	55% of students enrolled in NSG 100 in fall 2021 and NSG 115 in summer 2022 will complete the program on time (100% rate).	Total on time program completion rate for 2023 graduates is 63.4%. Track 1 students was 56%; Track 2 students was 92.3%.	Continue to offer tutoring, remediation, and individual appointments to students as needed.
Analysis/Use of Results				
Comments: Goal met. Track 1 students continue to be the most at risk. Tutoring, remediation, and test reviews with students proved to be effective for spring 2023 students. NSG 170/152 (1st year) = 100% pass rate; NSG 252/230/270 (2nd year) = 98% course completion rate				

Outcomes Assessment #5				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Job placement will be no less than 80% at 12 months after graduation (2022 grads).	Job placement measured by return of graduate surveys will be no less than 80% at one-year post-graduation.	80% of students returning student surveys at one-year post-graduation will report employment in an RN position.	100% of students that passed boards and returned the graduate survey reported employment in an RN position.	Continue to allow local hospitals and health care facilities recruit our students by setting up information tables or directly speaking to the students.
Analysis/Use of Results				
Comments: 100% of students that passed boards and returned the graduate survey reported employment in an RN position.				

Program Assessment: Southwest Virginia Community College				
Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Division of Health Technologies/ Occupational Therapy Assistant program	Annette Looney	Annette.looney@sw.edu	Fall 2022	Spring 2023

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: SWCC OTA students will demonstrate competence of entry-level COTA practice theory and skills.

Goal 3: SWCC students enrolled in the OTA program will successfully complete the program within the recommended timeframe.

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.	2020 = 90% pass rate (9/10) 2021 = 80% pass rate (16/20) 2022 = 57% pass rate (8/14) 3 year average: 75%	1) increase competency and skills testing through TherapyEd OTA OLX assessments during 2nd year fall to get better estimate of students' knowledge base and areas to increase emphasis 2) Assist students with signing up for board exam in May/June to encourage taking board exam and not waiting. 3) Incorporate increased application and clinical reasoning activities in each course.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)				
Increase use of critical thinking assignments and simulated scenarios both with Simucase and interactive labs.				

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: SWCC OTA students will demonstrate competence of entry-level COTA practice theory and skills.	AOTA Level II *Fieldwork Performance Evaluation*	At least 90% of SWCC OTA students will score at least a 3 or above on each item with 91 or above total score on the final *Fieldwork Performance Evaluation* at the end of each Level II fieldwork experience.	100% of Class of 2023 OTA Level II fieldwork students passed Level II fieldwork	None
Goal 3: SWCC students enrolled in the OTA program will successfully complete the program within the recommended timeframe.	SWCC OTA Retention rates	The retention rate for students in the OTA program will be 60% or higher average over a 3-year period	During the 2022-2023 OTA class, all 15 original members continued into the 2nd year.	Work closely with students on advisement throughout the semester so they do not fall behind in coursework or become in danger of failing. Be alert to other potential factors impacting retention.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
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.	Student Service Learning/community service Log	Documentation of at least one community service learning per academic year that fosters student learning in a community area.	OTA Class of 2024 participated in a community service project with Cumberland Mountain Community Service day support program at Clinch Mountain House. The OTA first year students conducted an interview and therapeutic activity session with the individuals. Results of this activity were reported in the Jereial Fletcher Undergraduate Research Series on 3/23/23	Continue to develop community service projects for each semester to promote service learning and community engagement.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.) See Action Plans				

Program Assessment: Southwest Virginia Community College				
Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term

Division of Health Technologies/Radiography	Donna Corns	donna.corns@sw.edu	Fall 2022	Spring 2023

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: Freshmen students will show knowledge and comprehension of basic patient care skills by successfully passing RAD 105 with an 80 or above.

Goal 2: Entry-level students in the radiography program will receive a total score of 40% or higher on the TEAS test.

Goal 3: Graduate students will show proficiency of radiographic procedures and theories by passing the American Registry of Radiologic Technologist with a score of 75 or higher.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans

Goal 1: Freshmen students will show knowledge and comprehension of basic patient care skills by successfully passing RAD 105 with an 80 or above.	Freshmen radiography students will complete RAD 105 with a final grade of 80 or above.	85% of freshmen radiography students will pass RAD 105 with a grade of 80 or above.	100% of the students in RAD 105 during the summer of 2022 achieved a grade of 80 or above.	The program met the benchmark of 85% of students achieving an 80 or above in RAD 105. The highest grade was a 98.83 and the lowest grade was 87.1. The program may consider raising the grade attained to 85 instead of 80 for the coming year.
Goal 2: Entry-level students in the radiography program will receive a total score of 40% or higher on the TEAS test.	Applicates must take the TEAS test prior to admission to the radiography program. Those students accepted into the program will receive a TEAS score total of 40% or higher.	75% of student will score 40% or higher on the TEAS score.	3.448% of students did not attain 40% on the TEAS tests. A total of 96.552% of the students accepted into the class of 2025 achieving 40% or higher on the TEAS test.	The program did meet its benchmark on this outcome. There was 1 student out of the 29 accepted into the program for the class of 2025 that did not accomplish 40% or better on the TEAS test. The one student wo did not attain a 40% on the TEAS test made a 33.3% which was 6.7 points from reaching the 40%. The student has a grade point average (GPA) of 3.212.
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**

Goal 3: Radiography students will demonstrate employability through mastery of radiographic procedures and theories. .	Radiography students will successfully apply to and pass the American Registry of Radiologic Technologists (ARRT) Registry Certification examination on the first attempt with a score of 75 or higher which is the JRCERT standard benchmark.	90% will pass the ARRT board examination with a grade of 75 or above allowing them to seek employment as a RT-R.	No data as of May 2, 2023. Students must graduate and the degree be conferred before the American Registry of Radiologic Technologists will allow students to sit for their board examinations. The students will begin taking their registry on June 3, 2023 and most have already booked testing dates. 10 out of the 14 students have already accepted employment in imaging. The 4 students who have not accepted employment have done so as a personal choice.	
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.) See Action Plans.				

APPENDIX A-3

Assessment Forms by Award

Certificates and Diplomas

Southwest Virginia Community College Program Assessment 2022-2023				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Health Technologies/Health Sciences Certificate	**Dr. Clint Pinion**	**Clint.pinion@sw.edu**	**Fall 2022**	**Spring 2023**

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 the 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.	62% (n=42/68) of health science students enrolled in PSY 230 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.	75% (n=45/60) of health science students enrolled in HLT 143 completed the course with a 'C' or better.	No further action has been identified for this goal.
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 2021-2022 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.	35% of graduated HSC students enrolled in a health program at SWCC within the first year after completing their certificate.	The Division will work with marketing to create pathway sheets to illustrate available health technologies' program options for students completing a health science certificate.
Analysis/Use of Results				
Comments: The percentage of health sciences certificate students earning a C or better in PSY 230 increased from 48% in 2022 to 62% in 2023. The Division will continue working with Student Success to determine if additional resources are available for students who are enrolled in PSY 230. The percentage of students graduating from the HSC program who enrolled in a health program at SWCC decreased from 58% in 2022 to 35% in 2023. The data are incomplete at this time, as the monitoring period is two years. Complete data will be available in 2024. The Division will work with marketing to create pathway sheets to illustrate available health technologies' program options for students completing a health science certificate.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
BEIT	Heating Ventilation & Air Cert and CSC	Nick Nelson	nick.nelson@sw.edu	2022-2023

Program Mission Statement

Heating Ventilation and Air Conditioning (HVAC) Program:

The 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, expanding and rapidly changing field of study. To achieve that goal the course of study will provide training that fosters the mission of the department and that of the college

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

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

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

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

Goal 6: Helping students attain one national certification for the relative to the trade and industry recognized industry credentials, to include EPA 608 & 609 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.	The students were exposed to real world problems that allowed them to make decisions by using troubleshooting techniques they had learned in the lab. 100% of students received an evaluation score of 4.	After discussions with the host companies, we will be implementing a program with more emphasis on troubleshooting problems.
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	Students completed the safety classes prior to doing lab work. The Host companies reported no issues with unsafe acts or non-compliance with the Host's safety standards. 100% passed.	We will continue to focus on all aspects of safety. Testing will be done on electrical safety, tool safety, torch safety and EPA guidelines on the safe handling of refrigeration gases.
Goal 3: Good customer relations, work ethics and soft skills development (i.e. resume development)	3: Personal interview with host companies and students to evaluate student's progress; Invite third party lecturers (college staff and/or area businesses) to discuss needed soft skills	3: Positive feedback from the community stakeholders. An overall rating of 80% or higher would be considered acceptable.	There was positive feedback from the host companies but the time frame of the internship limits the interaction students can have. 100% of students received a positive feedback.	Students need to take the public speaking class in person not online to enhance their soft skills.
Goal 4: Improve student understanding for technical trades by completing field trip visitation	4. Allow students/host companies to discuss current issues and changing technology	4. Have 90% of students participate in the field trips and actively engage with the Host.	Students participated in the discussions and hands-on opportunities that were presented to them.	The expansion of field trip opportunities can be enhanced by utilizing the facilities at SWCC to expose the students to a variety of commercial equipment.

Goal 5: Offer all four of the related HVAC fall 2022 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 utilize the on-line component of Canvas discussion board; to collaborate on varied topic areas for related assignments to develop a team approach.	The first class period is dedicated to Canvas and the schools' email system. All assignments are on Canvas and all communication is done by Canvas email. 100% of students used Canvas.	Continue to require students to use the system.
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	All students completed the NC3 electrical safety class and the NC3 Hand tool safety class. All students that took the EPA 608 and 609 tests were successful in becoming an EPA certified technician. 100% of students passed the EPA exam.	Continue the certifications for all students and add other NC3 certifications as they become available.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.) See Action Plans				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
Business, Engineering, and Industrial Technology	**Legal Studies**	**Janet Rowell**	**janet.rowell@sw.edu**	**Fall 2022**	**Spring 2023**
Mission 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.					

Annual Program Goals
Goal 1: Students will demonstrate in-depth knowledge of general contract law.
Goal 2: Deliver adequate instruction preparing students to apply skills of methods and techniques of evidence acquisition.
Goal 3: Students will demonstrate knowledge of elements of general family law.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
1. Students will demonstrate in-depth skills and knowledge of formation and breach of general contract law	1. Score of 80% or better on a LGL 230 comprehensive measure of student's skills and knowledge of formation and general contract law	1. 80% of students enrolled in LGL 230 will earn 80% or higher on a LGL 230 comprehensive measure of knowledge and skills in relation to formation and breach of general contracts	1. Class was cancelled due to low enrollment.	1. Conducting outreach to existing law firms and other businesses in the area having related type positions. Social media campaign will also be conducted prior to fall semester.
2. Students will demonstrate skills and knowledge of general methods and techniques of evidence acquisition	2. Students will be assessed using a comprehensive problem focusing on elements of and problems associated with rules of evidence acquisition given in LGL 217	2. 80% of students will earn a score of 80% or higher on a comprehensive rules of evidence problem given in LGL 217	2. Class was cancelled due to low enrollment.	2. Conducting outreach to existing law firms and other businesses in the area having related type positions. Social media campaign will also be conducted prior to fall semester.
3. Students will demonstrate knowledge of general family law	3. Students will be assessed using a comprehensive general family law problem given in LGL 117	3. 80% of students will earn a score of 80% or higher on a LGL 117 comprehensive examination of general family law	3. Class was cancelled due to low enrollment.	3. Conducting outreach to existing law firms and other businesses in the area having related type positions. Social media campaign will also be conducted prior to fall semester.
Analysis/Use of Results				

The legal studies program will be promoted to help increase enrollment. Promotional outreach by social media to encourage student interest in the program. Contact with employers will be used to foster working relationships related to their needs.

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Health Technologies	Practical Nursing	Linda Cline	Linda.cline@sw.edu	2022-2023
Program Mission Statement				

To provide an education that will promote learning and application of skills required to be competent as a Licensed Practical Nurse. To provide an opportunity to the student to maximize their individual abilities through education, self-growth, and eventual employment.
Program Goals
1. Practical nursing students will demonstrate employability in the healthcare field.
2. At the completion of the program, Practical Nursing students will demonstrate the ability to assess complex healthcare situations and select appropriate patient care.
3. After completing the second semester of the program, Practical Nursing students will demonstrate the knowledge and skills necessary to provide basic patient care.
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 70% of students that begin the program to complete the program.

Assessment Categories				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 1: Practical nursing students will demonstrate employability in the healthcare field.	The NCLEX-PN is the measure that will be used. This is the exam that each graduate takes 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.	The students that were eligible to take the NCLEX-PN completed the exam as of 5/1/23. Fourteen students took the exam with one student not being successful. On our first quarterly report a previous student from 2012 took the exam for the first time and failed. The current pass rate for the 14 for this year is 92.8%. The rate for all taking the NCLEX -PN is 86.6%. These findings will not be verified by reports until the annual report that is available in January 2024	The success standard was met for the cohort of students taking the NCLEX-PN. The goal was met. The program will continue to evaluate the success standard each year.

Goal 2: At the completion of the program, Practical Nursing students will demonstrate the ability to assess complex healthcare situations and select appropriate patient care.	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	Students will score a minimum of 900 on the HESI Exit Exam.	The practical nursing program team met and made the decision to change the minimum score to 850 on the HESI Exit Exam. Students that scored 850 and above graduated from the program and were able to take the NCLEX-PN. The students that scored between 850 and 900 were all successful on the NCLEX-PN.	The program will leave the score at 850 for the next cohort due to the success of decreasing the score and positive results.
Goal 3: After completing the second semester of the program, Practical Nursing students will demonstrate the knowledge and skills necessary to provide basic patient care.	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.	At the beginning of Fall 2022, 32 students were enrolled in the program. All students matriculated to the second semester. One student did not choose to continue into the second semester. At the beginning of the spring 2023 semester 31 students were enrolled. One student elected to withdraw from the program during the semester.	The program met this goal. We will continue to maintain and improve measures to retain students from first two semesters to the last two semesters.

			Our number decreased to 30 students. One student was dismissed from the program during this semester. This decreased the number to 29 students. After final exams 6 students did not matriculate to the last two semesters. At the end of the spring 2023 semester, we have 23 students that will matriculate to the last two semesters of the program. The percentage calculation would be 23/29 = 79%	
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	Of the thirteen students that passed the exam: two students are going directly into the RN program, ten students had jobs, and one has interviewed for a job. If we do not count those that are continuing their education and the one that employment is	We need to account for continuing their nursing education through the RN program. Two students in the cohort have chosen to continue their education and not be employed at this time. I will continue to monitor the employment status of the student that just interviewed for a job.

		when they are taking their boards. Upon successful completion of the boards, then they will be asked to update us on job status.	pending would be 10/11= 91%. If she obtains the job she interviewed for it would be 100%	
Goal 5: The practical nursing program will have 70% 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 semester's course roster. The numbers will then be calculated to give a percentage.	We will be unable to report these findings until the end of the fall semester 2023. Our students will complete their last semester in the fall 2023.	
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
After reviewing the findings, the program will continue to maintain the HESI Exit Exam score of 850 as the baseline for passing the PNE 295 course successfully. The program will continue to work on retaining students from the first two semesters to the second two semesters. In the next assessment the percentage will be increased to a minimum of 80%. In the future we do need to account for those students that are choosing to pursue their education and not be employed due to the rigors of the RN program. The findings and action plan for goal 5 will be completed at the end of fall 2023 semester.				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Welding Diploma, Semi-auto, Welding Fundamentals, Welding Career Study Certificate & Manufacturing/Fabrication**	***Allen L. Martin***	***Allen.Martin@sw.edu***	***Fall 2022***	***Spring 2023***

Mission

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.

Annual Program Goals

Goal 1- Produce welds that conform to specific weld procedures and pass respective AWS certified weld test.

Goal 2- Produce welders who can properly maintain and repair welding machines.

Goal3- Produce welders who can correctly identify what shielding gas or gases that are associated with the various welding processes they will use in the workforce.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans

To Train students who can follow given weld procedures and create welds within AWS welding standards.	Evaluate students on the ability of following weld procedures, along with quality welds that meet the American Welding Society standards.	Reaching for a minimum of 85% success rate.	The current year success rate was 80%.	Empathize the importance of reading and interpreting W.P.S's Incorporate more W.P.S lectures and training into respective classes. Continue training students on how to properly interpret and execute information given on welding procedure speciation's. Empathize the importance of reading and interpreting W.P.S's Incorporate more W.P.S lectures and training into respective classes. Increase the participation rate of credit-based students in AWS certification testing.
To train students who can properly maintain and fix issues that occur with welding machines from wear and tear. (Change drive roll wheels on mig welders, replace electrode holders, etc.)	Observe students throughout the year on ability to fix and repair welding machines when repairs and/or maintenance is required.	Reaching for a minimum of 80% success rate.	The current year success rate was 90%	Continue training and observing students repairing and maintaining welding machines and equipment as break-downs and maintenance occur. Empathize on

				troubleshooting so students can identify, fix and repair in a cost and timely manner.
To train students 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 90% success rate.	Students were given a welding shielding gas exam and asked to complete it. Results showed that 90% of students were able to successfully answer what welding shielding gas is used with the different welding processes used.	We will Continue 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
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. To strengthen the curriculum, we will implement certification testing into the respective courses. We will be introducing the LEEPS/NC3 certification training/testing and also U-linc Welding curriculum through Lincoln Electric into the respective courses, while still including using the objectives and curriculum of American Welding Society. 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 • LEEPS certifications through NC3 online testing and hands-on assignments. Goals for 2023-2024 will focus on student's ability to read and interpret welding procedures to AWS and ASME standards, Introducing LEEPS/ NC3 certifications, implementing and successful completion of the new Advanced welding and Fabrication CSC, using weld procedures and blueprints for class projects; Instructors will evaluate by using rubrics and/or checklists where appropriate.

APPENDIX A-4

Assessment Forms by Award

Career Studies Certificate

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	Advanced Precision Machining, CNC and Machine Operations, Precision Machining Career Studies Certificate	Steven Lee Olinger	steven.olinger@sw.edu	Fall 2022	*Spring 2023*

Advanced 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 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 shop Supervisor, Machine Operator (CNC or conventional), machinist, CNC setup technician, and CNC programmer.

Annual Program Goals

Apply fundamental and advanced manual machining skills in creation of project and earn NIMS related certifications.

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

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

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Students will have advanced machining skills and jobs skills. 2. Students will have advanced CNC (Computer Numerical Control) skills. 3. Engage students in experiential educational opportunities, SkillsUSA.	1.(NIMS) National Institute for Metalworking skills Certifications (Grinding) and (NC3) National Coalition of Certification Centers (Starrett and Snap-on Dial Gauge Measurement). 2. (NIMS) National	1. 70% of students will earn both (NIMS) and (NC3) credentials. 2. 50% will earn at least one. 3. 70% of students will qualify to participate.	1. 20% 1 out of 5 earn both. 2. 60% 3 students out of 5 earned. 3. 60% 3 students out of 5 earned.	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 mill. 2. Since 60% passed one and/or both CNC certifications. I will required at least one extra day in Machine shop lab. To give the student more hands-

	Institute for Metalworking skills Certifications (CNC Milling Operator) and (CNC Turning) 3. NIMS CNC mill Operator or NIMS CNC Lathe operator.			on time on both the CNC lathe and Mill to better prepare them for the Certification tests. 3. Two students place at the state SkillsUSA State Leadership Conference in Virginia Beach on April 21-22. One placed Silver and the other Bronze.
Analysis/Use of Results				
Moving forward the Advanced Machining program will build greater emphasis on more advanced computer numerical control (CNC) programming. By focusing more on computer-aided design/computer-aided manufacturing (CAD/CAM) software. This should help us with SkillsUSA competition. We will also 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.				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
Business, Engineering and Industrial Technology	**Automotive Diagnostics and Repair**	***Anthony Blevins***	***Anthony.blevins@sw.edu***	***Fall 2022***	***Spring 2023***

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: Obtain Automotive Service Excellence (ASE) accreditation.

Goal 2: Improve student retention to meet at least 60% program completion.

Goal 3: Increase third-party certifications earned by 10%.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Obtain ASE Accreditation	Accreditation Granted	Become Accredited	Application completed and accepted by ASE. Accreditation onsite by ETL set for Sept.2023	Pass on site evaluation by ETL.
Goal 2: Improve student retention to meet program completion goal.	Percentage of students	60% of those enrolled complete the program of study	40 % of those enrolled completed program	Find alternate ways to retain student population in program / activities to keep completion rates up.

Goal 3: Increase number of third-party certifications earned	Percentage of Students	Increase from 2021/2022 by 10%. Benchmark is 212	Added certifications from federated Auto parts and from Standard Motor Corporation	5 students passed 10 standard certifications and acquired 10 hours of hands-on learning outside of lab hours
Analysis/Use of Results				
Comments: See Action Plans Above.				

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Bookkeeping CSC**	***Margaret Dye***	**margaret.dye@sw.edu**	***Fall 2022***	***Spring 2023***

Mission

The mission of the Bookkeeping Career Studies Certificate at Southwest Virginia Community College is to provide quality curriculum and instruction, which prepares students for employment in accounting and bookkeeping-related positions that meet the needs of business and industry, and to provide professional development opportunities for life-long learning.

Annual Program Goals

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

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

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

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will demonstrate basic accounting concepts covering the accounting cycle.	Use comprehensive accounting cycle problem given to the ACC 211 students during the fall and spring semesters.	85% of the students will complete the comprehensive accounting cycle problem with a grade of "C" or better.	For Fall 2021 and Spring 2022, a change had been implemented to the quiz portion of the course content, giving students extra practice in accounting cycle steps. That change was carried into fall 2022 and spring 2023 as well. In total, 31 of 40 (77.5%) students in all ACC 211 sections for the two semesters completed the accounting cycle comprehensive problem	Continue assessing accounting cycle knowledge using a comprehensive problem given to ACC 211 students in the fall and spring semesters.

			with a grade of C or better. Broken down into majors, one Bookkeeping major completed the problem; and the one student passed the test with a grade of C or better.	

Analysis/Use of Results
The scores for the comprehensive accounting cycle problem for Accounting majors were very high, but only one Bookkeeping student completed and passed the exam with a C or better. The Accounting majors complete the Bookkeeping certificate as well when completing the Accounting degree, so the scores are related. This same assessment will be used for the next year, using a new software that mimics the general ledger software students would see in a computerized accounting system where the financial statement information is given from information entered in journal entries. Scores for the entire ACC 211 students (all majors included) were below the 85% goal, so manual accounting practice to help reinforce the computerized section of the problem will be utilized to teach each piece of the accounting cycle.

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.	Use comprehensive problem covering AICPA Code of Professional Conduct given to ACC 211 students in fall and spring semesters.	85% of the students will complete the comprehensive assignment with a grade of "C" or better.	AIPCA testing was incorporated into ACC 211 sections for fall 2022 and spring 2023. The assignment was given during the first semester of the course. We offered a total of four ACC 211 sections between the two semesters, consisting of a total of 59 students, 40 of whom completed the semesters. One of those students was a Bookkeeping major, and the student completed the problem with a grade of C or better. An overall comparison of the ACC	Continue to assess knowledge of the professional conduct of accounting personnel using a comprehensive test covering AICPA material.

			211 students from last year to this year show an improvement of scores in the AICPA testing, with 31 of 40 (77.5%) students in all sections and all majors, completing the problem with a grade of C or better.	
Analysis/Use of Results				
Scores for all ACC 211 students (all majors included), as well as Accounting majors specifically, were below the 85% goal. One Bookkeeping major completed the assessment with a grade of C or better. Adherence to the professional code of conduct in accounting is crucial to having reliable and timely financial information. With this in mind, the module for this section of the course will be revamped to offer more training in this section. Also, each module during the semester will contain a professional code of conduct section dealing with that specific chapter of the module. Scores from this year will be compared to next year for comparison after changes are implemented.				

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 3: Students will demonstrate use of Excel formulas needed in business.	Use a comprehensive capstone project from ITE 152 and/or ITE 140 Spreadsheet Software completed by Business Administration majors during the fall and spring semesters.	85% of the students will complete the Excel capstone project with a grade of "C" or better.	A total of 15 students in Business Administration, Accounting, Bookkeeping, and Leadership were enrolled in ITE 140 for the fall 2022 and spring 2023 semesters. Of those 15 students, 9 students completed the comprehensive problem; and 8 of the 9 (88.9%) passed the test with a grade of C or better. Broken down by majors, 2 Bookkeeping majors completed the test, with 2 of 2 (100%) completing the problem with a grade of C or better.	Continue assessing Excel skills using a comprehensive project/problem from ACC 211 and ACC 212 in the fall and spring semesters.

Analysis/Use of Results
ITE 152 will be removed from the assessment goal since the curriculum changes for Transfer VA removed comprehensive problems from the course. Students in Accounting and Bookkeeping are all required to take ACC 211 and ACC 212 in the program. The scores for accounting majors this year were below the 85% goal, but two Bookkeeping majors completed and passed the assessment with a C or better. The assessment will be geared toward financial and managerial accounting needs, which will mirror Excel formulas needed for business and industry.

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**CAM and CADD Fundamentals CSC**	**Charles Bundy**	**Charles.bundy@sw.edu**	**08/16/2022**	**05/15/2023**

Mission

To train a workforce that meets business objectives and solves problems utilizing CADD/CAM technology

Annual Program Goals

1. Engage local and regional employers to align curriculum with current needs.
2. Obtain target enrollment of at least six students
3. Students earn third party certification

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Align curriculum with current needs of local and regional employers	Survey results and participation in advisory committee meetings	Receive relevant input from more than one employer	Survey results showed that AutoCAD was the most used application and that SolidWORKS was a need for future projects.	Need to expand measure/success towards specific knowledge acquired and relevant skills and abilities returned to employer.

Analysis/Use of Results

Selected appropriate AutoCAD and Solid works platforms based on employer need. Buchanan Schools did not have specific need. Classes tailored to employer request.

Outcome Sought	Measures	Success Standard	Findings	Action Plans

Increase enrollment	Number of students	Enroll at least six students	8 enrolled, 6 completed at least one course, 3 completed program.	Need to improve retention. Through follow-up conversations with students. The schedule and hours needed to complete the classes conflicted with their work schedules due to new contracts their companies received. Review alternative modes and schedules to offer the program that would provide flexibility to students but also ensure they meet the objectives of the curriculum upon completion.
Analysis/Use of Results				
Survey students that did not complete full program as to reasons and see what changes are feasible and implement them.				

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Students earn Dremel 3D Idea Builder Certificate from NC3.	Percentage of students who earn certificate.	50% of enrolled students receive certificate.	30% received certificate	Need to incentivize Certification. Will use Cert score as a Final Exam Score next cycle rather than a separate comprehensive exam in class.
Analysis/Use of Results				
Retrieved NC3 exam report for Dremel 3D certification for period 1-Aug-2022 through 10-May-2023 3 Students received passing grade on Certification; 1 Failed (4/10 Attempted, 3/10 passed) Retrieved enrollment data from SiS for Fall 2022 and Spring 2023 4 Enrolled Spring 2023, 6 Enrolled Fall 2022 Total Student Count – 10 Next cycle – Redo goal to see if students can apply knowledge in three assessment areas. E.G. One might be to understand print layout parameters and use them to optimize (or successfully print) different 3D models.				

Program Assessment: Southwest Virginia Community College

Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Computed Tomography/Health Technologies	Donna Corns/Wendell Harris	Donna.corns@sw.edu wendell.harris@sw.edu	Fall 2022	Spring 2023

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: Student 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.	1A: Only 1 student has taken the ARRT registry thus far. The student passed, so we are at 100% currently. 1B: Of the 2 students, both are employed. 100% on becoming employed.	Continued monitoring of low numbers entering the CT program. Pass rate and employment rate is good, so we plan to continue with our current didactic work.
Goal 2: 2. A. Students will demonstrate acceptable clinical performance by the end of their first semester in the program. (Fall) 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 Wendell 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: Wendell will email clinical preceptors.	2A: Students average score was 96 on the final clinical performance evaluation which met the benchmark. 2B: Only one student continued with both clinical sections. This student completed the required 125 total repetitions. The other chose to complete repetitions at place of employment. 100% on this benchmark. 2C: Communication with students was very successful. Multiple emails and calls discussing questions. One clinical preceptor was very responsive. The other was not.	Performance evaluations and required repetitions are very good. No need for change at this time. Continued monitoring of low numbers entering the CT program. Communication with clinical preceptors and facilities outside of our normal service region is difficult and falling behind. Going forward, if preceptors are not responding to email and phone, we will ask the student to set up a joint Zoom call/conference so we can at least get a response from the preceptors.

Goal 3: 3. A. Students will demonstrate effective patient and radiologist communication as evidenced by obtaining and documenting thorough and accurate patient histories. **Short Term Goal** 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	3A: Average score was 4 which met this benchmark. 3B: Only one student continued with both clinical sections. This student scored 4 on the Patient Care Section. 100% on this benchmark.	It can be difficult to measure goals with small numbers of students. Each benchmark was met, and these measures are important to continue monitoring. We will also continue to monitor the low numbers of students entering the CT program.
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	Cybersecurity (CSC)	Crystal Dye	Crystal.dye@sw.edu	2022-2023

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 o 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: To adequately prepare students to study and examine the threat environment for information technology infrastructure.
Goal 2: To adequately prepare students to report and describe professional certifications.
Goal 3: To adequately prepare students to classify and study the term and importance of "intellectual property" in technology systems.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
4. Students will select and recognize the threat environment for information technology infrastructure.	1A. Completion of a virtual lab activity involving the different types of cyber attacks and their identifications. 1B. Completion of a quiz assessment recognizing and identifying the threat environment concept.	1A *85% of the students completing the virtual lab activity with an 80% (Good Understanding) or higher score in ITN260 (Fall and Spring terms) on Virtual Machine Lab 3.1. 1B *85% of the students completing the quiz activity with an 80% (Good Understanding) or higher score in ITN266 (Spring term only) on the Chapter 1 quiz.	1A: Students successfully recognized the different cyber attacks in the virtual lab assignment. Fall 2022 and Spring 2023: 100% completed the activity with an 85% or higher score. 1B: Students successfully recognized and identified the threat environment concept. In the Spring 2023 term, 83% of students completing the activity completed 1A Note:	1A: To continue to include this activit as virtual hands-on practice. All students who complete the this program of study are required to complete the ITN260 course and will experience the learning activity. 1B: Continue to include the quiz activity.

			Fall 2022, 6 students completed. Spring 2023, 9 students completed the assignment. 1B Note: Spring 2023, 6 students completed the assignment.	
5. Students will report and describe professional certification requirements.	Completion of Short Research assignment for certification options.	*85% of the students completing the Research Assignment with an 80% (Good Understanding) or higher score in ITN260 (Fall and Spring terms). **Note: Assignment grade scoring using the provided rubric.	Students successfully recognized the different cyber-attacks in the virtual lab assignment in the Fall 2022 term but were below the goal of 85% for the Spring 2023 term. In Fall 2022 100% completed successfully. In the Spring 2023 term, 66% completed successfully. Note: Fall 2022, 4 students completed. Spring 2023, 6 students completed the assignment.	To continue to include the assignmer but move the assignment to the midd of the term. Also, break the assignme into two sections/weeks for easier completion.
6. Students will interpret the term of "intellectual property" in relation to technology systems.	Completion of a quiz assessment recognizing and identifying the threat environment concept.	*85% of the students completing the activity with an 80% (Good Understanding) or higher score in ITE105 on the Chapter 6 quiz.	Students were successful at recognizing the different cyber attacks in the virtual lab assignment. This course is a Fall/Summer course offering. Fall 2022 Note: 21 students completed the assignment and 100% completed the assignment with an 80% or higher.	Continue to include the quiz activity.
Analysis/Use of Results				

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

*Student Level of Understanding Goal:
90-100%: Excellent Understanding of Content
80-89%: Good Understanding of Content
70-79%: Basic Understanding of Content
0-69%: Improvement of Content Understanding Needed

** Assignment Grading Rubric for ITN260 Short Research Assignment.

Short Research Project - ITN260

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Cover Page Included in Paper	5 pts Full Marks	0 pts No Marks	5 pts
1 Full Page of Research	5 pts Full Marks	0 pts No Marks	5 pts
Research Section is Single Spaced	5 pts Full Marks	0 pts No Marks	5 pts
Paper Includes a Works Cites/References Page	5 pts Full Marks	0 pts No Marks	5 pts
Paper is written in paragraph form	5 pts Full Marks	0 pts No Marks	5 pts
Paper includes 3 References	5 pts Full Marks	0 pts No Marks	5 pts
Font is Times New Roman /Font Size 10	5 pts Full Marks	0 pts No Marks	5 pts
Paper has 1 inch margins on all sides	5 pts Full Marks	0 pts No Marks	5 pts
Research online and find 3 additional free sources of student materials or exam preparation (1 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional free sources of student materials or exam preparation (2 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional free sources of student materials or exam preparation (3 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional paid sources of student materials or exam preparation (1 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional paid sources of student materials or exam preparation (2 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
Research online and find 3 additional paid sources of student materials or exam preparation (3 of 3)	8 pts Full Marks	0 pts No Marks	8 pts
How can a certification exam be scheduled?	6 pts Full Marks	0 pts No Marks	6 pts
How frequently does a certification need to be renewed or exam taken again?	6 pts Full Marks	0 pts No Marks	6 pts
			Total Points: 100

Southwest Virginia Community College Program Assessment 2022-2023					
Division	***Program***	***Coordinator***	***Email***	***Beginning Term***	***Ending Term***
BEIT	**Medical Coding CSC**	***Margaret Dye***	**margaret.dye@sw.edu**	***Fall 2022***	***Spring 2023***

Mission

The mission of the Medical Coding CSC program at Southwest Virginia Community College is to prepare students for entry-level positions as medical coders in hospitals, clinics, and other healthcare facilities, and to provide professional development opportunities for life-long learning.

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.	Use an information literacy exam administered in ITE 102 or a comprehensive capstone project from ITE 152, depending on the computer class taken by the student.	85% of the students will complete the comprehensive problem with a grade of "C" or better.	Due to a change in the ITE curriculum for Transfer VA, the comprehensive problems for Word, Excel, Access, and PowerPoint were replaced by research papers to provide for the Information Literacy piece of ITE 152. No findings were available for this goal for fall and spring semesters.	Work with IT academic advisors and Electronic Medical Records (EMR) advisor to identify another measure of basic computer skills among students completing ITE 152 and/or HIM 150 or HIM 231.

Analysis/Use of Results

Curriculum change was made to begin Fall 2023 where students will take ITE 152 instead of ITE 102. Also, in the program change effective Fall 2023 contains the requirement for two health records classes which will give Medical Coding students training in medical records compliance, usage, and storage/retrieval. Working with both IT academic advisors and the Electronic Medical Records (EMR) instructor, a comprehensive problem(s) will be identified to evaluate students' knowledge of basic computer skills, along with electronic medical records knowledge.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Students will demonstrate knowledge of anatomy and physiology as it relates to medical coding.	Use comprehensive anatomy/physiology exam relating to medical coding given to the HIT 253/254 students at the end of the spring semester.	85% of the students will complete the comprehensive assignment with a grade of "C" or better.	Assignment covering anatomy/physiology section was incorporated into both HIT 253 and HIT 254. Although 14 students were in both classes, the test materials were varied among both classes. In HIT 253, 21 of 23 students completed (91.3%) passed with a grade of C or higher. In HIT 254, 15 of 16 students competed (93.8%) with a grade of C or higher.	Continue to evaluate knowledge of anatomy and physiology, but also adding medical terminology, by administering a comprehensive test covering these three elements. A comprehensive exam will be given at the end of the semester in both classes, using a different test for each class.
Analysis/Use of Results				
Scores for the anatomy and physiology section of the HIT 253 and 254 courses were very high. Assessment will continue to evaluate this section of the program, adding medical terminology to the comprehensive test, since these three elements are all a major part of medical coding certification exams if the students decide to become certified after leaving our program. In looking at lower scores on the capstone projects in Goal 3, adding a separate module to HIT 253 and HIT 254 covering just anatomy, physiology, and medical terminology will strengthen the students' knowledge of main terms to look for within medical documentation, helping them to become better at assigning codes for diagnoses and procedures.				

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.	Use a comprehensive medical coding exam given at the end of the spring semester to all HIT 253/254 students.	All students 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).	Capstone projects were used at the end of the semester in each medical coding class (HIT 253 and HIT 254). These capstones incorporated all chapters covered within each course, using all three coding manuals the students would use on the job. Overall final course grades for both courses were above the 70% mark. The individual capstone grades, however, were well below the 70% mark. HIT 253 had 23 students enrolled. Of the 23 students, 15 completed the capstone; and of those 15 completers, only 5 of the 15 (33.3%) earned a grade of C or better. HIT 254 also had 16 students enrolled (14 were the same students from HIT 253); and of those 16 students, 9 completed the capstone, with only 2 of 9 (22.2%) passing with a grade of C or better.	Add mini-capstone assignments to each module focused on just one chapter at a time for extra help with dissecting medical documentation to find diagnosis and procedure codes.
Analysis/Use of Results				

In 2021-2022, students taking the final exam covering material from each of the chapters within the HIT 253/254 classes showed retention of knowledge over the course of the semester. Capstones were added this year to show students the type of medical documentation they would see in a real-world setting. Although the end-of-semester final exam showed higher grades, the capstone grades were very low in comparison. Knowing the capstones will mirror real work and the certification exam, mini-capstones will be covered in each chapter to give more practice on dissecting medical documentation and retrieving main terms to help find diagnosis and procedure codes. Capstones will be assessed again next year after adding these mini sessions within each module to compare to this year's scores.

Southwest Virginia Community College Program Assessment 2022-2023				
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 demonstrate knowledge of foundational general pharmacy practices by successfully completing HLT 261.

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

Goal 3: Students will demonstrate readiness to function as a pharmacy technician by passing the NHA Exam for Certified Pharmacy Technicians (ExCPT).

Outcome Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will demonstrate knowledge of foundational general pharmacy practices by successfully completing 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.	89% of students enrolled in HLT 261 successfully completed the course.	The Pharmacy Technician program will select new assessment tools to ascertain students' ability to demonstrate their knowledge of foundational general pharmacy practices.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 2: Students will demonstrate essential knowledge and skills to assist licensed pharmacists through clinical experiences.	Successful completion of HLT 290 with a "C" or better.	90% of students enrolled in HLT 290 will successfully complete the course.	86% of students enrolled in HLT 290 successfully completed the course.	The Pharmacy Technician program will select new assessment tools to ascertain students' ability to demonstrate essential knowledge and skills to assist licensed pharmacists.

Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students will demonstrate readiness to function as a pharmacy technician by passing the NHA Exam for Certified Pharmacy Technicians (ExCPT).	Successful completion of the NHA ExCPT.	80% of the 2022 Pharmacy Technician cohort will meet the required score to pass the NHA ExCPT.	Data not available by May 15th.	Data will be reported in August of 2023.
Analysis/Use of Results				
Comments: See Action Plans.				

Southwest Virginia Community College Program Assessment 2022-2023				
Administrative Unit	**Unit Coordinator**	**Email Address**	**Beginning Term**	**Ending Term**
Health Technologies/Phlebotomy	**Dr. Clint Pinion**	**Clint.pinion@sw.edu**	**Fall 2022**	**Spring 2023**

(CSC) Career Studies Certificate				

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 Healthcareer Association exam for Phlebotomy Technician Certification (CPT).

Program Goals

Goal 1: Students will demonstrate basic knowledge of general phlebotomy practices.

Goal 2: Students will demonstrate the skills needed to collect, transport, and process blood and other specimens.

Goal 3: Students will illustrate their understanding of basic physiological processes.

Outcome Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will demonstrate 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.	72% of students enrolled in MDL 105 successfully completed the course.	No further action at this time. The outcome will be modified for 2023 to focus on a specific assignment that allows students to demonstrate basic knowledge of general phlebotomy practices.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans

Goal 2: Students will demonstrate the skills needed to collect, transport, and process blood and other specimens.	Successful completion of MDL 190 with a "C" or better.	70% of students enrolled in MDL 190 will successfully complete the course.	86% of students enrolled in MDL 190 successfully completed the course.	The outcome will be modified for 2023 to focus on a specific laboratory exercise that assesses the students' ability to collect, transport, and process blood and other specimens.
Outcomes Assessment				
Outcome Sought	**Measures**	**Success Standard**	**Findings**	**Action Plans**
Goal 3: Students will illustrate their understanding of basic physiological processes.	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.	63%% of students enrolled in MDL 105 enrolled in MDL 190.	The goal will be changed for the 2023 assessment cycle.
Analysis/Use of Results				
Comments: See Action Plans.				

APPENDIX B

Assessment Status Matrix

SWCC PROGRAM ASSESSMENT MATRIX 2022-23

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO
Occupational Therapy Assistant AAS	HT	A. Looney	X	X	X	X	X		X	X	X	X
Emergency Medical Services, Basic EMT Skills CSC, EMT to INT CSC, INT to Paramedic CSC, RN to Paramedic Bridge CSC	HT	B. Akers	X	X	X	X	X		X	X	X	X
Radiography AAS	HT	D. Corns	X	X	X	X	X		X	X	X	X
Computed Tomography CSC	HT	D. Corns	X	X	X	X	X		X	X	X	X
Practical Nursing Cert	HT	L. Cline	X	X	X	X	X		X	X	X	X
Nursing AAS	HT	N. Beavers	X	X	X	X	X		X	X	X	X
Health Sciences Cert	HT	C. Pinion	X	X	X	X	X		X	X	X	X
Pharmacy Tech CSC	HT	S. Stiltner	X	X	X	X	X		X	X	X	X
Phlebotomy CSC	HT	C. Pinion	X	X	X	X	X		X	X	X	X
Human Services Mental Health AAS, Human Services Cert	A&S	HOLD										
Human Services Specialization Substance Abuse AAS	A&S	HOLD										
Education; Pre Teacher Education AA&S	A&S	K. Austin	X	X	X	X	X		X	X	X	X
Substance Abuse Counselor Cert	A&S	HOLD										
Science AA&S	A&S	A. Lockhart	X	X	X	X	X		X	X	X	X
Pre-Med (Science spec.) AA&S, Advanced Studies in Science CSC	A&S	G. Householder	X	X	X	X	X		X	X	X	X
General Studies AA&S, Liberal Arts spec AA&S	A&S	H. Hensley	X	X	X	X	X		X	X	X	X
Culinary Arts AAS, Food Service CSC	A&S	HOLD										

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO
Administration of Justice AAS and Law Enforcement Cert	A&S	J. Stinson	X	X	X	X	X		X	X	X	X
Crime Scene Technology CSC	A&S	Inactive this cycle										
Music AA&S (GS spec.), Advanced Studies in Music CSC	A&S	J. Trivette	X	X	X	X	X		X	X	X	X
Early Childhood Development AAS, Early Childhood Education Cert, Early Childhood Education CSC, Infant Toddler CSC	A&S	K. Austin	X	X	X	X	X		X	X	X	X
Fine Arts AA&S (GS spec.)	A&S	M. Gilbert	X	X	X	X	X		X	X	X	X
Geology and Environmental Science (Science spec.) AA&S	A&S	T. Lambert	X	X	X	X	X		X	X	X	X
Agribusiness AA&S (GS spec.), Agribusiness CSC	A&S	R. Dorkoski	X	X	X	X	X		X	X	X	X
Appalachian Studies AA&S (GS spec.), App Studies CSC	A&S	A. Vance	X	X	X	X	X		X	X	X	X
Human ServiceTechnology CSC	A&S	HOLD										
Psychology AA&S (GS spec.)	A&S	J. Richardson	X	X	X	X	X		X	X	X	X
Welding Diploma, CSC Welding, CSC Semi Automated Welding, CSC Welding Fundamentals, Manufacturing Fab CSC; Advanced Welding and Fabrication CSC	BEIT	A. Martin	X	X	X	X	X		X	X	X	X
Engineering AA&S; Pre Engineering CSC	BEIT	B. Hale	X	X	X	X	X		X	X	X	X
Program	**Division**	**Coordinator**	**Mission**	**Goals**	**Outcomes**	**Measures**	**Standards**	**Committee Review**	**Findings**	**Action Plans**	**Analysis/Use of Results**	**Reviewed by DEAN, VP, IRO**

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Committee Review	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO
Information Systems Technology AAS, Computer Repair Technician CSC, Software Development CSC, Information Technology and Business Fundamentals CSC	BEIT	C. Dye	X	X	X	X	X		X	X	X	X
Cybersecurity CSC, Cyber Security and Network Fundamentals CSC	BEIT	C. Dye	X	X	X	X	X		X	X	X	X
Electrical Electronics Technology AAS; Electrical Installation CSC; Renewable Energy and Efficiency CSC; Alternative Energy Technology AAS	BEIT	J. Godsey	X	X	X	X	X		X	X	X	X
Mechatronics ;Industrial Maintenance CSC	BEIT	J. Godsey	X	X	X	X	X		X	X	X	X
Business and Technology AAS (Renamed AST)	BEIT	J. Rowell	X	X	X	X	X		X	X	X	X
Legal Studies Cert	BEIT	J. Rowell	X	X	X	X	X		X	X	X	X
Business Management AAS, Management Spec CSC	BEIT	L. Beavers	X	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	BEIT	M. Brown	X	X	X	X	X		X	X	X	X
Business Administration AA&S	BEIT	M. Dye	X	X	X	X	X		X	X	X	X
Medical Coding CSC	BEIT	M. Dye	X	X	X	X	X		X	X	X	X

Accounting AAS/Bookkeeping CSC; Leadership and Entreprenuership Career Studies Certificate;	BEIT	M.Dye	X	X	X	X	X		X	X	X	X
Heating Ventilation & Air Cert and CSC	BEIT	N. Nelson	X	X	X	X	X		X	X	X	X
Precision Machining CSC; CNC & Machine Operations CSC; Advanced Precision Machining CSC;Advanced Manufacturing TS AAS	BEIT	S. Olinger	X	X	X	X	X		X	X	X	X
Automotive Diagnostic and Repair CSC	BEIT	A. Blevins	X	X	X	X	X		X	X	X	X
CAM and CADD Fundamentals CSC	BEIT	Charles Bundy	X	X	X	X	X		X	X	X	X

HOLD--
Inexperienced
Faculty

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

	Total Students	Gender			Load	
		Female Students	Male Students	Unknown Students	Full Time Students	Part Time Students
Academic Plan and Specializations						
Accounting 203-01	14	13	1		3	11
Administration of Justice 400-01	54	30	24		36	18
Advanced Manufacturing 718-03	3		3		2	1
Advanced Precision Machining 221-883-14	1		1		1	
Advanced Studies in Music 221-560-10	1		1		1	
Advanced Studies in Science 221-190-01	11	9	2		3	8
Adventure Tourism 221-212-79	1		1		1	
Agribusiness 221-335-30	3	2	1			3
Agribusiness/General Studies 697-07	8	6	2		3	5
Appalachian Studies 221-694-01	2	1	1			2
Appalachian Studies/Gen Studie 697-08	1	1				1
Automotive Diagnostics and Repair 221-909-01	13	3	10		5	8
Bookkeeping 221-212-03	5	4	1		3	2
Business Administration 216-01	80	37	43		33	47
Business Management 212-01	48	29	19		22	26
Business and Technology 298-01	3	3				3
CAM & CADD Fundamentals 221-729-02	5	1	4			5
Computed Tomography 221-172-02	2	2			1	1
Computer Repair Technician 221-731-24	2		2			2
Culinary Arts 242-01	15	8	7		6	9
Cybersecurity 221-732-15	19	7	12		3	16
Early Childhood Develop 636-03	105	101	4		20	85
Early Childhood Education 221-636-04	12	12			2	10
Early Childhood Education 634-01	2	1	1			2
Early Childhood Infant and Toddler 221-636-05	6	6			1	5
Early Chl Edu/Human Servic 480-02	1	1				1
Education 624-01	60	39	21		28	32
		Gender			Load	

	Total Students	Female Students	Male Students	Unknown Students	Full Time Students	Part Time Students
Electrical 221-941-02	17		17		8	9
Electrical/Electronics 941-02	20	1	19		11	9
Electronic Medical Records Specialist 221-285-74	3	3			1	2
Emerg Med Tech Interm 221-146-03	1		1		1	
Emerg Medical Serv Techno 146-01	81	36	45		24	57
Engineering 836-01	35	5	30		23	12
Fine Arts/Genl Stud 697-02	25	17	8		10	15
General Studies 697	277	145	132		123	154
Geographic Information Systems 221-719-71	1	1				1
Geology & Environmental Scienc 881-02	9	4	5		4	5
HS Student Combination 043	18	11	6	1	2	16
HS Student Dual Credit 041	649	375	265	9	52	597
HS Student Joint Enroll 042	7	4	3		1	6
Health Science Tech 190-06	325	269	56		77	248
Heat/Vent & Air Condition 903-01	27		27		11	16
Heating,Ventilation & Air Cond 221-903-10	16	1	15		9	7
Human Service Certificate 469-01	3	3				3
Information Systems Tech 299-01	43	10	33		16	27
Information Technology & Business Fundamentals 221-2	1		1			1
Law Enforcement 463-01	1	1				1
Leadership and Entrepreneurship 221-212-13	1	1				1
Legal Studies 261-01	5	5			1	4
Management Specialist 221-212-19	2	2				2
Manufacturing Fabrication 221-952-01	1		1			1
Mechatronics 221-736-01	1		1			1
Medical Coding 221-152-02	46	44	2		6	40
Mental Health Degree 480-01	46	38	8		20	26
Music 697-05	12	8	4		3	9
Network Administration 221-732-01	1		1			1

		Gender			Load	
	Total	Female	Male	Unknown	Full Time	Part Time

	Students	Students	Students	Students	Students	Students
Nursing 156-01	83	65	18		40	43
Occupational Therapy Assistant 126-01	20	19	1		6	14
Outdoor Leadership/Bus Adminis 216-02	1		1		1	
Outdoor Recreation 221-460-35	2		2		2	
Personal Satisfaction 024	167	107	59	1	1	166
Pharmacy Technician 221-190-08	16	13	3		5	11
Phlebotomy 221-151-02	17	16	1		5	12
Practical Nursing 157-01	58	53	5		31	27
Pre Teacher Education 624-02	41	36	5		12	29
Pre-Engineering 221-831-01	1	1			1	
Precision Machining 221-883-10	4		4		4	
Psychology-General Studies 697-03	86	66	20		43	43
Radiography 172-01	18	15	3		6	12
Renewable Energy and Energy Efficiency 221-706-40	3	1	2		1	2
Science 881-01	19	13	6		7	12
Science Spec Pre Medical 881-03	86	57	29		48	38
Software Development 221-299-01	5		5		2	3
Software Engineering 836-02	7	1	6		5	2
Substance Abuse 480-04	30	28	2		6	24
Substance Abuse Counselor 403-01	8	6	2		1	7
Transient Student 025	83	51	32			83
Unif Certi General Studies 695-01	2	2			1	1
Welding 221-995-01	20	1	19		10	10
Welding Fundamentals 221-995-00	1	1				1
Welding/Diploma 707-01	16	1	15		9	7
Total	2,945	1,853	1,081	11	824	2,121

APPENDIX E

ENROLLMENT AND ANNUAL FTE BY SUBJECT

Subject			Program Area					
			Career Technical		College Transfer		Unclassified	
	Enrolled	FTES	Enrolled	FTES	Enrolled	FTES	Enrolled	FTES
ACC	125	16	59	7	57	8	9	1
ADJ	252	26	232	24	11	1	9	1
AGR	26	3	6	1	15	2	5	1
AIR	149	17	149	17				
ARA	1	0			1	0		
ART	273	27	69	7	180	18	24	2
AST	33	3	5	0			28	3
AUT	68	8	60	7	8	1		
BIO	2,207	147	1,032	69	932	62	243	16
BLD	45	3	37	3	2	0	6	0
BUS	360	36	252	25	89	9	19	2
CHD	353	35	345	35	7	1	1	0
CHM	712	50	88	6	414	29	210	15
CST	290	29	41	4	229	23	20	2
DAN	81	4	5	0	76	4		
DRF	60	4	35	3	2	0	23	1
ECO	138	14	25	3	107	11	6	1
EDE	65	7	29	3	36	4		
EDU	84	8	33	3	51	5		
EGR	102	10	4	1	92	9	6	1
ELE	168	19	154	17	11	1	3	0
EMS	827	45	795	43	32	2		
ENE	13	2	13	2				
ENG	1,641	164	470	47	654	65	517	52
ENV	18	2					18	2
ETR	41	5	40	4	1	0		
FRE	1	0					1	0
GEO	37	4	4	0	31	3	2	0
GIS	24	2	2	0	22	1		
GOL	48	3			48	3		
HCT	17	2	15	2	2	0		
HIM	18	2	16	2	2	0		
HIS	871	87	65	6	336	34	470	47
HIT	64	8	59	7	5	1		
HLT	636	54	442	38	127	11	67	5
HMS	207	21	199	20	8	1		
HRI	75	7	65	6	10	1		
HUM	48	2	3	0	44	1	1	0
IND	32	2	25	2	2	0	5	0
ITD	22	2	21	2	1	0		
ITE	523	48	276	24	183	18	64	6
ITN	217	22	159	16	11	1	47	5
ITP	47	5	41	4	4	0	2	0
Subject	Program Area							

	Total		Career Technical		College Transfer		Unclassified	
	Enrolled	FTES	Enrolled	FTES	Enrolled	FTES	Enrolled	FTES
LGL	13	1	10	1	3	0		
MAC	92	9	81	8	11	1		
MDE	91	9	41	4	50	5		
MDL	26	3	22	2	4	0		
MEC	47	4	41	4	1	0	5	1
MEN	55	5	49	5	6	1		
MKT	44	4	37	4	6	1	1	0
MTH	1,559	159	409	41	565	59	585	59
MUS	346	32	126	12	210	19	10	1
NAS	102	10	97	9	5	1		
NSG	792	60	759	57	33	3		
OCT	224	17	210	16	14	1		
PED	196	8	60	3	121	5	15	1
PHI	60	6	27	3	28	3	5	1
PHT	12	1	2	0	8	1	2	0
PHY	282	19	16	1	164	11	102	7
PLS	203	20	2	0	8	1	193	19
PNE	505	50	503	50	2	0		
PSY	892	89	356	36	356	36	180	18
RAD	223	17	211	16	12	1		
REL	46	5	19	2	27	3		
RPK	42	3	33	2	2	0	7	0
SAF	54	4	50	3	4	0		
SDV	753	25	337	11	343	11	73	2
SOC	342	34	72	7	159	16	111	11
SPA	20	3	3	0	11	1	6	1
WEL	223	21	187	19	9	1	27	1
Total	18,263	1,571	9,130	775	6,005	511	3,128	285

Southwest
Virginia Community College
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Compiled by

Cathy Smith-Cox

Institutional Research Officer and Director of Assessment

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