



Program Assessment
At
Southwest Virginia Community College
2023-2024

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

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Table of Contents

The Program Assessment Process	3
Summary of Results	4
Assessment Calendar	5
Assessment Summaries	6
Associate of Art and Associate of Science	6
Associate of Applied Science.....	15
Certificates and Diplomas.....	29
Career Studies Certificates.....	35
Appendix A	46
Faculty Completed Assessment Forms by Award	
Associate of Art and Associate of Science.....	47
Associate of Applied Science.....	84
Certificates.....	128
Career Studies Certificates.....	147
Appendix B	173
Assessment Status Matrix	
Appendix C	178
Peer Advice Rubric	
Appendix D	183
Headcount by Program, Gender and Load	
Appendix E	188
Enrollment and Annual FTE by Subject	

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 program goals.

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 during 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. The matrix is reviewed by the division dean on an annual basis.

Included in this report are brief summaries of each submission's progress toward goal attainment. If the outcome was met the text is blue, if the outcome has results pending the text is gold and if the outcome 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 Status Matrix is included in Appendix B. This tool is used to track completion of the various stages of the process. In Appendix C is the Peer Advice Rubric used by the peer committee to assess each assessment initially and then in its final form. 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 programs that were inactive, had no enrollment or were pending approval. Notes of these exclusions are on the Assessment Status Matrix in Appendix B.

Faculty assessed 129 (124) program goal related outcomes during this cycle. Of those outcomes assessed 77 (67) met benchmarks, 36 (41) did not meet benchmarks, three (8) partially met benchmarks, five (4) had data pending and eight (4) had no data reported for the outcome. (Totals from the 22-23 cycle are in parentheses for reference)

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.

A chart comparing percentages of the various progress categories is below.

Measure	2022-23	2023-24
Outcome Benchmark Met	54%	60%
Outcome Benchmark Not Met	33%	28%
Outcome Benchmark Partially Met	7%	2%
Outcome Data Pending	3%	4%
No Outcome Data Reported	3%	6%

2023-2024 Academic Year

FALL 2023

September 15	All Assessment Plans Due to Division Dean for Review
September 29	Deans submit Assessment Plans to VPA&SS and IRO
October 3	Convening of the Program Assessment Committee
October 4-18	Program Assessment Committee Reviews Submitted Plans
October 20	Approved Plans Returned to Faculty
October 23-27	Peer Mentoring and Revision as Needed
November -December	Continue Work on Findings and Action Plans
December 19	Program Assessment Day

Spring 2024

January -April	Continue Work on Findings and Action Plans
April 12	Preliminary Findings Due to Division Dean for Review
April 19	Deans submit Completed Assessments to VPA&SS and IRO
April 22	Program Assessment Committee Reviews Completed Plans
April 26	Approved Plans Returned to Faculty and VP A&SS and IRO
April 29-30	Peer Mentoring and Revision as Needed
May 14	Program Assessment Day—Completed assessments due to deans at end of day
June 14	Draft of the 23-24 Program Assessment Report Due to the Assessment/ Student Outcomes Committee (Emailed for Feedback; Change Based on Feedback)
October 22	Final Program Assessment Report Submitted and Published to the Website

Summaries of 2023-24 Program Assessments

Associate of Arts and Associate of Science Degrees

Agribusiness Associate of Science

Goals, Outcomes and Analysis

Goal 1: Upon successful completion of the SWCC Agribusiness program, students will:

- A) Study the fundamental principles and technologies of animal, plant, and business aspects of agriculture.
- B) Demonstrate an understanding of the above- and below-ground processes and components of plant and soil science.
- C) Develop animal and plant management and agricultural-based business plans.
- D) Explore various forms of agricultural business practices and associated financial tools.
- E) Demonstrate an understanding of various marketing, risk management, human resource management, and entrepreneurship aspects of the agricultural industry.

Outcome Related to Goal 1: Students will demonstrate proficiency in all goal areas through responses in a pre-post survey administered through Canvas.

Outcome Pending. The survey has been developed and will be administered in Spring 2025.

Analysis/Use of Results

This cycle was dedicated to the development of the survey so no results were expected this cycle.

Appalachian Studies Associate of Art Appalachian Studies Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Effort will be made to ensure students who enroll in the Appalachian Studies Program complete the program.

Outcome Related to Goal 1: An increased number of students will complete the program.

Outcome Not Met. Only 14.29% of those who enrolled completed the program.

Goal 2: Increase awareness and appreciation of Appalachian culture

Outcome related to Goal 2: Non-majors will participate in Appalachian Studies Courses.

Outcome Not Met. No courses were offered due to TransferVA restructuring.

Analysis/Use of Results

As a result of the results gathered this assessment cycle the faculty will:

- 1) Adjust program courses and credit requirements to better meet student expectations and student needs.
- 2) Adjust course offerings to assure that non-majors have the option of enrolling in program courses.

**Business Administration
Associate of Science**

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will demonstrate competency in communication, critical thinking, cultural and social understanding, information literacy, personal development, quantitative reasoning, and scientific reasoning.

Outcome Not Met. The GSAT was not administered in this cycle.

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 Not Met. Twenty-nine Business Administration majors were enrolled in the target course in fall and spring. Of the 29, four withdrew before completing the comprehensive accounting cycle problem. Of the remaining 25, 17 students completed the problem with a grade of "C" or better. This did not meet the 85% benchmark set by the faculty (68%).

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 five students in Business Administration students enrolled in ITE 140 for the spring 2024 semester. Of those five students, four students completed the Excel capstone and three (75%) completed with a grade of "C" or better.

Analysis/Use of Results

Working with the Engineering program advisor, the faculty will seek to assess both Business Administration majors and Engineering majors using the GSAT to compare general education competencies during spring 2025. Adding extra resources for ACC 211 and ITE 140 will help to boost outcomes of those goals within the program. Faculty will also provide additional practice resources to continue to improve performance in ACC 211 and the capstone.

**Education
Associate of Science**

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 rubric scored reflection assignment.

Outcome Not Met. Though 85% of students “met expectations” on the teacher evaluation tool, this did not meet the threshold set by education faculty. On the self-evaluation tool, students averaged 78.95%.

Goal 2: Education students will demonstrate aptitude and ability to enter the field of education.

Outcome Related to Goal 2: Students will be considered as having aptitude and ability by scoring a “meets expectations” on the evaluation rubric.

Outcome Me.: All students that completed their observation hours “met expectations” per the rubric.

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 Met. All students that completed the online survey describing the licensing options for educators in Virginia.

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. Soft skills continue to be an issue and faculty will continue to search for strategies to improve those skills. Suggestions for improving soft skills will also be solicited during the Education Advisory Committee at their fall meeting. A change to pre/post in the self-reflection activity will be considered. To deal with incompletes in observation hours, the hours could have split due dates with 20 hours due at midterm and 20 hours due at the end of the course. The faculty are also considering an additional goal related to DEI in education.

***Engineering
Associate of Science
Pre-Engineering Career Studies Certificate***

Goals, Outcomes and Analysis

Goal 1: 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 1: Students will evaluate in EGR 121 on submission of personal ethical dilemma and the impacts on themselves and others with an emphasis on nonpersonal dilemmas.

Outcome Met. Students improved on this assignment over those in the prior cycle by 9% (67% vs 58%).

Goal 2: Students will possess the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Outcome Related to Goal 2: Engineering student will perform within 10% or better than science majors in Chemistry lab as indicated by final lab grade.

Outcome Partially Met. This is a three-campus cooperative program. Students at MECC met the outcome standard of 10%. VHCC did not meet the outcome standard. No data was available for SWCC.

Goal 3: Engineering students will demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Outcome Related to Goal 3: Through completion of an additional assignment, students will demonstrate the ability to research independently and interpret their findings.

Outcome Met. Sixty-two percent of students enrolled in EGR 240 completed the assignment at an acceptable level.

Analysis/Use of Results

On outcome one the increase from 58% to 67% is large improvement for such a small change in course assignment scheduling. This result perhaps speaks more to the efficacy of the historical breach of ethics assignment than the personal ethical dilemma assignment although both appear important. For outcome two the instructor was surprised by the result. Given that engineering students have at least as high if not a higher level of math background it is surprising that engineering students performed so poorly compared to their peers. This may be a single year anomaly so the same measure will be used next year. If the same results are obtained further investigation, i.e. working with chemistry faculty, will be required and intervention in the Foundations of Engineering course to support experimentation. Past assessment comparison on measures such as the GSAT have shown that engineering students often perform better than their peers. With regard to outcome three, the instructor commented that students seem to gain a lot from their own independent research. The enthusiasm and writing style indicated that they were happy to be able to justify time spent on something they might do informally. Additionally, the writing helped to formalize the learning process through the citation of sources. I am encouraged by this measure to expand it to more courses and possibly include presentation of the topics to other students.

Fine Arts Liberal Arts Associate of Arts

Goals, Outcomes and Analysis

Goal 1: Students will develop global citizenship skills.

Outcome Related to Goal 1: Students will demonstrate competency in a variety of globalized art areas, both historical and contemporary, through completion of related modules in ART 102 with a score of 80%.

Outcome Not Met. Only 46% of students scored 80% or above.

Goal 2: Students will develop a portfolio of their artwork and research by the end of the program.

Outcome Related to Goal 2: Students will demonstrate competency in artistic creation and writing to facilitate transfer success in bachelors' program through creation of a portfolio.

Outcome Met. All but one student satisfied this standard (87.5%).

Goal 3: Students will be able to clearly communicate the content, context, and process of their work visually, orally and in writing.

Outcome Related to Goal 3: Students will demonstrate competency in formal critique skills through in progress reflection and a formal critique.

Outcome Met. All students enrolled in ART 241 met this standard with a rubric score of four or above.

Analysis/Use of Results

The instructor feels she is on the right path in the studio art courses. Art history students (ART 102) are more likely to be non-majors, so a different approach or standard may be needed next year. The deficit in satisfactory results for outcome one could be remedied by more hand- on assignments or in person classes rather than the online modality currently used.

General Studies Associate of Science

Goals, Outcomes and Analysis

Goal 1: Students will develop information literacy.

Outcome Related to Goal 1: Students will develop information literacy by correctly utilizing scholarly sources in face-to-face sections of HIS 111.

Outcome Met. Thirteen of sixteen students submitted the research paper assignment (81%). Of those who submitted the assignment, 100% used scholarly resources as specified by the guidelines.

Goal 2: Students will demonstrate critical thinking skills.

Outcome related to Goal 2: Students will demonstrate critical thinking skills by passing the SWCC Critical Thinking Test.

No Data Reported. Due to technical issues, no data was reported for this outcome.

Goal 3: Students will demonstrate written communication skills.

Outcome Related to Goal 3: Students will demonstrate written communication skills by successfully writing (as measured by a rubric) concluding paragraphs to the final speech assignment in face-to-face sections of CST 100.

Outcome Met. Seventy-two percent of CST 100 students in face to face sections included a correctly written concluding paragraph in their final speeches. (Benchmark—70%)

Goal 4: Students will develop personal finance literacy.

Outcome related to Goal 4: Students will demonstrate personal finance literacy by completing a pretest and posttest related to the personal finance module of SDV 100.

Outcome Not Met. The difference in student scores in the pre/posttest was a 7% increase in score. The benchmark set by the faculty was 20%.

Analysis/Use of Results

The findings of this assessment are varied due to technological glitches and instances of miscommunication. The goals for this assessment will be repeated for the 2024-2025 General Studies assessment as we continue to evaluate the core skills of the General Studies program to establish a baseline that can be used to improve these areas of student learning outcomes across disciplines. In addition to this, the future written communication assessment may look for a range of improvement between the first CST assignment and the last to determine that students are improving their written communication skills over the course of the semester. For the financial literacy outcome, the goal of 20% improvement for the pre/posttest was determined to be unrealistic and will be revised for the next cycle.

Music Associate of Arts 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: 85% 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 Christmas recital, an indication of success on goal one. They played well and each one progressed through their respective levels of piano pedagogy books.

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. All music majors performed not only on piano but also sang and played at the Festival of the Arts Culture Walk. Their music reading skills were demonstrated.

Goal 3: To facilitate public performance and performing as a group, students will perform in organized groups.

Outcome Related to Goal 3: Students and community members will participate in the Pep Band, Community Chorus, and/or other ensembles.

Outcome Met. The jazz combo performed many gigs, the Pep band performed at various sporting events, and the community chorus sang for a Christmas Concert, with the Knoxville Symphony, and at graduation. The jazz vocal ensemble will be recording by the end of the semester.

Analysis/Use of Results

As a result of the assessment faculty will continue to reach out to the community and students to both participate in and attend music events. Students will be given more opportunities to perform publicly.

***Pre-Medical Science
Associate of Science
Advanced Studies in Science Career Studies Certificate***

Goals, Outcomes and Analysis

Goal 1: AS Specialization Pre-Medical students will know anatomical terms.

Outcome Related to Goal 1: Students will demonstrate knowledge of anatomical terms that describe body directions, regions, and planes.

Outcome Met. Seventy-seven percent of students maintained or improved their scores on a posttest. (Benchmark 75%)

Goal 2: AS Specialization Pre-Medical students will identify and apply the steps of the scientific method and critically examine information and data to draw conclusions.

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

Outcome Met. Seventy-seven percent of students in BIO 102 demonstrated competency and understanding as measured by a quiz. (Benchmark 75%)

Goal 3: AS in Science Specialization Pre-Medical students will gain the knowledge to interpret processes within the body.

Outcome Related to Goal 3: Students will achieve proficiency in interpreting acid-base imbalances and determining if there is compensation.

Outcome Met. Seventy-eight percent of students maintained or improved their scores on a posttest. (Benchmark 75%)

Analysis/Use of Results

In reference to outcome 1—A standard set of five questions will be developed on this topic and additional practice will be given. In reference to outcome 2—The quiz was judged to be less than robust so faculty will work to improve it. In reference to outcome 3—more examples of the process will be given.

***Social Science
Associate of Science***

Goals, Outcomes and Analysis

Goal 1: Increase critical skills in psychology students.

Outcome Related to Goal 1: To cultivate and enhance critical thinking skills in psychology students through a comprehensive and engaging educational approach.

No Data Reported. Due to technical issues, no data was reported for this outcome.

Goal 2: Enhance oral communication skills in psychology students.

Outcome Related to Goal 2: To cultivate and enhance proficient oral communication skills in psychology students through student video presentations.

Outcome Met. Of the 31 students enrolled in PSY 215 28 (90%) successfully completed the video presentation assignment, exceeding the 70% benchmark by 20%.

Goal 3: Prepare psychology students for successful transfer to academic programs in pursuit of bachelor's and graduate degrees.

Outcome Related to Goal 3: To equip psychology students with the knowledge, skills, and readiness necessary for a seamless transition to academic programs leading to both bachelor's and graduate degrees in the field students enrolled in PSY 215 will meet with their advisors to discuss career and transfer options.

Outcome Met. Of the 31 students enrolled in PSY 215, 27 were advised in Fall 23. (87%/70%)

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. Lead faculty plan to redesign the pre/posttest administration process used for evaluating critical thinking skills. The faculty also plan to collaborate with student success advisors, organize guest speaker sessions, and promote the college transfer fair each semester.

Science Associate of Science

Goals, Outcomes and Analysis

Goal 1: Science majors will know the proper procedures and regulations for safe handling and use of chemicals and can follow the proper procedures and regulations for safe handling when using chemicals.

Outcome Related to Goal 1: The College Chemistry I students, attending lab in person, will know how to safely handle chemicals, to safely use the chemicals in an experiment, and know where to locate the information regarding chemicals (Material Safety Data Sheets, MSDS) and the regulations for handling them (i.e. gloves, fume hood).

Outcome Met. All College Chemistry I students, attending lab in person, passed the safety lab. As labs were performed during Fall 2023 semester, students followed the safety measures.

Goal 2: Students will demonstrate skills in problem solving, critical thinking, and analytical reasoning.

Outcome Related to Goal 2: Students will demonstrate skills in problem solving, critical thinking, and analytical reasoning through balancing chemical reactions

Outcome Met. Approximately 85% of the College Chemistry I students submitted the balancing chemical reactions assignment. In grading the assignment, these students showed an understanding of the topic.

Goal 3: Students will have a foundation in the fundamentals and applications of current chemical and scientific theories.

Outcome Related to Goal 3: Students will show that they have a foundation in the fundamentals and application of scientific theories through applying theories that apply to gases.

Outcome Met. Approximately 92% of the College Chemistry II students successfully completed the Discussion Board regarding the Ideal Gas Law and the theories supporting it. The students correlated the properties of the theory; Pressure, Temperature, Volume, and moles, to the interpretation of data collected when using this theory.

Analysis/Use of Results

As a result of positive outcome this assessment cycle faculty will continue to use the lab safety module and balancing chemical reactions. The assignment of discussion boards will also continue.

Summaries of 2023-24 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 through completion of a comprehensive problem.

Outcome Not Met. During fall 2023 and spring 2024, 10 accounting students were enrolled in ACC 211. Two of those students withdrew from the class. Of the remaining 8 students, 6 (75%) passed the comprehensive problem with a grade of “C” or better. This did not meet the 85% threshold set by faculty.

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

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

Outcome Met. During the fall 2023 and spring 2024 semesters, 7 out of 8 accounting majors (87.5%) completed the AIPCA comprehensive problem covering the Code of Professional Conduct assignment 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 six accounting majors were enrolled in ITE 140 for the fall 2023 and spring 2024 semesters. Of those six students, four students completed the comprehensive capstone project with a “C” or better (67%). The benchmark set by faculty was 85%.

Analysis/Use of Results

Faculty observed that the accounting cycle comprehensive problem results were lower this year compared to last year. A change in the textbook from the prior year changed some of the resources available to students. Extra resources, along with extra Zoom sessions for tutoring, will be placed in the first four modules of the fall 2024 and spring 2025 class. Assessment will be completed again next year, looking for better completion rates with added resources.

Advanced Manufacturing Associate of Applied Science Mechatronics Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: To ensure that students can demonstrate robotics expertise before they enter the workforce.

Outcome 1 Related to Goal 1: Students will complete a capstone robotics project by designing, constructing and programming a robot.

Outcome Not Met. 80% of students were able to successfully design, construct, and program a robot. This did not meet the 100% benchmark set by faculty.

Outcome 2 Related to Goal 1: Students will demonstrate knowledge of robotic end effectors and their applications by successfully designing and deploying an end effector for a robotic arm.

Outcome Not Met. 92.3% of students were able to successfully design and implement an end effector for a robotic arm. This did not meet the 100% benchmark set by faculty.

Goal 2: To ensure that students have a good understanding of the fundamental principles of hydraulic and pneumatic systems.

Outcome Related to Goal 2: Students will demonstrate knowledge of Pascal's Law, which is fundamental to hydraulic and pneumatic systems.

Outcome Not Met. 87% of students were able to successfully complete the comprehensive quiz on Pascal's Law.

Analysis/Use of Results

Though all performance measures were above 80%, outcomes were not met at the 100% level set by faculty. As a result of the findings from this assessment cycle the faculty shall: 1) look into additional options for capstone robotics projects. The design process was very beneficial to students and is a great way to ensure that they are prepared for industry. 2) expand on the end effector design project next year and have students design multiple end effectors for a robot. 3) add a new pneumatics NC3 certification next year. This certification will help further prepare them for the workforce.

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.

***Criminal 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 replacement courses that better suit that modality while still meeting the goals of the program.

Outcome Met. The replacement course for ADJ-138 or 293 Defensive Tactics for Police or Studies in Police Use of Force (was delivered in person only) is ADJ-229 Community Policing in Modern Society. Enrollment in this course was 26 which was above the 10 student or 50% threshold used as a success indicator. The replacement course for ADJ-195 Topics in Law Fit (also in person only) is ADJ-233 Multiculturalism in Policing. Enrollment in this course is 17 which is above the 50% or 10 student threshold used as an indicator of success.

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: To facilitate student completion, the Criminal Justice program will move to a four-semester model with no required summer class commitment.

Outcome Pending Results. Due to timing the measure's success will depend on the number of students who return to complete the criminal justice degree in the fall 2024 semester.

Analysis/Use of Results

The findings of this year's assessment will suggest courses of action related to the viability of courses and delivery modality. They will also be used to evaluate program delivery as the Chancellor's platform to move away from traditional semesters to eight-week courses is instituted.

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

Goals, Outcomes and Analysis

Goal 1: Students will have an appreciation and understanding of both international & domestic food cultures and regions.

Outcome Related to Goal 1: Students will have an appreciation and understanding of both international & domestic food cultures and regions through the execution and modification of recipes from specified regions.

Outcome Me.: 80% of students scored 7 or better on the rubric for assignments related to the outcome.

Goal 2: Prepare and advise students for the completion of ACF Credentials (CC).

Outcome related to Goal 2: Prepare and advise students for the completion of ACF Credentials (CC) through lab work and successful completion of the credential.

Outcome Not Met. Completion of the ACF Certified Culinarian examination was not met due to time constraints.

Goal 3: Students will be able to clearly communicate the content, context and process of their work, visually, orally and in writing.

Outcome Related to Goal 3: Students will be able to clearly communicate the content, context and process of their work, visually, orally and in writing through self-assessment, project presentation and research papers.

Outcome Met. All students presented power point presentation on the concept (group) and completed course work, both as a group and individually. Each student researched the criteria necessary for opening a foodservice establishment with labor cost analysis, recipe costing and marketing and advertising analysis. Student presented orally and executed the concept to members of the public and administration of the college as part of the final examination.

Analysis/Use of Results

As a result of this year's assessments the faculty will advise students to voluntarily take the ACF exam rather than taking it during the semester. Due to the heavy workload of some of the courses the faculty will adjust to streamline the curriculum.

***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 in areas 1-5 ranged from a low of 75% to a high of 94%. Faculty set the benchmark at 90% for each of the five standards.

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 meeting the 90% criteria on a rubric.

Outcome Partially Met. While 94% of students in CHD 265 met the criteria, only 75% in CHD 165 met the criteria for an overall percentage of 80%.

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 Met. A total of 81% of spring graduates were employed in the field and 23% transferred to a bachelor's program.

Analysis/Use of Results

Faculty plan to update the family advocacy assessment to align with DEI standards. Faculty will also add new VA Early Learning standards to Assessment #1 for CHD 146. Results of the assessment led the faculty to reconsider how to support students in 165 to understand and utilize observation. To assist with this an additional module related to observation will be completed early in the semester with a self-check quiz to allow students to gain full understanding of the observation requirements.

***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 ensure that students are properly trained on basic equipment that will be required in the electrical/electronic job market.

Outcome Related to Goal 1: 100 % of students will earn an NC3 multimeter certification.

Outcome Not Met. 80% of the students that took the NC3 multimeter certification successfully completed the certification.

Goal 2: To ensure that students have been properly trained and can demonstrate core competencies in the workforce.

Outcome Related to Goal 2: Students will demonstrate knowledge of Variable Frequency Drives that will be encountered in industry.

Outcome Met. 100% of students demonstrated their knowledge of variable frequency drives on the written portion of the lab. However, only 62.5% of students were present to complete the hands-on portion of the lab. Of the 62.5% that were present for the hands-on portion of the lab, 100% successfully demonstrated their knowledge of variable frequency drives.

Goal 3: To ensure that students have had the proper training needed to enter the renewable energy workforce.

Outcome Related to Goal 3: Students will demonstrate the ability to perform a basic solar site analysis needed for alternative energy applications.

Outcome Met. 100% of students successfully performed a solar site analysis at multiple locations and were all able to select the most suitable location. The analysis included detailed information about each location and noted potential issues at each location.

Analysis/Use of Results

As a result of this assessment, faculty have found the NC3 certifications are very beneficial for students and are currently planning to add several additional NC3 certifications to courses in the programs. The faculty are currently looking for a new certification to be able to offer on motor controls and variable frequency drives that are used in the industry. Finally, to further prepare students for the industry, faculty are planning to start offering a new solar certification (SHINE) to students in ELE 177 next semester.

***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. Final results available after December 2024. First attempt pass rate was 88%.

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. 100% 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. 100% of graduates achieved a 3 on a 3-point scale multiple-question survey of employers.

Goal 4: The program will seek to have greater diversity among its student body.

Outcome Related to Goal 4: The program will meet or exceed a five percent increase in any of the following—Hispanic, Non-Caucasian, Non-male.

Outcome Met. The numbers of non-males in the program increased by 31%.

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**

Goals, Outcomes and Analysis

Goal 1: To expose students to various career paths and essential skills required for successful employment in the information systems technology fields.

Outcome Related to Goal 1: Students will complete an industry internship activity.

Outcome Pending. Final results available after June 2024.

Goal 2: To prepare students, on an entry level, to identify and recognize cyber-attacks.

Outcome Related to Goal 2: Students will demonstrate ability to identify different types of cyber-attacks through a live virtual exercise.

Outcome Not Met. For the Fall 2023/Spring 2024 total completion: 13/20 (65%) completed the activity with a score of 85% or higher. The benchmark set by faculty was 80% with a score of 85% or higher.

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

Outcome Related to Goal 3: Students will demonstrate use of Excel formulas.

Outcome Met. For the Fall 2023/Spring 2024 total completion: 12/13 (92.3%) completed the activity with a score of 80% or higher. Meeting the benchmark of 80% success set by faculty.

Analysis/Use of Results

As a result of assessment from this cycle the faculty will redistribute assignments among courses to allow for additional time to complete internship hours. To increase scores on the cyberattack exercise the faculty will increase the number of student attempts from one to three. Faculty also plan to add Microsoft Office Specialist certification exams.

***Mental Health
Associate of Applied Science***

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate proficiency in the American Psychological Association's standard of writing.

Outcome Related to Goal 1: Strengthen the students' capability to complete essays in the seventh edition of the American Psychological Association's standard of writing, primarily in research, information literacy, and formatting.

Outcome Met. Students were assessed in each APA writing assignment using a rubric. This rubric was the same for each assignment and the students were provided feedback and opportunities to correct errors for future essay assignments. The Spring 2024, Term I section of MEN 101 (Mental Health Skills Training I) implemented the assignment for the course for the first time. Students were assessed on a scale of 25 points for the ability to get up to 5 points per rubric criterion. Week one of the course was assessed at being on average at 7.9% of 25%. In the final essay submission, students were assessed at 14.3% of 25% for an increase of 6.4%; therefore, showing the effectiveness of the measures used to assess student writing and improve APA research and writing for future Human Services courses.

Goal 2: Students will exhibit self-awareness of skills acquired through education and training.

Outcome related to Goal 2: Students will prove the effectiveness of their skills acquired through their didactic training through their worksite in HMS 190 (Coordinated Internship).

Outcome Not Met. Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.

Goal 3: Students will be prepared to live and work in a multicultural and diverse society.

Outcome Related to Goal 3: A systematic process will be utilized for monitoring student dispositions over time during the program to aid the student in preparation for a multicultural and diverse world through self-exploration.

No data due to timing of assignment.

Analysis/Use of Results

Faculty report that student improvement of APA-style formatting has been effective in the Spring 2024 term. The process will be repeated in Fall 2024 with MEN 101. Upon successful completion in MEN 101, the course will be implemented into HMS 100 (Introduction to Human Services) to incorporate programs of study such as Substance Abuse and Human Services Technology. Using these results, this rubric can become a standard measuring tool for writing assignments across all Human Services (HMS) and Mental Health (MEN) courses in the programs.

Faculty identified the need for addressing countertransference to be part of future program assessment to aid students in overcoming personal attitudes toward populations whom they consider to be problematic to provide effective services (i.e., perpetrators of domestic violence, minority sexual violence, and other crimes). Along with crimes against others, privilege will also need to be an increased topic of discussion as understanding the multicultural diversity implications become part of each course's Standard Learning Objectives (i.e., religious, ethnic, sexual orientation/identity, personal characteristics, as well as family of origin).

Nursing Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate the ability to provide patient education.

Outcome Related to Goal 1: 100% of students enrolled in NSG 152 will demonstrate the ability to provide patient education by developing and delivering a cancer awareness teaching project to a minimum of 5 people in the community by the end of the course.

Outcome Met. 100% of students enrolled in NSG 152 in spring 2024 successfully delivered a cancer teaching project to a minimum of 5 community members.

Goal 2: Students will demonstrate entry-level application of knowledge and skills for practice as a RN.

Outcome Related to Goal 2: 90% of students enrolled in NSG 270 will demonstrate entry-level application of knowledge and skills for practice as a RN as evidenced by scoring 80% or higher within two attempts on the competency simulation grading rubric.

Outcome Met. 100% of students enrolled in NSG 270 in spring 2024 earned 80% or higher on the competency simulation grading rubric within 2 attempts.

Goal 3: Students shall demonstrate knowledge of clinical decision-making skills.

Outcome Related to Goal 3: 100% of students enrolled in NSG 230 will increase their knowledge of clinical decision-making skills by completing a 7-week comprehensive review of nursing content with required remediation as evidenced by scoring an 80% or higher on the capstone grading rubric.

Outcome Met. 100% of students enrolled in NSG 230 in spring 2024 successfully completed a 7-week capstone content review with an 80% or higher.

Goal 4: Upon completion of the program, Track 1 RN students will have satisfactorily completed a minimum of 500 clinical hours in a variety of settings.

Outcome Related to Goal 4: Upon completion of NSG 270, Track 1 RN students will have satisfactorily completed a minimum of 500 clinical hours throughout the program in a variety of settings.

Outcome Met. 100% of Track 1 RN students completing NSG 270 satisfactorily completed a minimum of 500 clinical hours in a variety of settings throughout the program.

Goal 5: Upon completion of the program, Track 2 RN students will have satisfactorily completed a minimum of 400 clinical hours in a variety of settings.

Outcome Related to Goal 5: Upon completion of NSG 270, Track 2 RN students will have satisfactorily completed a minimum of 400 clinical hours throughout the program in a variety of settings.

Outcome Met. 100% of Track 2 RN students completing NSG 270 satisfactorily completed a minimum of 400 clinical hours in a variety of settings throughout the program.

Analysis/Use of Results

All SLO/program goals have been met for 2023-2024. Other program outcomes include NCLEX rate, completion rate, and job placement rate which also have been met for this year. Stated program assessment goals would also be appropriate for future use in the program.

***Occupational Therapy Assistant
Associate of Applied Science***

Goals, Outcomes and Analysis

Goal 1: OTA Students will be able to effectively analyze activities for their therapeutic value, breaking down the activity components to create an activity synthesis between patient and activity to promote increased engagement in areas of occupation.

Outcome Related to Goal 1: Students will select appropriate client-centered therapeutic activity interventions based on Activity Analysis.

Outcome Met. All students achieved a passing (80% or above) score on the didactic course Activity Analysis and received a passing competency score of FW evaluations.

Goal 2: OTA students will demonstrate the skills and attitude of an entry-level OTA practitioner through use of “therapeutic use of self” to facilitate a client-therapist relationship for improved functional outcomes of therapy.

Outcome Related to Goal 2: SWCC OTA students will demonstrate “Therapeutic Use of Self” to promote effective client-therapist interactions.

Outcome Met. One hundred percent of OTA students in OTA 100, 205, and 203 achieved a passing score in both didactic and fieldwork.

Goal 3: OTA student will demonstrate competence in selection and implementation of various client-centered compensatory techniques, providing environmental and activity adaptation, to enable engagement in meaningful occupational activities.

Outcome Related to Goal 3: Students will demonstrate competence in selection and implementation of compensatory techniques.

Outcome Met. All students in the OTA 202, 205 and fieldwork demonstrated competency in activity analysis and selection.

Analysis/Use of Results

Faculty continue to refine course and program goals in activity analysis and selection of activities that use compensatory strategies to provide the best treatment for the populations served. Faculty also indicated a desire to include new goals of looking at how the OTA program is addressing learning objectives in remediating deficits through rehabilitation and promoting new skills for health and wellness to improve functional independence.

Radiography Associate of Applied Science

Goals, Outcomes and Analysis

Goal 1: Radiography students will demonstrate the ability to perform chest and abdomen radiographs.

Outcome Related to Goal 1: During RAD 121, 90% of student will demonstrate the ability to perform chest and abdomen radiographs by passing the section 1 lab practical with a 95 or higher.

Outcome Not Met. 68.97% of students made a 95 or higher on the section 1 practical exam. This did not meet the 90% benchmark set by faculty.

Goal 2: Radiography students will demonstrate knowledge of nonroutine/trauma radiographic exams and show the ability to sequence these radiographic exams.

Outcome Related to Goal 2: During RAD 290, 90% of students will demonstrate knowledge of nonroutine/trauma radiographic exams and show the ability to sequence these radiographic exams by making a 2.5 or higher on the performance rubric.

Outcome Met. 100% of the students scored 95 or higher on the trauma challenge evaluation for sequencing on a nonroutine/trauma scenario.

Goal 3: Radiography students will demonstrate the ability to perform the inverse square law.

Outcome Related to Goal 3: By the end of RAD 112, 90% of students will demonstrate the ability to perform the inverse square law by correctly answering the inverse square law question with 90% accuracy.

Outcome Not Met. 66.07% of students correctly worked the inverse square questions accurately on the RAD 112 final exam. This did not meet the 90% benchmark set by faculty.

Analysis/Use of Results

As a result of the findings this assessment cycle the faculty will continue to monitor outcomes not met this cycle and will strive to increase student scores. The program will continue to assess outcome two for more consecutive data results.

Substance Abuse Associate of Applied Science--Mental Health Specialization

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate awareness of occupational prospects in human services with a substance abuse specialization

Outcome Related to Goal 1: Broaden the students' perspectives on occupational prospects in the field of substance abuse treatment and human service through visits to the Career Center and completion of career assessments.

Outcome Met. At least 20% of all students indicated an increased awareness of career prospects or pathways. This exceeded the 5% change expected by faculty.

Goal 2: Students will demonstrate an enhanced self-awareness of skills acquired through education and on-site training.

Outcome related to Goal 2: Students will demonstrate effectiveness of their skills acquired through their didactic training through their worksite in HMS 190 (Coordinated Internship).

Outcome Not Met. Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.

Goal 3: Students who choose to transfer will have with the knowledge and awareness of transfer opportunities available for the program.

Outcome Related to Goal 3: Students will engage in on and/or offsite campus opportunities to acquire the knowledge, skills, and readiness to transition to bachelor's and graduate degrees in the field.

Outcome Not Met. Results showed that 42.9% of students showed up for their monthly check in with their supervisor despite the assignment being part of their overall grade. 28.6% had not yet been placed on a site until the end of the month of March. The remaining 28.5% had elected not to complete the assignment despite site placement and indication of the requirement of the assignment. None of the students polled interacted with TRiO for transfer services or with the Career Services department for assistance with career-readiness. All interactions fell below the 70% benchmark set by faculty.

Analysis/Use of Results

Analysis of the results of this assessment cycle has led to the faculty-initiated changes that follow. HMS 199 (Supervised Study) will provide an opportunity to see Goal 3 carried out more efficiently. Although, future sections of HMS 190 (Coordinated Internship) will see this Goal as a direct assignment in the course rather than a monthly check-in with the instructor. The HyFlex modality of the Supervised Study course may also allow for additional discussion regarding careers and educational aspirations, allow for guest speakers to visit the classroom, and get students acquainted with the Transfer Advisor and Career Services Advisor.

In building upon the HMS 100 (Introduction to Human Services) career exploration component, future consideration could be given to using this assignment in future courses as a method of ongoing career exploration as well as implementation in the HMS 199 (Supervised Study) course so students are continuously aware of their shifting values and career opportunities based on their educational attainment. It will also provide an informed decision on the remaining educational attainment needed to acquire the desired position the student seeks.

Summaries of 2023-24 Program Assessment

Certificates and Diplomas

Health Sciences Certificate

Goals, Outcomes and Analysis

Goal 1: Health science certificate students will demonstrate a basic understanding of whole-body medical terminology.

Outcome Related to Goal 1: Health Science Certificate students will demonstrate a basic understanding of whole-body medical terminology by scoring greater than 80% on the chapter two test in HLT 143.

Outcome Met. 90.5% of students enrolled in HLT 143 scored 80% or higher on chapter two test.

Goal 2: Health Science Certificate students will be able to differentiate between common disorders associated with the central, autonomic, and peripheral nervous systems.

Outcome Related to Goal 2: Health Science Certificate students will be able to differentiate between common disorders associated with the central, autonomic, and peripheral nervous systems by scoring 80% or higher on exam two in BIO 142.

Outcome Not Met. 68% of students enrolled in BIO 142 scored 80% or higher on exam two. This fell short of the 80% benchmark set by faculty.

Goal 3: Health Science Certificate students will demonstrate the ability to recall effective studying techniques.

Outcome Related to Goal 3: Health Science Certificate students will demonstrate the ability to recall effective studying techniques by scoring 8 or more points on the 'Studying Approaches Assignment' in the SDV 101 – Orientation to Health Technologies course.

Outcome Met. 89.5% of students enrolled in SDV 101 scored an 8 or greater on the 'Studying Approaches Assignment.'

Analysis/Use of Results

The Division will continue to track data on outcomes one and three. For outcome two faculty plan to discuss findings with BIO 142 faculty and hold students to high standards while integrating new study habits.

Heating, Ventilation, and Air Conditioning – HVAC Certificate

Goals, Outcomes and Analysis

Goal 1: Develop an understanding of hazard analysis, risk assessment, probability of harm and hazards encountered in the workplace. Electrical safety and refrigerant safety to be of primary emphasis.

Outcome Related to Goal 1: Students will demonstrate improved safety work habits in the lab and during the internship process by a reduction of accidents, scoring 100% on a safety quiz, and positive feedback from host companies.

Outcome Met. There were no accidents during the report period. All students passed all safety tests.

Goal 2: Students will attain national certification relative to the trade and industry recognized industry credentials, to include EPA 608 & 609 certifications, and NC3 certifications.

Outcome Related to Goal 2: Students will obtain EPA required certification for HVAC technicians.

Outcome Pending. Final results unavailable, though at publication 75% have obtained the certification. Several had not taken the retake.

Goal 3: Students will complete third party internship provided by companies in our service area.

Outcome Related to Goal 3: All students complete the third-party internship with positive feedback from the host companies.

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

Analysis/Use of Results

The successes of this class were indicative of the efforts these students exerted to achieve their goals. In the Fall Semester a new group will become the next class, their skillsets, and preparation are unknown at this point. Faculty will

adapt to their individual requirements to assist them to reach their goals. To ensure that data is complete for outcome two, faculty will give more attention to preparing students in the Fall semester to allow more time for immersion into the material.

Human Services Technology Certificate

Goals, Outcomes and Analysis

Goal 1: Students will be cognizant of occupational prospects in human services.

Outcome Related to Goal 1: Students' perspectives on occupational prospects in the field of substance abuse treatment and human services will be broadened through contact with the Career Center and career assessments.

Outcome Met. Results for the Spring 2024 semester were as follows: 50% of students altered or changed their career goals while 50% remained the same. Those that remained the same still considered additional fields in the human services that were not known to them prior. This exceeded the success standard set by the faculty by 47%.

Goal 2: Students will exhibit self-awareness of skills acquired through education and training.

Outcome related to Goal 2: Students will demonstrate effectiveness of their skills acquired through their didactic training through successful completion of HMS 190 (Coordinated Internship).

Outcome Not Met. Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.

Goal 3: Students will be prepared to live and work in a multicultural and diverse society.

Outcome Related to Goal 3: A systematic process for monitoring student dispositions over time during the program will aid the student in preparation for a multicultural and diverse world through self-exploration through self-reflection and completion of a personal values inventory.

Outcome Not Met. In the Spring 2024 semester, 16 of 19 students successfully completed assignments without need for faculty remediation for a success of 84%. This did not meet the 85% standard set by faculty.

Analysis/Use of Results

As a result of findings this assessment cycle the faculty have determined the need for two changes. First,

Faculty will create a regular term HMS 230 (Ethics in Human Services). This format is a necessity due to the amount of material required to cover within a period of time that proved strenuous in a 7-week format. Proceeding in future Spring and Summer semesters, this course will move to a regular term format as a result of student feedback and instructor experience.

Addressing countertransference will also need to be part of future program assessment to aid students in overcoming personal attitudes toward populations whom they consider to be problematic to provide effective services (i.e., perpetrators of domestic violence, minority sexual violence, and other crimes). Along with crimes against others, privilege will also need to be an increased topic of discussion as understanding the multicultural diversity implications become part of each course's Standard Learning Objectives (i.e., religious, ethnic, sexual orientation/identity, personal characteristics, as well as family of origin).

**Law Enforcement
Certificate**

This stackable credential is included in the assessment of the Criminal 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

To increase enrollment, the faculty will contact employers will to foster working relationships related to their needs and to discuss newly incorporated program redesign modifications. The legal studies program will be promoted to help increase enrollment. Promotional outreach by social media to encourage student interest in the program. Newly designed program brochures will be used to promote the program.

**Practical Nursing
Certificate**

Goals, Outcomes and Analysis

Goal 1: Practical nursing students will demonstrate basic nursing skills to function in a clinical setting.

Outcome Related to Goal 1: Practical nursing students will demonstrate basic nursing skills to function in a clinical setting by passing all components of the skills check-off during PNE 146.

Outcome Met. This outcome was met with 100% of students passing their skills checkoffs in PNE 146 within three attempts.

Goal 2: Practical nursing students will demonstrate clinical judgement knowledge needed to manage the care of patients.

Outcome Related to Goal 2: Practical nursing students will demonstrate clinical judgement knowledge needed to manage the care of patients by scoring an 850 or greater on the HESI Exit Exam during PNE 295.

Outcome Not Met. This goal was not met. The percentage of students scoring a minimum of 850 in the PNE 295 course was 58%. The benchmark set by faculty was 80%.

Goal 3: Practical nursing students will demonstrate the ability to assess and manage complex patient care in a simulated setting.

Outcome Related to Goal 3: Practical nursing students will demonstrate the ability to assess and manage complex patient care in a simulated setting by scoring an 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.

Outcome Met. 80% of Practical Nursing students scored 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.

Analysis/Use of Results

To facilitate the 850 score on the HESI, for each student that does not score 850 or above on the first HESI exit exam will be required to complete extensive remediation facilitated by the PNE 295 instructor. This will be based on the identified areas that need remediation. The student will be required to complete the intensive remediation before being allowed to sit for the second attempt of the HESI Exit exam. All other benchmarks will continue to be evaluated for viability.

Substance Abuse Rehabilitation Counselor Certificate

Goals, Outcomes and Analysis

Goal 1: Strengthen self-awareness of skills acquired through education and training.

Outcome Related to Goal 1: Students will demonstrate effectiveness of their skills acquired through their didactic training through their worksite performance in HMS 290 (Coordinated Internship in Substance Abuse).

Outcome Not Met. Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.

Goal 2: Enhance ethical considerations in practice.

Outcome related to Goal 2: Students demonstrate knowledge of ethical standards and practice in diagnosis, treatment, technique, assessment, supervision, consultation, and referral by successful completion of HMS 230, Ethics in Human Services.

Outcome Met. In the Spring 2024 semester, 16 of 19 students successfully completed assignments without need for faculty remediation for a success of 84.2% exceeding the faculty benchmark of 70%.

Goal 3: Increase student awareness of occupational prospects in the field.

Outcome Related to Goal 3: Broaden the students' perspectives on occupational prospects in the field of substance abuse treatment and human services through contact with the Career Center and completion of career assessments.

Outcome Met. Results for the Spring 2024 semester were as follows: 40% indicated that their results from the EMSI assessment tool aligned with their career goals. 20% noted they were looking at continuing education as a result of the survey that would align with their career goals in the Human Services field specifically within the career cluster that they matched with. 40% noted the results indicated there was no difference in the results of the assessment and their currently desired program and career pathways. All these exceeded the benchmark of 10%.

Analysis/Use of Results

The faculty have determined the following as a result of findings from this cycle.

Creating a regular term HMS 230 (Ethics in Human Services) is a necessity due to the amount of material required to cover within a period of time that proved strenuous in a 7-week format. Proceeding in future Spring and Summer semesters, this course will move to a regular term format as a result of student feedback and instructor experience.

HMS 299 (Supervised Study in Substance Abuse) will become more common as the HMS 290 (Coordinated Internship in Substance Abuse) is phased out with exceptions. It may prove more effective in the ability to reach students considering employment or transfer in their particular program of study through the assistance of outside information and guest speakers. Applicability of information learned throughout the student's overall program will be better assessed through course entrance and course exit examinations and determination of areas of needed review during the semester.

HMS 299 will be offered in a HyFlex format which will give the students an opportunity to engage in the class with other classmates, receive feedback from guest speakers such as Career Services and Transfer Advisement, and receive one-on-one approaches to instruction in areas designated to be an area of necessary review for the student.

Welding Diploma, Semi-auto Welding, Welding Fundamentals, Welding and Manufacturing/Fabrication Career Study Certificates

Goals, Outcomes and Analysis

Goal 1: Correctly identify the shielding gas or gases that are associated with the various welding processes.

Outcome Related to Goal 1: Demonstrate the knowledge of the various welding shielding gases and know which welding process requires which certain shielding gas through performance on usage of gas to process assignment.

Outcome Met. Results showed that 85% of students scored 80 or higher on assignment.

Goal 2: Fabricate parts from drawing or sketch.

Outcome Related to Goal 2: Students will trainees accurately read and execute welding blueprints.

Outcome Met. Ninety-one percent of students were successful in reading the blueprint for the fabrication assignment.

Goal 3: Demonstrate knowledge of welding safety standards.

Outcome Related to Goal 3: To produce trainees who retain the knowledge of welding safety using the U/Linc Lincoln Electric welding curriculum and passing the NC3/Leeps Welding safety certification exam.

Outcome Met. Results showed that 100% of students scored 70 or higher on the NC3/Leeps welding safety certification exam.

Analysis/Use of Results

Certified Welders continue to be in high demand in our service area. To strengthen the curriculum, faculty will implement certification testing into the respective courses. Faculty will also continue 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. Faculty 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 2024-2025 will focus on Certification pass rates through NC3/Leeps welding certifications, welding certifications through the on-site AWS Accredited welding faculty, Interpreting given welding productions to AWS and ASME standards, using weld procedures and blueprints for class projects; Instructors will evaluate by using rubrics and/or checklists where appropriate.

Summaries of 2023-24 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

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 manual advanced machining skills and jobs skills as evidenced by 70% attainment of Grinding certification (NIMS).

Outcome Met. All students received the grinding certification.

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 60% attainment of either NIMS CNC Milling Operator or CNC Lathe certifications.

Outcome Met. Eighty percent earned at least one of the certifications.

Goal 3: Students will perform advanced precision measurement.

Outcome Related to Goal 3: Students will use precision machining instrument to obtain accurate measurement with a dial bore gauge as evidenced by attainment of National Coalition Centers (Starrett and Snap-on) Dial Gauge certification.

Outcome Not Met. Only 60% of students earned the certification. The benchmark set by faculty was 70%.

Analysis/Use of Results

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

Advanced Studies in Music Career Studies Certificate

This stackable credential is included in the assessment of the Music Associate of Arts.

Advanced Studies in Science Career Studies Certificate

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

Advanced Welding and Fabrication Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Ensure students will have the ability to follow welding procedures, along with (AWS) American society standards

Outcome Related to Goal 1: To train students efficiently and effectively to weld in the vertical position for 3F aluminum in compliance with American welding society.

Outcome Met. 80% of students scored at 80% or higher on the 3F GTAW Exam.

Goal 2: Provide training that simulates real world situations where students use fabrication tools and creating projects from written blueprints.

Outcome related to Goal 2: Train students who can properly use fabrication tools as demonstrated by successful attainment of NC3 LEEPS fabrication 1 certification. (Reading tape measures, reading blueprints, using c clamps, levels and squares, etc.)

Outcome Met. 85% of students earned NC3 LEEPS fabrication 1 certification.

Goal 3: Foster students on how to setup a MIG welder to complete aluminum GMAW welding process and in addition performing maintenance on a welder.

Outcome Related to Goal 3: Students will properly maintain and fix issues that occur with welding machines from wear and tear. (Changing drive roll wheels on MiG welders, replace electrode holders etc.)

Outcome Met. 80% of students scored at 80% or higher on the MIG welder setup for the aluminum GMAW Process.

Analysis/Use of Results

The success standard was met for all program goals, but faculty want to improve on this. Faculty will focus on areas that students struggled with and will be increasing the success standard further. New goals based on findings will have students work more in teams instead of independently on fabrication projects. Lesson plans will be developed which detail student-centered activities and how they are consistently implemented across lessons. Faculty will continue to teach NC3 LEEPS for certifications with Lincoln electric and teach to the AWS d1.1 Standard for AWS certification.

Adventure Tourism Career Studies Certificate
Outdoor Recreation Career Studies Certificate
Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will present a quality Leave No Trace (LNT) topic for Trainer's certification presentation (70%).

Outcome Not Met. Thirty-three percent of the students passed the capstone project on the development of a lesson plan and presenting a presentation on one of the seven principles of LNT.

Goal 2: Students will understand the career pathway opportunities and skills needed to obtain employment in the tourism and recreation industries.

Outcome related to Goal 2: Given a scenario of comparison of different organizations in the industry in parks and leisure, 70% will demonstrate competence on a comparison project.

Outcome Not Met. Thirty-three percent of the students passed the capstone project on the comparison of Baxter State Park and the Appalachian Trail.

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: Given scenarios on interpretation techniques students will develop a presentation using National Association for Interpretation model.

Outcome Met. All students passed the capstone project presentation for the NAI CIG certification.

Analysis/Use of Results

The Outdoor Recreation/Adventure Tourism program didn't have the desired number student signed up to be part of the programs. 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 2024 and Spring 2025 semesters. The development changes to the program for the next year are being made with recruitment options available. The program will be using program changes with the development and recruitment into the Environmental Management and Recreation Ecology program for the following year.

Agribusiness Career Studies Certificate

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

Appalachian Studies Career Studies Certificate

This stackable credential is included in the assessment of the Appalachian Studies Associate of Arts.

Automotive Diagnostics and Repair Career Studies Certificate Advanced Automotive Technology Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate knowledge of lab safety concepts and practices for an automotive technology lab.

Outcome Related to Goal 1: Students will earn OSHA 10 and NC3 3M certifications.

Outcome Met. All students received both certifications.

Goal 2: Students will demonstrate knowledge of torque theory, and gain experience in wrench selection and torque applications that enable technicians to be productive, efficient, and safe when using torque instruments.

Outcome Related to Goal 2: Students will earn NC3 Snap-On Torque Applications and Procedures certification.

Outcome Met. All students received the certification.

Goal 3: Students will demonstrate knowledge of automotive brakes troubleshooting and repair.

Outcome Related to Goal 3: Students will earn the ASE Entry Level Brakes certification.

Outcome Met: All students attained certification.

Analysis/Use of Results

The combination of hands-on experiential instruction and online presentations for the certifications continues to be an effective way to cover the certification concepts. Earning nationally recognized third-party credentials continues to be a highly desired outcome by students and employer partners. Students working through the automotive technology programs have the opportunity to earn 30+ credentials, covering core skills needed to be successful in the industry as an automotive technician.

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 Not Met. Three of five bookkeeping students passed the comprehensive accounting problem with a grade of "C" or better. This did not meet the benchmark of 85% set by faculty.

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

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

No data was reported.

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 2023 and spring 2024 semesters. Fifty percent completed the comprehensive problem successfully. This did not meet the 85% benchmark set by faculty.

Analysis/Use of Results

Accounting cycle comprehensive problem results were lower this year compared to last year. A change in the textbook from the prior year changed some of the resources available to students. Extra resources, along with extra Zoom sessions for tutoring, will be placed in the first four modules of the fall 2024 and spring 2025 class. Assessment will be completed again next year, looking for better completion rates with added resources.

CAM and CADD Fundamentals Career Studies Certificate

This program was inactive during the period covered by this report.

CNC and Machine Operations Career Studies Certificate Precision Machining Career Studies Certificate

Goals, Outcomes and Analysis

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

Outcome Related to Goal 1: Students will demonstrate manual machining and jobs skills through attainment of the National Institute for Metalworking skills Drill Press Certification (70%).

Outcome Not Met. Only 40% of students in the program earned the drill press certification.

Goal 2: Students will 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 earn CNC lathe and/or mill certification from the (NIMS) National Institute for Metalworking Skills (60%).

Outcome Met. Sixty percent earned the both CNC lathe and CNC mill (NIMS) National Institute for Metalworking Skills Certification.

Goal 3: Students will perform advanced precision measurement.

Outcome Related to Goal 3: Students will use precision machining instrument to obtain accurate measurement with a caliper as evidenced by attainment of National Coalition Centers (Starrett and Snap-on) Slide Caliper certification.

Outcome Met. All students earned the National Coalition Centers (Starrett and Snap-on Slide Caliper Precision Measurement Instruments Certification).

Analysis/Use of Results

It appears that the largest issue here is that some students tend to not earned the drill press certification due to redo the machining drill press project more than once due to the very tight tolerances on the print. To increase the student's skill level and success rate on the hands-on portion of the certification test, faculty will schedule additional lab time, provide a mechanism for remediation/tutoring on difficult to understand concepts and practices, and work with each student individually on the develop of career goals to ensure they have the appropriate skills upon completion.

Computed Tomography Career Studies Certificate

No students were enrolled in the program this year.

Computer Repair Technician Career Studies Certificate

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

Crime Scene Technology Career Studies Certificate

No cohort is currently running for this program.

Cybersecurity Career Studies Certificate

Cybersecurity and Network Fundamentals Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will secure a computer with security tools.

Outcome Related to Goal 1: Students will demonstrate understanding of security tools by securing a computer workstation.

Outcome Met. For the Fall 2023/Spring 2024 total completion: 12/17 (71%) completed the activity with a score of 85% or higher.

Goal 2: Students will use command-line tools related to Windows computer settings.

Outcome Related to Goal 2: Students will demonstrate the ability to use command-line tools related to Windows computer settings through a lab simulation assignment.

Outcome Met. For the Fall 2023/Spring 2024 total completion: 8/8 (100%) completed the activity with a score of 85% or higher.

Goal 3: Students shall identify and recognize cyber-attacks at the entry level.

Outcome Related to Goal 3: Students will demonstrate ability to identify different types of cyber-attacks through a virtual lab.

Outcome Not Met. For the Fall 2023/Spring 2024 total completion: 11/15 (73%) completed the activity with a score of 85% or higher. This did not meet the 80% benchmark set by faculty.

Analysis/Use of Results

The 2023-2024 assessment of this activity created a 71% baseline to evaluate term to term going forward with a goal of 80%. The course is offered in the fall and spring terms and allows continued assessment. In addition, the ITN111 course is offered in several programs of study including the Information Systems Technology Associates Degree of Applied Science, the Cybersecurity and Cybersecurity and Networking Fundamentals Career Study Certificate programs. Data included in the above assessment includes only students enrolled in the Cybersecurity and/or Cybersecurity and Networking Fundamentals Career Studies Certificate programs. Finally, the ITN260 course is offered in several programs of study including the Information Systems Technology Associates of Applied Science Degree, Cybersecurity Career Study Certificate, and Cybersecurity and Networking Fundamentals Certificate. In some cases, students enrolled in this course are completing the requirement.

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.

Geographic Information Systems

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate skills to open, create, and save projects and complete tasks such as querying spatial and non-spatial data and determining relationships by utilizing ArcGIS Online and ArcGIS Pro.

Outcome Related to Goal 1: Students will demonstrate basic GIS skills in creating, opening, and saving GIS projects in ArcGIS Online and ArcGIS Pro to complete various tasks, including, but not limited to querying a large dataset.

Outcome Met. 83% of the students enrolled in the program demonstrated proficiency on multiple assignments using these skills. This exceeded the benchmark by 3%.

Goal 2: Students will demonstrate the ability to use ArcGIS Online and ArcGIS Pro to create maps of spatial and non-spatial data.

Outcome related to Goal 2: Students will use ArcGIS Online and ArcGIS Pro to demonstrate their ability to apply principles of cartography in mapping data

Outcome Met. 83% of the students enrolled in the program demonstrated proficiency In mapping data in both ArcGIS online and Pro. This exceeded the benchmark by 3%.

Goal 3: Students enrolled in and who successfully complete GIS 200 will enroll in GIS 201.

Outcome Related to Goal 3: Successful GIS 200 students will increasingly advance to the next course (GIS 201) in the program

Outcome Not Met. Only 25% of the successful GIS 200 students enrolled in GIS 201.

Analysis/Use of Results

There will be a continuation of a recruitment campaign first implemented in the summer of 2022. The campaign includes an extensive outreach via e-mail to local and regional stakeholders to publicize the GIS program at SWCC. Students focusing on civil engineering in the SWCC engineering program are encouraged to enroll in GIS 200 as an elective. Students in the SWCC Science program with an interest in ecology, forestry, biology, and environmental science are also encouraged to enroll in GIS as an elective. GIS 200 is now an elective in the CADD program and eligible for G3 funding.

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 Advanced Manufacturing 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

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

Leadership and Entrepreneurship Career Studies Certificate

No Leadership and Entrepreneurship students were enrolled this cycle.

Management Specialist Career Studies Certificate

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

Mechatronics Career Studies Certificate

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

Medical Coding Career Studies Certificate

Goals, Outcomes and Analysis

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

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

No Data Reported.

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.

No Data Reported.

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.

No Data Reported.

Analysis/Use of Results

Beginning Fall 2024, Medical Coding students began taking ITE 152 instead of ITE 102. In order to evaluate the students' knowledge of basic computer skills, a plan was put into place to work with ITE and EMR instructors in identifying a comprehensive problem from ITE 152, HIIM 150, or HIM 231. Due to changes in ITE 152, a comprehensive problem was not available during this academic year. SDV 101 Orientation to Business & IT will be identified in the Fall 2024 semester as a way to administer a basic digital literacy quiz. Advisor will update analysis and action plans when final comprehensive exams are completed.

Pharmacy Technician Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Pharmacy technician students will demonstrate knowledge of pharmacy laws, and regulations.

Outcome Related to Goal 1: Pharmacy technician students will demonstrate knowledge of pharmacy laws and regulations. by scoring greater than 80% on exam one in HLT 261.

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

Goal 2: Pharmacy technician students will demonstrate the ability to perform mathematical calculations essential to the duties of a pharmacy technician

Outcome Related to Goal 2: Pharmacy technician students will demonstrate the ability to perform mathematical calculations essential to the duties of a pharmacy technician by scoring 80% or higher on PharmaSeer Math quizzes 1-5.

Outcome Met. Pharmacy Technician Students did score 80% and higher on PharmaSeer Math quizzes and all course packets that were presented.

Goal 3: Pharmacy technician students will demonstrate the ability to process and handle medications and medication orders.

Outcome Related to Goal 3: Pharmacy technician students will demonstrate the ability to process and handle medications and medication orders by receiving a rating of 3 or greater on their clinical rotation student evaluation.

Outcome Met. Pharmacy Technician Students did score a 3 or greater on completion of their Clinical Rotation Evaluation and exceeded expectations of professionalism in their environments. They were permitted the hands-on experience of filling, stocking and processing prescriptions in their clinical environments.

Analysis/Use of Results

The students were not permitted to use hands-on training in the patient input, billing and compounding aspects of the clinical experiential rotations. Moving forward, faculty would like to incorporate these aspects of learning in their process and add these capabilities in the laboratory. In addition, materials for study guides and homework assignments will be added that cover the different aspects of formulas, medication dosing, compounding and admixtures for properly calculating patient dosages.

Phlebotomy Career Studies Certificate

Goals, Outcomes and Analysis

Goal 1: Students will demonstrate basic knowledge of infection control and safety measures for collecting blood and other specimens for medical laboratory analysis.

Outcome Related to Goal 1: Students will demonstrate basic knowledge of infection control and safety measures for collecting blood and other specimens for medical laboratory analysis by scoring 80% or greater on the chapter two quiz in MDL 105.

Outcome Met. 85% of students enrolled in MDL 105 successfully completed the chapter two quiz with a score of 80% or Higher. This exceeded the 80% benchmark set by faculty.

Goal 2: Students will demonstrate the ability to use venipuncture procedures to collect blood samples.

Outcome Related to Goal 2: Students will demonstrate the ability to use venipuncture procedures to collect blood samples by receiving a 90% on their clinical evaluation.

Outcome Met. Of the students enrolled in MDL 190, 98% scored 90% or higher on their clinical evaluations.

Goal 3: Students will demonstrate basic knowledge of the seven ethical principles of the phlebotomy profession.

Outcome Related to Goal 3: Students will demonstrate basic knowledge of the seven ethical principles of the phlebotomy profession by scoring 80% or higher on the final exam in MDL 198.

Outcome Not Met. 75% of students enrolled in MDL 198 scored 80% or higher on the final exam. This fell 5% below the benchmark set by faculty.

Analysis/Use of Results

Faculty have determined that case studies are problematic when students are absent. Verbal quizzes would also enhance student success.

Pre-Engineering Career Studies Certificate

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

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 Science, Associate of Art

**Southwest Virginia Community College
Administrative Unit Assessment
2023-2024**

Administrative Unit	Unit Coordinator	Email Address	Beginning Term	Ending Term
Agribusiness AS (GS spec.), Agribusiness CSC	Dr. Ryan Dorkoski	ryan.dorkoski@sw.edu	Fall 2023	Spring 2024
Arts and Sciences				

Mission of the Unit

The SWCC Agribusiness degree and transfer pathway aim to prepare students for both entering agriculture-based careers directly into the workforce after graduation and/or the next step in their academic/transfer pathway. Students have the opportunity to study animal-, plant, and business-based aspects in the field of agriculture. We as agribusiness faculty aim to provide the best support we can to our students as they navigate their agribusiness education.

Reports to: Dr. Brian Wright (Dean of the Division of Arts & Sciences)

Annual Unit Goals
SMART—Specific, Measurable, Achievable, Relevant, Time-based

- Goal 1:** Upon successful completion of the SWCC Agribusiness program, students will:
- Study the fundamental principles and technologies of animal, plant, and business aspects of agriculture.
 - Demonstrate an understanding of the above- and below-ground processes and components of plant and soil science.
 - Develop animal and plant management and agricultural-based business plans.
 - Explore various forms of agricultural business practices and associated financial tools.
 - Demonstrate an understanding of various marketing, risk management, human resource management, and entrepreneurship aspects of the agricultural industry.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>Goal 1: Upon successful completion of the SWCC Agribusiness program, students will:</p> <ul style="list-style-type: none"> • Study the fundamental principles and technologies of animal, plant, and business aspects of agriculture. • Demonstrate an understanding of the above- and below-ground processes and components of plant and soil science. • Develop animal and plant management and agricultural-based business plans. • Explore various forms of agricultural business practices and associated financial tools. • Demonstrate an understanding of various marketing, risk management, human resource management, and entrepreneurship aspects of the agricultural industry. 	<p>To do this, we are building a 15-question survey to collect and compare data from 1) incoming/new Agribusiness students and 2) graduating Agribusiness students.</p> <p>The 15-question survey will use the Likert scale to gage students' confidence with major agribusiness topics. We will use five questions for each discipline (animal science, economics, and plant science).</p> <p>This survey will be given through Canvas as a supplement to regularly taken SWCC Agribusiness courses. Data will be collected on a rolling basis. The first assessment and analysis would ideally happen Spring 2025.</p>	<p>Success will be determined if there is a significant increase in confidence gained (as measured by a standard T-test comparing before and after). Ultimately, we will compare broadly 'before' and 'after', but we will also analyze question by question to determine potential weaknesses.</p>	<p>As planned, the survey was built and will be deployed in early May of 2024. We have not yet completed a survey cycle. The earliest usable data will be collected May of 2025.</p>	<p>If we find that knowledge does not appear to be changing, we will assess both our survey questions as well as our learning objectives and teaching approach.</p>

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/Department	Program	Coordinator	Email	Academic Year
Arts and Sciences/Humanities and Social Science	Appalachian Studies	Aranda Vance	Aranda.Vance@sw.edu	2023-2024
Program Mission Statement				
<p>The Associate of Arts and Sciences General Studies/Appalachian Studies program seeks to provide students with increased perspective on the uniqueness of Appalachia and a broad foundation of skills on which they can build. The Appalachian Studies program provides students with the opportunity to improve abilities in writing, critical thinking, math, science, and communication while gaining a broader knowledge of the varied cultures of the Appalachian region through specialized studies in literature, history, and sociology.</p>				
Program Goals				
<p><u>Goal 1:</u> Effort will be made to ensure students who enroll in the Appalachian Studies Program complete the program.</p>				
<p><u>Goal 2:</u> Increase awareness and appreciation of Appalachian culture.</p>				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p><u>Goal 1</u> Effort will be made to ensure students who enroll in the Appalachian Studies Program complete the program.</p>	<p>Monitoring of the students enrolled in and completing the program.</p>	<p>Success will be achieved if the students enrolled in the program complete the program.</p>	<p>14.29 % of the students enrolled in the Appalachian Studies program completed the program.</p>	<p>In pursuit of higher completion rates, we intend to adjust course offerings and requirements to align with student needs and expectations.</p>

<p><u>Goal 2</u> Increase awareness and appreciation of Appalachian culture.</p>	<p>Monitoring the number of non-majors participating in Appalachian Studies courses.</p>	<p>Success will be achieved if one third of the students participating in the courses are non-majors.</p>	<p>During the assessment timeframe, the Appalachian Studies courses were not offered due to transfer VA restructuring. As a result, non-majors did not participate in the courses.</p>	<p>Adjusting course offerings to assure non-majors have the option of enrolling in an Appalachian Studies course.</p>
Analysis/Use of Results				
<p>Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)</p>				

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT Division	Business Administration	Margaret Dye	Margaret.dye@sw.edu	2023-2024

Program Mission Statement

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.

Program Goals

Goal 1: To provide transfer students with the business and general education knowledge 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.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
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.	GSAT wasn't administered this semester. Will work with Engineering instructor to administer GSAT to Engineering and Business Administration students.	Work with Engineering instructor to identify second-year students for GSAT testing, comparing results of Engineering transfer students to Business Administration transfer students in spring 2025.
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.	29 Business Administration students were enrolled in ACC 211 during fall 2023 and spring 2024. Four (4) of those students withdrew from the course. Of the remaining 25 students, 17 students (68%) completed the comprehensive	Extra resources will be added to the first four modules of ACC 211 to reinforce the basic accounting cycle concepts. Additional Zoom sessions will be offered during those modules to answer questions and complete practice accounting cycle problems to reinforce the basic concepts.

			problem with a grade of C or better.	
3. Students will demonstrate use of Excel formulas needed in business.	Use a comprehensive capstone project from 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.	Five Business Administration students enrolled in ITE 140 during the spring 2024 semester. Of those five students, four completed the Excel capstone. Three of the four students (75%) completed the capstone with a grade of "C" or better.	Provide extra practice resources in ACC 211 and use the Excel capstone project to re-assess Business Administration students in Spring 2025.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)				
Working with the Engineering program advisor, we will seek to assess both Business Administration majors and Engineering majors using the GSAT to compare general education competencies during spring 2025. Adding extra resources for ACC 211 and ITE 140 will help to boost outcomes of those goals within the program.				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
HTHMNSS	Education	Kimberly Austin	kimberly.austin@sw.edu	2023-2024
Program Mission Statement				
<p>The Associate of Arts and Sciences degree program in Education provides its students with the academic skills required to transfer to a four-year college or university and to be accepted into a Teacher Education Program. The AA&S degree program in education will also provide the historical and philosophical foundations necessary for those entering the profession of teaching.</p>				
Program Goals				
<p>Goal 1: Education students will demonstrate soft-skills required for professionals in the field of education.</p>				
<p>Goal 2: Education students will demonstrate aptitude and ability to enter the field of education.</p>				
<p>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</p>				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

<p>Goal 1: Education students will demonstrate understanding of soft-skills required for professionals in the field of education.</p>	<p>Soft Skills module/Cooperating teacher evaluation during observation; self-assessment of soft skills (completed by the student)</p>	<p>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.</p>	<p>85 % of students "met expectations" on teacher evaluation tool. Self Evaluation Results: Influencing Others 20.86/25 Active Listening 19.54/25 Self-Management 18.08/25 Problem Solving 19.32/25 Time Management 21.35/25 Decision Making 19.59/25 Learning Agility 20.64/25 Goal Setting 19.13/25 Managing Change 19.81/25 Conflict Management 19.05/25</p>	<p>Consider how to improve students soft skills in SDV for education majors. Continue to use this assessment and self-reflection. Consider doing the self-reflection in SDV and then again in EDU 200.</p>
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Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 2: Education students will demonstrate aptitude and ability to enter the field of education.	Rubric results based on observation reflection assignment.	Students will meet the goal if they score 'meets expectations' on rubric	All students that completed observation hours were awarded "meets expectations" on rubric. However, several students were issued an "I" and will complete observation hours in the fall 24 semester.	Reconsider how to arrange observation hours to avoid the need to assign an "I" for some students. Instead of requiring 40 hours at the end of the semester, consider requiring 20 of the hours to be completed half way through the semester and the remaining 20 hours at the end of the semester.
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.	100% of students in EDU 200-W1 completed the survey describing the various licensure options in Virginia	Continue to use this module to introduce students to the licensure options.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
<p>Consider adding a goal for next year related to DEI in education programming.</p> <p>Add observation recommendation/suggestions to Education Advisory Committee Meeting in Fall 24.</p> <p>Add recommendations for improving soft skills in pre-service teachers to Education Advisory Committee agenda for Fall 24.</p>				

Southwest Virginia Community College
Program Assessment
2023-2024

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Engineering	Brian Hale	Brian.Hale@sw.edu	Fall 2023	Spring 2024

Mission

The mission of the Associate of 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
<p>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</p>	<p>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 2023.</p> <p>In previous semesters students were asked to write about a personal ethical dilemma and then do a research paper on a historical breach of ethics. This semester the order of those assignments will be reversed to see if more students choose non-personal ramifications.</p>	<p>The percentage of students writing about non-personal ramifications will be higher than Fall 2022 when 58% of students wrote about non-personal ramifications.</p>	<p>67% (n=33) of students indicated non personal ethical dilemmas</p>	<p>Continue to teach engineering ethics in the new order of historical before personal</p> <p>Look for opportunities in EGR 121 and other courses where rearranging the order of assignments may improve student performance</p>

Analysis/Use of Results

Comments: The increase from 58% to 67% is large improvement for such a small change in course assignment scheduling. This result perhaps speaks more to the efficacy of the historical breach of ethics assignment than the personal ethical dilemma assignment although both appear important.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>Goal 6: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions</p>	<p>Compare the chemistry lab final grades of Engineering students with the final lab grades of students identified as Science majors</p> <p>Data will be collected from SWCC, VHCC, and MECC students but kept separate for the purposes of this measure due to different grading rubrics between the schools in chemistry lab.</p>	<p>Engineering students from each school average chemistry lab final grades are within 10% of Science majors or better.</p>	<p>MECC: Engineering: 83.67 (n=7) Science: 89.555 (n=4) Other: 92.86 (n=6) Engineering majors met the goal of within 10%, there is a 6.5% difference</p> <p>VHCC: Engineering: 75.6 (n=7) Science: 88.7 (n=18) Other: 74.4 (n=14) Engineering majors did not meet the goal of within 10%, there is a 14.8% difference</p> <p>No data was available for SWCC</p>	<ul style="list-style-type: none"> • Continue study next year to confirm validity that these results are indicative of engineering student performance in relation to their peers • Work with chemistry faculty on ways to support engineering students if second year of study confirms validity of this year's findings
<p>Comments: Given that engineering students have at least as high if not a higher level of math background it is surprising that engineering students performed so poorly compared to their peers. This may be a single year anomaly so the same measure will be made next year. If the same results are obtained further investigation, i.e. working with chemistry faculty, will be required and intervention in the Foundations of Engineering course to support experimentation. Past assessment comparison on measures such as the GSAT have shown that engineering students often perform better than their peers.</p>				

Click to enter text. Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>Goal 7: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.</p>	<p>For extra credit students in EGR 246 will be invited to write a one-page summary of a situation in which, as a student, they researched a topic outside topic not part of the course's learning objectives. Students will be asked about the topic and their methods for research. The situation does not have to relate to EGR 246.</p> <p>Students will be given 5 points on their final average in EGR 246 for completing this task.</p>	<p>This goal is for 50% participation across SWCC, MECC, and VHCC students enrolled in EGR 240.</p> <p>Discover what research strategies and sources are currently be used and if validity of those sources are being considered.</p>	<p>8 students out of 13 or 62% of students took the opportunity to research a topic thereby meeting the goal</p> <p>Topics including stress in concrete, column buckling, special orbits, and a deep dive on US imperial units of mass</p> <p>Documents were checked against plagiarism and use of AI.</p> <p>Students seemed excited to tell me about their topics before submission of their paper.</p>	<p>Continue the assignment and expand it to most EGR courses in the program.</p>
<p>Comments: Students seem to gain a lot from their own independent research. The enthusiasm and writing style indicated that they were happy to be able to justify time spent on something they might do informally. Additionally, the writing helped to formalize the learning process through the citation of sources. I am encouraged by this measure to expand it to more courses and possibly include presentation of the topics to other students.</p>				

Academic Program Assessment: Southwest Virginia Community College				
Division Humanities/Social Science	Program Fine Art	Coordinator Morgan Gilbert	Email morgan.gilbert@sw.edu	Academic Year 2023-2024
Program Mission Statement				
<p>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. The Ellen Elmes Gallery, Festival of the Arts, and Study Abroad serve as additional development opportunities for this program.</p>				
Program Goals				
Goal 1: Students will develop global citizenship skills.				
Goal 2: Students will develop a portfolio of their artwork and research by the end of the program.				
Goal 3: Students will be able to clearly communicate the content, context, and process of their work visually, orally and in writing.				

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Demonstrate competency in a variety of globalized art areas, both historical and contemporary.	-Development and Completion of modules of coursework for globalized art history	-Successful completion of globalized modules in art history with at least 80% score	13 out of 28 students met this standard in ART 102	More hands-on artmaking assignments. Possible running in-person instead of online?
Demonstrate competency in artistic creation and writing to facilitate transfer success in bachelors program.	Completion of development of digital portfolio with at least a 4 average on rubric -Completion of development of artist statement with at least a 4 average on rubric	-80% of students to have at least a 4	7 out of 8 students in ART 287 met this standard	Feel good about this standard
Demonstrate competency in formal critique skills.	-In-Progress Reflection, artist statement, and final formal critique for each hands-on artmaking project -Score of at least a 4 average on rubric for in-progress reflection, artist statement, and final formal critique	-80% of students to have at least a 4	100% of students met this goal in ART 241	Feel good about this standard
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
Am on the right path for studio art classes. Art history students are more likely to be non-majors, so a different approach or standard may be needed next year.				

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Humanities/Social Science	General Studies AS	Hannah Hensley	Hannah.hensley@sw.edu	2023-2024

Program Mission Statement

The Associate of Science program in 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				
<u>Goal 1:</u> Students will develop information literacy.				
<u>Goal 2:</u> Students will demonstrate critical thinking skills.				
<u>Goal 3:</u> Students will demonstrate written communication skills.				
<u>Goal 4:</u> Students will develop personal finance literacy.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<u>Goal 1:</u> Students will develop information literacy.	Students will develop information literacy by correctly utilizing scholarly sources in face-to-face sections of HIS 111. Students in History courses are required to utilize certain types of sources for the successful completion of research papers. Students who do not follow source guidelines receive a penalized grade.	The measure of success will be that 70% of students in face-to-face HIS 111 will utilize scholarly sources for their research papers and will not receive a penalty on their grades.	In a class of 16 students, 13 submitted the required research paper. All 13 papers utilized scholarly sources as outlined in the assignment guidelines, resulting in a 100% success rate. To achieve this standard of success, students visited the library computer lab with the instructor where they located appropriate sources. The instructor provided detailed examples of appropriate sources and assisted students with their works-cited pages during the information literacy session.	No further action is required for this class. Future assessments will explore applying this model to other HIS classes to determine if this method of information literacy instruction is as successful in other class formats.

<p><u>Goal 2:</u> Students will demonstrate critical thinking skills.</p>	<p>Students will demonstrate critical thinking skills by passing the SWCC Critical Thinking Test. The test will be administered to students in face-to-face sections of PSY 200 toward the end of the fall and spring semesters.</p> <p>The SWCC Critical Thinking Test can be located here:</p> <p>https://docs.google.com/document/d/10dcl3d6hU8Mzy5RjqIU-53PjKFXG8lZm/edit?usp=drive_link&ouid=113189443082550597390&rtpof=true&sd=true</p>	<p>The original measure of success was that 75% of students would pass the SWCC Critical Thinking Test. However, due to a conflict in data collection, the measure of success has been revised to the following:</p> <p>Critical thinking content in PSY 200 will increase students' critical thinking skills by 5% from pretest to posttest.</p>	<p>Due to technical issues within Canvas, the Critical Thinking Test was not administered in the Fall 2023 semester.</p> <p>The Critical Thinking Test was administered to students in PSY 200-01 and PSY 200-02 in the Spring 2024 semester.</p> <p>However, due to additional technical issues in Canvas, the pretest scores in PSY 200-01 were not recorded correctly.</p> <p>The scores for PSY 200-02 were recorded correctly, but due to the ongoing technical issues, a posttest is not scheduled for Spring 2024.</p>	<p>Due to the technical challenges encountered during the Fall 2023 and Spring 2024 semesters, the test administration process will be revised for the 2024-2025 academic year and the test will be attempted again.</p>
<p><u>Goal 3:</u> Students will develop personal finance literacy.</p>	<p>Students will demonstrate personal finance literacy by completing a pretest and posttest related to the personal finance module of SDV 100. The pre-test</p>	<p>The measure of success will be that the student average will increase by 20% between the pretest and posttest.</p>	<p>Students attending SDV 100-04 were given a financial literacy pretest and posttest.</p>	<p>Not all students were present for the financial literacy instruction and activity, resulting in a lower increase in average than</p>

	<p>and post-test will be administered to face-to-face students in SDV 100.</p> <p>The pretest can be located here: https://drive.google.com/file/d/1k3tx_K-bdndHqct0pkD1tpTDPTY4fAat/view?usp=drive_link</p> <p>The posttest can be located here: https://drive.google.com/file/d/1Yzuc8LOsxw_2TqETM1F9U0YDVDBKuOQl/view?usp=drive_link</p>		<p>Students scored an average of 62% on the pretest.</p> <p>Students received instruction on financial literacy and participated in an activity related to the instruction.</p> <p>Of the 13 students enrolled in the class, 12 took the posttest and scored an average of 69%.</p> <p>The total average increased by 7% between the pretest and posttest.</p>	<p>desired for this assessment.</p> <p>This assessment will be repeated in future SDV courses to improve the accuracy of posttest results by ensuring more students are present for all parts of this SDV unit.</p> <p>The goal for this assessment will also be revised to show a more realistic increase in average between the pretest and posttest.</p>
<p>Goal 4: Students will demonstrate written communication skills.</p>	<p>Students will demonstrate written communication skills by successfully writing concluding paragraphs to the final</p>	<p>The measure of success will be that 70% of students will include a correctly written concluding paragraph in their final speech.</p>	<p>Students in CST 100 in the Fall 2023 semester averaged 76% on this assignment.</p>	<p>No further action is necessary. The overall average between the two semesters meets the goal of the assessment.</p>

	<p>speech assignment in face-to-face sections of CST 100.</p> <p>The rubric for this assignment can be found here:</p> <p>https://drive.google.com/file/d/1PZFdt-u81lFe76PYHipZvBfVhu-hEf3/view?usp=drive_link</p>	<p>Due to miscommunication between the assessor and the instructor, the original goal of students demonstrating written communication skills by successfully writing concluding paragraphs is being revised to the following:</p> <p>Students will demonstrate written communication skills by scoring at least 70% on the written component of the persuasive speech assignment in CST 100 in the Fall 2023 and Spring 2024 semesters.</p>	<p>Students in CST 100 in the Spring 2024 semester averaged 68% on this assignment.</p> <p>Between the two semesters, students averaged 72%.</p>	<p>Future written communication assessment may look for a range of improvement between the first CST assignment and the last to determine that students are improving their written communication skills over the course of the semester.</p>
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				
<p>The findings of this assessment are varied due to technological glitches and instances of miscommunication. The goals for this assessment will be repeated for the 2024-2025 General Studies assessment as we continue to evaluate the core skills of the General Studies program to establish a baseline that can be used to improve these areas of student learning outcomes across disciplines.</p>				

Academic Program Assessment: Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year
Humanities	General Studies-Music	Joseph Trivette	Joseph.Trivette@sw.edu	2023-2024
Program Mission Statement				
<p>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.</p>				
Program Goals				
<p>Goal 1- 85% of new students in the SWCC Music Program will be reading music and playing piano by music notation by the end of their first semester as students in the program.</p>				
<p>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</p>				
<p>Goal 3- to re-start and rebuild music ensembles with community involvement including Community Chorus, Pep Band, and the forming of other ensembles.</p>				

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>1. <u>Short Term Goal</u> To have 85% 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.</p>	<p>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.</p>	<p>1. Ability to play assigned piano pieces while reading notated sheet music.</p>	<p>1. All students performed at the Christmas Group Piano Recital. They played well and each one progressed through their respective levels of piano pedagogy books.</p>	<p>1. We will continue to push our students to perform publicly while setting goals for their individual music needs.</p>
<p>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</p>	<p>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</p>	<p>2. student will exhibit these through a master class or recital at the end of each semester.</p>	<p>2. All music majors performed not only on piano but also sang and played at the Festival of the Arts Culture Walk. Their music reading skills were demonstrated.</p>	<p>2. Continue to push the students to perform on piano and their instruments and voice.</p>

<p>Goal 3- to re-start and rebuild music ensembles with community involvement including Community Chorus, Pep Band, and the forming of other ensembles.</p>	<p>3. Schedule rehearsals and concerts. Choose literature that will be appealing to musicians. Contact former members and invite them to return to the groups.</p>	<p>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.</p>	<p>3. The jazz combo performed many gigs, the Pep band performed at various sporting events, and the community chorus sang for a Christmas Concert, with the Knoxville Symphony, and at graduation. The jazz vocal ensemble will be recording by the end of the semester.</p>	<p>3. We will continue toward this goal. Attendance is a struggle but performances and goals motivate community members and students to participate in these ensembles.</p>

**Southwest Virginia Community College
Program Assessment
2023-2024**

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
Arts and Sciences	Science Specialization Science Pre-Medical	G. Householder	Georgia.householder@sw.edu	Fall 2023	Spring 2024

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 know anatomical terms to describe body directions, regions, and planes.

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.

Goal 3: AA&S in Science Specialization Pre-Medical students will gain the knowledge to interpret acid base imbalances and determine if compensation is occurring.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will demonstrate knowledge of anatomical terms that describe body directions, regions, and planes.	Pretest and posttests will be administered during Bio 141.	At least 75% of students will meet these expectations.	Approximately 77% of the students maintained their original score or improved in their knowledge of anatomical terms that describe body directions, regions, and planes.	The exam questions will be a set of the same 5 questions for the exams rather than the computer selecting 5 questions out of 20 different questions on the subject. The students will be given additional worksheets to reinforce the information.

Goal 2: Students will demonstrate knowledge of the scientific method and draw conclusions based on critical examination of information.	Rubric was administered at class entrance and exit of BIO 101.	At least 75% of students will meet these expectations.	Approximately 77% of the biology 102 students showed competency and understanding of the scientific method (n=35 students).	Biology professors will work on the quiz each year to make it more robust.
Goal 3: Students will achieve proficiency in interpreting acid-base imbalances and determining if there is compensation.	Pretest and posttests will be administered during Bio 142.	At least 75% of students will meet these expectations.	Approximately 78% of the students maintained their original score or improved in their knowledge interpreting acid-base imbalances and determining if there is compensation.	More examples of acid-base problems will be given to the students to reinforce their ability to understand and correctly interpret acid-base imbalances and determine if compensation has occurred.
Analysis/Use of Results				

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	Social Science (Psychology)	Jacob Richardson	jacob.richardson@sw.edu	2023-2024

Program Mission Statement

The mission of the Social Science (Psychology) program is to empower students to acquire the essential awareness, knowledge, skills, and intellectual acumen required for achievement in higher education. The curriculum is designed to foster critical thinking, effective communication, an appreciation for cultural and social diversity, proficiency in information literacy, competence in quantitative and scientific reasoning, and holistic personal development. The Social Science (Psychology) program is a Transfer Virginia program.

Program Goals

Goal 1: Increase critical skills in psychology students.

Goal 2: Enhance oral communication skills in psychology students.

Goal 3: Prepare psychology students for successful transfer to academic programs in pursuit of bachelor's and graduate degrees.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: To cultivate and enhance critical thinking skills in psychology students through a comprehensive and engaging educational approach.	<p>Critical thinking content in PSY 200 increased students' critical thinking skills by 5% from pretest to posttest.</p> <p>Students will undergo an initial critical thinking assessment, designed by Greg Horn, that establishes a baseline for critical thinking skills. Subsequently, a dedicated critical thinking lesson plan will be integrated into the curriculum for the Spring 2024 PSY 200 courses.</p> <p>The critical thinking test will be administered to the students toward the end of the fall and spring semesters. Extra credit will be given to those students who complete the test.</p>	<p>Critical thinking content in PSY 200 will increase students' critical thinking skills by 5% from pretest to posttest.</p>	<p>Technical issues arose in Canvas, and I was not able to administer the critical thinking test in the Fall 2023 semester. The critical thinking test was administered to my PSY 200-01 and PSY 200-02 classes in the Spring 2024 semester. However, the PSY 200-01 quiz was incorrectly set up in Canvas, so the scores were not recorded correctly. The scores for the PSY 200-02 students were recorded correctly.</p> <p>A posttest is not currently scheduled for Spring 2024 due to the technical issues.</p>	<p>Due to the technical complications encountered with the critical thinking test, I am planning to revamp the administration process for the upcoming academic year (2024-2025). Students enrolled in PSY 200 will undertake the pretest, while those in PSY 215 will take the posttest. With PSY 215 becoming a requirement for all psychology majors, this approach will enable me to gauge the growth rate in critical thinking across the board. Notably, the structure of our social science program schedules PSY 200 in the first semester and PSY 215 in the third semester, allowing for a significant gap between the pretest and posttest.</p>

<p>Goal 2: To cultivate and enhance proficient oral communication skills in psychology students.</p>	<p>PSY 215 students will be required to submit a video presentation on a psychological disorder of their choice. Students will learn to convey complex ideas in a manner that is understandable to a diverse audience. They will be given feedback using a standardized communication skills assessment rubric. The successful completion of PSY 215 is required for all psychology majors beginning in Fall 2024.</p>	<p>70% of students will successfully complete the video presentation.</p>	<p>31 students took PSY 215 in the Fall 2023 semester. Out of those, 28 students successfully completed the video presentation assignment, accounting for 90% of the students.</p>	<p>As of Fall 2024, PSY 215 will be required for all psychology majors. I will continue to use the Video Presentation Assignment in PSY 215 to help cultivate and enhance proficient oral communication skills in psychology students.</p>
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<p>Goal 3: To equip psychology students with the knowledge, skills, and readiness necessary for a seamless transition to academic programs leading to both bachelor's and graduate degrees in the field.</p>	<p>Students enrolled in PSY 215 will have a mandatory assignment of scheduling a meeting with the psychology advisor to facilitate their transfer preparation. This assignment will be implemented in the 7-week 2 fall term for PSY 215. The successful completion of PSY 215 is required for all psychology majors beginning Fall 2024.</p>	<p>70% of students will successfully complete the mandatory assignment of scheduling a meeting with the psychology advisor.</p>	<p>27 out of 31 students completed the requirements for PSY 215, accounting for 87% of the students.</p>	<p>Encouraging psychology students to meet with me during their time at SWCC remains a priority, although many still seek guidance from student success advisors. This poses a challenge in evaluating our effectiveness in preparing students for transfer. To address this, I will collaborate closely with student success advisors, ensuring communication about transfer opportunities in psychology programs. Additionally, I'll organize guest speaker sessions and continue promoting the college transfer fair each semester. I brought each of my in-person PSY 200 and PSY 230 sections to the college transfer fair, both in Fall 2023 and Spring 2024.</p>
<p>77 Page</p>				

Analysis/Use of Results

Comments

Goal 1: Increase critical skills in psychology students. I plan to redesign the administration process for the 2024-2025 academic year, with PSY 200 students taking the pretest and PSY 215 students taking the posttest.

Goal 2: Enhance oral communication skills in psychology students. I will continue to use the Video Presentation Assignment in each of the PSY 215 courses.

Goal 3: Prepare psychology students for successful transfer to academic programs in pursuit of bachelor's and graduate degrees. I will collaborate with student success advisors, organize guest speaker sessions, and promote the college transfer fair each semester.

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Science	Annette Lockhart	Annette.Lockhart@sw.edu	2023-2024

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 ensure that students know the proper procedures and regulations for safe handling and use of chemicals and can follow the proper procedures and regulations for safe handling when using chemicals.

Goal 2: To enhance students' skills in problems solving, critical thinking, and analytical reasoning.

Goal 3: To ensure that students have a foundation in the fundamentals and applications of current chemical and scientific theories.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>Goal 1: The College Chemistry I students, attending lab in person, will know how to safely handle chemicals, to safely use the chemicals in an experiment, and know where to locate the information regarding chemicals (Material Safety Data Sheets, MSDS) and the regulations for handling them (i.e. gloves, fume hood).</p> <p>To be completed Spring 2024.</p>	<p>Goal 1: College Chemistry I in person lab students will be taught the proper protective clothing and equipment to use when performing a lab. Also, the students will be shown the location of the Material Safety Data Sheets for each chemical. The students will be explained the importance of lab safety and the consequences if safety is not a priority. The first lab students will complete is a safety lab. This lab is to be submitted for grading purposes.</p>	<p>Goal 1: At least 80% of the students will earn a passing grade on the safety lab.</p>	<p>All College Chemistry I students, attending lab in person, passed the safety lab, 100%. As labs were performed during Fall 2023 semester, students followed the safety measures.</p>	<p>College Chemistry II students, attending lab in person, will be taught lab safety and complete the safety lab for grading purposes.</p>

<p>Goal 2: To enhance students' skills in problems solving, critical thinking, and analytical reasoning.</p> <p>To be completed Spring 2024</p>	<p>Goal 2: One important topic in College Chemistry I is balancing chemical reactions.</p> <p>When balancing a chemical reaction, a student utilizes their skills in problem solving, critical thinking, and analytical reasoning. To be successful the student must ensure that the final balanced equation is correct. It shows an accurate representation of what is occurring in a reaction. Students will be given an assignment on balancing chemical reactions which is to be submitted for grading purposes.</p>	<p>Goal 2: At least 50% of the students will submit the assignment. The assignment will be graded to evaluate their understanding of the topic.</p>	<p>Approximately 85% of the College Chemistry I students submitted the balancing chemical reactions assignment. In grading the assignment, these students showed an understanding of the topic. This assignment also supported their skills in problem solving, critical reasoning, and analytical reasoning.</p>	<p>College Chemistry I courses will be given an assignment on balancing chemical reactions in order to enhance students' skills in problem solving, critical thinking, and analytical reasoning.</p>
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<p>Goal 3: To ensure that students in College Chemistry II have a foundation in the fundamentals and applications of current chemical and scientific theories.</p> <p>To be completed Spring 2024</p>	<p>Goal 3: College Chemistry II will be taught varying theories that apply to gases. Students will be asked in a Discussion Board to apply at least one of the scientific theories taught in regards to gases.</p>	<p>Goal 3: At least 50% of the students will show in the Discussion Board an application to a scientific gas theory.</p>	<p>Approximately 92% of the College Chemistry II students successfully completed the Discussion Board regarding the Ideal Gas Law and the theories supporting it. The students correlated the properties of the theory; Pressure, Temperature, Volume, and moles, to the interpretation of data collected when using this theory.</p>	<p>College Chemistry II courses will be given a Discussion Board to apply at least one of the scientific theories taught in regards to gases.</p>
Analysis/Use of Results				
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)				

APPENDIX A-2

Assessment Forms by Award

Associate of Applied Science

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT Division	Accounting	Margaret Dye	Margaret.dye@sw.edu	2023-2024

Program Mission Statement

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 learners.

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.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
4. 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.	During fall 2023 and spring 2024, 10 accounting students were enrolled in ACC 211. Two of those students withdrew from the class. Of the remaining 8 students, 6 (75%) passed the comprehensive problem with a grade of "C" or better.	Extra resources will be added to the first four modules of ACC 211 to reinforce the basic accounting cycle concepts. Additional Zoom sessions will be offered during those modules to answer questions and complete practice accounting cycle problems to reinforce the basic concepts.
5. 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.	During the fall 2023 and spring 2024 semesters, 7 out of 8 accounting majors (87.5%) completed the AICPA assignment with a grade of "C" or better.	Continue to assess knowledge of AIPCA Code of Professional Conduct as a key part of the accounting profession.
6. Students will demonstrate use of Excel formulas needed in business.	Use a comprehensive capstone project from ITE 140 Spreadsheet Software completed by Accounting majors	85% of the students will complete the Excel capstone project with a grade of "C" or better.	Six accounting majors completed the ITE 140 Capstone project during fall 2023 and spring 2024. Of those six students, four	Continue assessing Excel skills using a comprehensive project/problem from ITE 140 in the fall and spring semesters.

	during the fall and spring semesters.		(67%) passed with a grade of "C" or better.	
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)				
Accounting cycle comprehensive cycle problem results were lower this year compared to last year. A change in the textbook from the prior year changed some of the resources available to students. Extra resources, along with extra Zoom sessions for tutoring, will be placed in the first four modules of the fall 2024 and spring 2025 class. Assessment will be completed again next year, looking for better completion rates with added resources.				

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT	Advanced Manufacturing AAS, Mechatronics CSC; Industrial Maintenance CSC	Christopher Joe Godsey	Christopher.Godsey@sw.edu	2023-2024

Program Mission Statement

The mission of the Mechatronics program at Southwest Virginia Community College is to properly train and educate students for employment in an automated advanced manufacturing plant. Mechatronics is a field that blends mechanical, electrical, and computer science. Students pursuing a career studies certificate in mechatronics will receive a wide range of industry related training. This training consists of Basic Electricity, Electronics, Robotics, Industrial Safety, Mechanical Components, Hydraulics, Pneumatics, Motor Controls, Blueprint Reading, PLC Programming, Troubleshooting Techniques, Employment Preparation, Digital Literacy, and various other industry related skills.

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 can demonstrate robotics expertise before they enter the workforce.
- Goal 3: To ensure that students have a good understanding of the fundamental principles of hydraulic and pneumatic systems.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
7. Students will demonstrate fundamental robotics principles needed to enter the workforce.	A capstone robotics project will be given to second semester students during the spring semester.	100% of students will be able to successfully design, construct, and program a robot.	80% of students were able to successfully design, construct, and program a robot. The biggest issue students had was with the programming portion of the assignment.	I will be adding additional labs and assignments to help improve programming knowledge and abilities.

8. Students will demonstrate knowledge of robotic end effectors and their applications.	A robotic design project will be given to students during the Fall semester.	100% of students will successfully design and implement an end effector for a robotic arm.	92.3% of students were able to successfully design and implement an end effector for a robotic arm. The biggest issue students had was with the three-dimensional modeling of their design.	I will be adding additional labs and assignments to help improve three-dimensional modeling knowledge and abilities.
9. Students will demonstrate knowledge of Pascal's Law, which is fundamental to hydraulic and pneumatic systems.	A comprehensive quiz will be given on Pascal's Law and its applications. This will be completed during the spring semester.	100% of students will successfully complete the comprehensive quiz.	87% of students were able to successfully complete the comprehensive quiz on Pascal's Law. The biggest issue students had with the quiz, was the practical application example.	I will be adding additional assignments with practical applications, to help improve knowledge of Pascal's Law.

Analysis/Use of Results

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

Goal 1: I am currently looking into additional options for capstone robotics projects. The design process was very beneficial to students and is a great way to ensure that they are prepared for industry.

Goal 2: The end effector design was a good real-world application of robotics. I am planning to expand on this next year and have them design multiple end effectors for a robot.

Goal 3: We are planning to start adding a new pneumatics NC3 certification next year. This certification will help further prepare them for the workforce.

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts and Sciences	Criminal Justice AAS and Law Enforcement Certificate	Jerry Stinson	jerry.stinson@sw.edu	2023-24

Program Mission Statement

The Southwest Virginia Community College Criminal 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
To meet the changing learning preferences of students, the Criminal Justice program will be more conducive to online or hyflex learners by offering courses that better suited to that modality.	Student enrollment in the courses will serve as the indicator if the curricular changes addressed the issue of viability for all Criminal Justice students.	The success standard will be an enrollment of 10 students which represents 50% of the 2023-24 cohort of Criminal Justice students. This should be an early indicator if the replacement course is successful with regards to student participation.	The replacement course for ADJ-138 or 293 Defensive Tactics for Police or Studies in Police Use of Force is ADJ-229 Community Policing in Modern Society. Enrollment in this course was 26 which was above the 10 student or 50% threshold used as a success indicator. The replacement course	Based on the findings, the replacement courses will remain in the curriculum and any future course offerings particularly the delivery, will be evaluated prior to launch.

			for ADJ-195 Topics in Law Fit is ADJ-233 Multiculturalism in Policing. Enrollment in this course is 17 which is above the 50% or 10 student threshold used as an indicator of success.	
To facilitate student completion, the Criminal Justice program will move to a four-semester model with no required summer class commitment.	Student retention will be measured against the last two cohorts who began during the pandemic protocol and immediately after the pandemic protocol.	Student retention would reflect no more than a 5% decline over the previous two cohorts who began the program during the pandemic protocol or immediately after the pandemic protocol was lifted.	Still in progress. Measure will depend on the number of students who return to complete the criminal justice degree in the fall 2024 semester.	Monitor student registration for the fall 2024 semester and be ready to report and interpret the findings.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.)				
The findings will suggest courses of action related to the viability of courses and delivery modality. They will also be used to evaluate program delivery as the Chancellor's platform to move away from traditional semesters is instituted.				

Academic Program Assessment: Southwest Virginia Community College				
Division Humanities/Social Science	Program Culinary Arts	Coordinator Stephen Gilbert	Email Stephen.gilbert@sw.edu	Academic Year 2023-2024
Program Mission Statement				
To instruct and train students in the basics of culinary arts and foodservice and build the foundation to excel in the ever growing and evolving foodservice industry.				
Program Goals				
Goal 1: Students will have an appreciation and understanding of both international & domestic food cultures and regions				
Goal 2: Prepare and advise students for the completion of ACF Credentials (CC)				
Goal 3: Students will be able to clearly communicate the content, context and process of their work, visually, orally and in writing.				

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Students will have an appreciation and understanding of both international & domestic food cultures and regions through the execution and modification of recipes from specified regions.	Intensive sessions of execution of varying recipes from regions around the world. Power point lectures, reading and writing assignments.	Demonstration of knowledge through the execution of recipes and the modification of flavors to accentuate the profiles of covered regions with expectation that each student will score at or above 7 for each category on grading rubric.	4 of 5 students scored 7 or better on the grading rubric for each of the assigned sections. Each student completed a weekly writing assignment of the culture and food of each region covered.	Success standards met for this goal. The high intensity of this course is indicative of the foodservice environment.
Goal 2: Prepare and advise students for the completion of ACF Credentials (CC) through lab work and successful completion of the credential.	Conducting lab portions of class in similar format of the ACF examinations. Helping students prepare for the examinations by participating in the exam process	Completion of the ACF CC examination.	Lab portion classes are conducted in the ACF examination format with each student completing assigned work and presenting to instructor. Completion of the ACF Certified Culinarian examination was not met due to time constraints.	Advising the students to voluntarily take the ACF Examination would be a better approach.
Goal 3: Students will be able to clearly communicate the content, context and process of their work, visually, orally and in writing through self-assessment, project presentation and research papers.	Students assignments require communication skills by self-assessing a finished product, orally presenting projects and critiques of recipes. Students are responsible for writing research papers about various topics assigned in class.	Presentation of student-built power point presentation as part of their final examination in classes. Presentation of menu/restaurant concept with an average score of 7 on grading rubric.	Students presented power point presentation on the concept (group) and completed course work, both as a group and individually. Each student researched the criteria necessary for opening a foodservice establishment with labor cost analysis, recipe costing and	Students met requirements for course work. Will adjust to streamline the curriculum.

			marketing and advertising analysis. Student presented orally and executed the concept to members of the public and administration of the college as part of the final examination.	
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Analysis/Use of Results	
Comments (Goals tied to other unit activities, Anticipate new goal based on findings.)	
See above.	

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
HTHMNSS	Early Childhood AAS/CSC/Cert. EC & IT	Kimberly Austin	kimberly.austin@sw.edu	2023-2024

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	90% Meet criteria utilizing rubric (attached to each key assessment)	Key Assessment #1: 75% Key Assessment #2: 70% Key Assessment #3: 94% Key Assessment #4 94% Key Assessment #5: 94%	Clearly students in 100 level classes don't meet the criteria as often as students in 200 level CHD classes. Will use this information to add additional opportunities for students in 100 level classes to check their own understanding throughout the semester.
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	CHD 165 Spring 24: 30/40=75% CHD 265 Spring 24: 16/17=94% Overall Percentage: 80%	Continue to use this as a means of determining the value of observation and how to utilize observational data in an early childhood classroom setting.

<p>Upon completion of ECD degree, graduates either gain employment in the field or transfer to obtain a Bachelors.</p>	<p>Graduate data gathered using google form in final semester/list of graduates from admissions office</p>	<p>90% of students are employed or transfer</p>	<p>52 graduates in Spring 24 with a degree in ECD or certificates in ECE or ECE Infant/Toddler</p> <p>42 of the 52 report gainful employment.</p> <p>12/52 are transferring to obtain Bachelors degree</p>	<p>81% are gainfully employed</p> <p>23% are transferring to obtain Bachelors degree/teaching license</p> <p>Continue to use this as a measure of success</p>
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Analysis/Use of Results

- Goal 1: Update the family advocacy assessment to align with DEI standards. Add new VA Early Learning standards to Assessment #1 for CHD 146.
- Goal 2: Reconsider how to support students in 165 to understand and utilize observation. Add an additional module related to observation early in the semester with a self-check quiz to allow students to gain full understanding of the observation requirements.
- Goal 3: Gaining employment is not a barrier for graduates.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
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BEIT	Electrical/Electronics AAS; Electrical Installation CSC; Renewable Energy and Efficiency CSC	Christopher Joe Godsey	Christopher.Godsey@sw.edu	2023-2024
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Program Mission Statement

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.

Program Goals

Goal 1: To ensure that students are properly trained on basic equipment that will be required in the electrical/electronic job market.

Goal 2: To ensure that students have been properly trained and can demonstrate core competencies in the workforce.

Goal 3: To ensure that students have had the proper training needed to enter the renewable energy workforce.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
10. Goal 1: Students will earn an NC3 multimeter certification.	Goal 1: Students will be tested on proper measuring techniques as well as their knowledge about multimeters. This will be completed in the Spring and Fall semesters.	Goal 1: 100% of the students will successfully earn their multimeter certification.	80% of the students that took the NC3 multimeter certification successfully completed the certification.	I will be adding additional lectures to help improve the success rate for the multimeter certification exam. I will also be adding additional NC3 certifications to further ensure students are properly prepared for industry.

<p>11. Goal 2: Students will demonstrate knowledge of Variable Frequency Drives that will be encountered in industry.</p>	<p>Students will be tested on their knowledge of variable frequency drives using the Skills Boss Trainer. This will be completed during the Fall Semester.</p>	<p>100% of students will successfully demonstrate their knowledge of variable frequency drives and successfully complete the Skills Boss Training Lab.</p>	<p>100% of students demonstrated their knowledge of variable frequency drives on the written portion of the lab. However, only 62.5% of students were present to complete the hands-on portion of the lab. Of the 62.5% that were present for the hands-on portion of the lab, 100% successfully demonstrated their knowledge of variable frequency drives.</p>	<p>I will be adding this assignment earlier in the semester to ensure that students have an opportunity to makeup this lab if needed.</p>
<p>12. Students will demonstrate the ability to perform a basic solar site analysis needed for alternative energy applications</p>	<p>Students will perform a solar site analysis at three specified locations and generate a report to present their findings. This will be completed during the Fall semester.</p>	<p>100% of students will correctly identify the best location based on their recorded data from the three locations. The students will then present these results in a report detailing their findings.</p>	<p>100% of students successfully performed a solar site analysis at multiple locations and were all able to select the most suitable location. The analysis included detailed information about each location and noted potential issues at each location.</p>	<p>The results were very good and no further action is required. However, I will be looking for additional ways to build on this assignment.</p>

Analysis/Use of Results

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

- Goal 1:** The NC3 certifications are very beneficial for students and we are currently planning to add several additional NC3 certifications to courses in the programs.
- Goal 2:** Variable frequency drives are important in industry and students need to have a good understanding of their operation. I am currently looking for a new certification to be able to offer on motor controls and variable frequency drives.
- Goal 3:** We are planning to start offering a new solar certification (SHINE) to students in ELE 177 next semester. This will help further prepare them for industry.

**Southwest Virginia Community College
Program Assessment
2023-24**

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
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 2023	Summer 2024
Mission					
Our mission is to provide Emergency Medical Service (EMS) education of the highest standard; and 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: The program will seek to have greater diversity among its student body.

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.	Third attempt data will be available by December 2024. First attempt pass rate is 88%	Collect 12/24 data and share.

[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.	100% of students passed the psychomotor exam	Benchmark met. I will continue to monitor.
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 employer survey was administered six months after graduation to measure employer satisfaction with the graduates' ability to perform entry-level paramedic skills,	Benchmark-90% of graduates will achieve a 2 or better on a 3-point scale multiple-question survey.	All employers rated their graduate as 3/3 with positive comments about the graduate and the program.	Benchmark met. I will continue to monitor

	knowledge of EMS, and professional behavior.			
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Goal 4: The program will seek greater diversity among its student body.	Survey of Students in the Spring semester of 2024	Meet or exceed a 5% increase over the Spring semester enrollment of 2023 in any of the following: 1. Hispanic 2. Non-Caucasian 3. Non-male	Benchmark met. The number of females in the program increased by 31%	Benchmark met. I will continue to monitor
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Academic Program Assessment Southwest Virginia Community College				
Division	Program	Coordinator	Email	Academic Year

BEIT	Associates of Applied Science Degree - Information Systems Technology <i>(Computer Repair Technician - Career Study Certificate)</i>	Crystal Dye	Crystal.dye@sw.edu	2023-2024
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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

1. To expose students to various career paths and essential skills required for successful employment in the information systems technology fields.
2. To prepare students, on an entry level, to identify and recognize cyber-attacks.
3. To adequately prepare students to demonstrate skills and knowledge of entry level spreadsheet technology.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
13. Students will complete an industry internship activity.	Evaluation (form) is completed by student host site and faculty panel at final presentation in ITP290/298 Internship Course.	80% of students will receive a Good or Very Good rating from host site and faculty panel.	(5/7/24): Assessment data unavailable at time of reporting for Fall 2023 and Spring 2024.	Continue with internship course design for the upcoming Fall 2024 term. The resume section will be moved to the ITP298 course to allow additional time to complete internship hours in the new 8 week design.

<p>14. Students will demonstrate ability to identify different types of cyber-attacks.</p>	<p>Students will complete the ITN260: Live Virtual Machine Lab 3.1 assignment and identify the different types of cyber attacks.</p>	<p>80% of students will earn an 85% or higher on the lab assignment.</p>	<p>For the Fall 2023 course, 8 Information Systems Technology students were enrolled in this course. 5 (63%) completed the assignment with a score of 85% or higher. In the Spring 2024 term, 12 Information Systems Technology students were enrolled in the course and 8 (67%) completed the assignment with a score of 85% or higher. For the Fall 2023/Spring 2024 total completion: 13/20 (65%) completed the activity with a score of 85% or higher.</p>	<p>Continue with the assignment in the Fall 2024 term. Increase the student attempts from 1 to 3 so students can redo for additional practice with feedback.</p>
<p>15. Students will demonstrate use of MS Excel formulas.</p>	<p>Students will be assessed using a comprehensive spreadsheet software project given in ITE140.</p>	<p>80% of students will earn a score of 80% or higher on the ITE140 comprehensive capstone assignment.</p>	<p>In the Fall 2023 term, 6 Information Systems Technology students were enrolled in ITN260. 4 of 6 students attempted the assignment. 100 % (4 of 4 IST students completing the assessment), completed with a score of 80% or higher. In the Spring 2024 term, 13 IST students were enrolled in ITN260. 9 of 13 attempted the assignment. 88.8% (8 of 9 IST students completing the assessment), completed with a score of 80% or higher. For the Fall 2023/Spring 2024 total completion: 12/13 (92.3%)</p>	<p>Continue with the assignment in the Summer and Fall 2024 terms. Upcoming course plans to add the Microsoft Office Specialist (pending funding) certification exam to the course.</p>

			completed the activity with a score of 80% or higher.	
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.) See action plans and notes on next page.				

Outcome #1 Notes: In the upcoming Fall 2024 term, this course will change to an 8 Week course design and mainly be offered in Spring and Summer course offerings. Due to the change, the resume project from ITE290/298 will move to ITP298 allowing additional time for students to focus on internship requirements. **Note:** As of 5/7/24, the data is unavailable for the program assessment for the internship program.

Outcome #2 Notes: The ITN260 course is offered in several programs of study including the Information Systems Technology Associates of Applied Science Degree, Cybersecurity Career Study Certificate, and Cybersecurity and Networking Fundamentals Certificate. In some cases, students enrolled in this course are completing the requirement for two programs. For this program assessment, the highlighted students below have been included in the above assessment. For transparency, the course data has been included below:

Fall 2023

Course Detail by Program	Enrolled	Completed Activity	Scored 85% or higher
Information Systems Technology / Advanced Emergency Medical Tec.	1	1	0
Cybersecurity (enrolled in one program of study)	2	2	2
Information Systems Technology (enrolled in one program of study)	6	6	4
Cybersecurity / Information Systems Technology	1	1	1

Spring 2024

Course Detail by Program	Enrolled	Completed Activity	Scored 85% or higher
Cybersecurity (enrolled in one program of study)	5	5	4
Cybersecurity / Information Systems Technology	6	6	4
Cybersecurity & Networking Fundamentals (enrolled in one program of study)	1	0	0
Information Systems Technology / Engineering	1	1	0
Information Systems Technology	5	5	4
General Studies	1	0	0

105 Outcome #3 Notes: The ITE140 course is offered in several programs of study including the Information Systems Technology Associates of Applied Science Degree, Business & Technology Associates of Applied Science Degree and several other degree and career study certificate programs. Data included in the above calculations for the course included students enrolled with the Information Systems Technology Associates Degree of Applied Science listed as a program of study and may be enrolled in more than one program.

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	Human Services (Mental Health)	Seth Helmandollar	Seth.helmandollar@sw.edu	2023-2024

Program Mission Statement

The Human Services associate of applied science degree with a specialization in Mental Health is to prepare students as paraprofessionals in human services. Successful completion will qualify students for entry-level positions in social services, mental health, intellectual disabilities, childcare, nursing homes, substance abuse, and correctional facilities. The program exposes students to the characteristics, basic skills, and knowledge necessary for human service providers. Students can take advantage of articulation agreements to pursue higher education or enter the workforce as paraprofessionals.

Program Goals

Goal 1: Strengthen student proficiency in the American Psychological Association’s standard of writing.

Goal 2: Increase self-awareness of skills acquired through education and training.

Goal 3: Prepare students for a multicultural and diverse society.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Strengthen the students' capability to complete essays in the seventh edition of the American Psychological Association's standard of writing, primarily in research, information literacy, and formatting.	<p>APA research and writing content in MEN 101 (Mental Health Skills Training I) increased students' APA research, information literacy, and writing capabilities by 5% from the essay in week one to the essay in week seven of the seven-week course in term I of Spring 2024 and term I of Fall 2024.</p> <p>Students will have to view a video at the beginning of the semester of personal creation in Canvas that highlights APA, seventh edition and the miscellaneous resources (i.e., the campus library) available to use to complete the assignments correctly. Students will undergo an essay assignment in week one related to the topic covered. Feedback will be provided on the assignment with the student able to find feedback areas to improve on next week's submission.</p> <p>The APA writing skills will be used weekly in the form of one essay per week for the Spring 2024 MEN 101 course with feedback ongoing as needed until week seven.</p>	APA research and writing content in MEN 101 (Mental Health Skills Training I) increased students' APA research and writing capabilities by 5% from the essay in week one to the essay in week seven of the seven-week course.	<p>Students were assessed in each APA writing assignment using a rubric. This rubric was the same for each assignment and the students were provided feedback and opportunities to correct errors for future essay assignments.</p> <p>The rubric assessed students each time on a scale of one (unsatisfactory) to five (excellent) in five key areas of writing: following APA-style guidelines in formatting essays such as font, spacing, margins, and other requirements. References page with properly formatted references cited in APA format. Inclusion of in-text citations to attribute content to the proper sources. Sources that encourage information literacy and understanding of valid and credible sources. Lastly, essay content, which shows and presents a well-developed argument with relevant evidence to support their point-of-view.</p> <p>The Spring 2024, Term I section of MEN 101 (Mental Health Skills Training I) implemented the assignment for the course for the first time. Students were assessed on a scale of 25 points for the ability to get up to 5 points per rubric criterion. Week one of the course was assessed at being on average at 7.9% of 25%. In the final essay submission, students were assessed</p>	<p>The assignments will be incorporated into the MEN 101 course in the Fall 2024 semester with an alternative instructor to show effectiveness again with a new group of students.</p> <p>If the measures show success as they have done in the Spring 2024 semester, the same criteria will be implemented into the HMS 100 (Introduction to Human Services) course for Substance Abuse and Human Service Technology programs and will be considered common knowledge by all instructors for grading in the future courses of all Human Service programs of study.</p>

			at 14.3% of 25% for an increase of 6.4%; therefore, showing the effectiveness of the measures used to assess student writing and improve APA research and writing for future Human Services courses.	
Goal 2: Students will prove the effectiveness of their skills acquired through their didactic training through their worksite in HMS 190 (Coordinated Internship).	<p>HMS 190 (Coordinated Internship) students will have to submit a video to conclude their internship requirements in the Spring 2024 semester.</p> <p>Students will learn the importance of obtaining informed consent with their fictitious client and will be assessed using a standardized rubric by CACREP on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence.</p>	75% of students successfully completed the video presentation with a passing grade on the standardized assessment rubric on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence in the Spring 2024 semester.	<p>Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.</p> <p>At this time, during Spring 2024 semester, it will become part of an added part of the students' final paperwork to rate the student on a scale of 1 (poor) to 5 (excellent) on their ability to address each key area during their internship with their facility using the standardized rubric.</p>	<p>It will be a required assignment to complete the video submission as part of the HMS 190 (Coordinated Internship) course in the Summer 2024 semester.</p> <p>Further review will be conducted to find applicability to the new HMS 199 (Supervised Study) course available starting Fall 2024 as an alternative to the HMS 190.</p>

<p>Goal 3: A systematic process for monitoring student dispositions over time during the program to aid the student in preparation for a multicultural and diverse world through self-exploration.</p>	<p>Students will complete a personal value inventory, an implicit bias assessment, and complete ongoing self-reflection activities compared to real-world situations that the student is likely to encounter in the field at the beginning of term I and at the conclusion of term II of the Spring 2024 semester.</p>	<p>85% of students enrolled in the program successfully complete these assignments without the need for faculty remediation.</p>	<p>Students took part in the Harvard University “Project Implicit” assessment and a Personal Values Inventory at the beginning and again at the end of pivotal courses such as HMS 230 (Ethics in Human Services) in Term I. They were also asked to complete a pre-and post-values assessment in the first chapter of the textbook.</p> <p>For Term II, in the HMS 190 (Coordinated Internship) course they must complete the Harvard University “Project Implicit” at the beginning and end of the course to acknowledge any changes to personal thoughts, feelings, and behaviors to complete their grade within the course.</p>	<p>Discussion board opportunities have allowed students opportunities to express their opinions and concerns with the assessment’s own potential bias.</p> <p>Further discussion is needed on the topics of “privilege” and serving populations that could be a personal barrier to the future practitioner in a personal manner rather than professionally.</p>
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Analysis/Use of Results

Comments

Student improvement of APA-style formatting has been effective in the Spring 2024 term. The process will repeat in Fall 2024 with MEN 101. Upon successful completion in MEN 101, the course will be implemented into HMS 100 (Introduction to Human Services) to incorporate programs of study such as Substance Abuse and Human Services Technology. Using these results, this rubric can become a standard measuring tool for writing assignments across all Human Services (HMS) and Mental Health (MEN) courses in the programs.

Addressing countertransference will need to be part of future program assessment to aid students in overcoming personal attitudes toward populations whom they consider to be problematic to provide effective services (i.e., perpetrators of domestic violence, minority sexual violence, and other crimes). Along with crimes against others, privilege will also need to be an increased topic of discussion as understanding the multicultural diversity implications become part of each course’s Standard Learning Objectives (i.e., religious, ethnic, sexual orientation/identity, personal characteristics, as well as family of origin).

Academic Program Assessment

Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Nursing	Neyia Beavers	Neyia.beavers@sw.edu	2023-2024

Program Mission Statement

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

(SLO) Goal 1: Students will demonstrate the ability to provide patient education.

(SLO) Goal 2: Students will demonstrate entry-level application of knowledge and skills for practice as a RN.

(SLO) Goal 3: Students shall demonstrate knowledge of clinical decision-making skills.

(PO) Goal 4: Upon completion of the program, Track 1 RN students will have satisfactorily completed a minimum of 500 clinical hours in a variety of settings.

(PO) Goal 5: Upon completion of the program, Track 2 RN students will have satisfactorily completed a minimum of 400 clinical hours in a variety of settings.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>1. 100% of students enrolled in NSG 152 will demonstrate the ability to provide patient education by developing and delivering a cancer awareness teaching project to a minimum of 5 people in the community by the end of the course.</p>	<p>NSG 152 students will:</p> <ul style="list-style-type: none"> ● identify individuals at risk for cancer within their community. ● prepare and deliver a teaching presentation to a minimum of 5 people in that identified community group. ● present to faculty their topic, objectives, pretests/posttests to be used, handouts, and outline of teaching presentation. <p>(See attached grading rubric)</p>	<p>100% of students enrolled in NSG 152 will successfully deliver a cancer awareness teaching project to a minimum of 5 community members.</p>	<p>100% of students enrolled in NSG 152 in spring 2024 successfully delivered a cancer teaching project to a minimum of 5 community members.</p>	<p>Continue to offer community education opportunities in NSG 152 each spring semester.</p>
<p>2. 90% of students enrolled in NSG 270 will demonstrate</p>	<p>See attached grading rubric for NSG 270</p>	<p>NSG 270 students will earn 80% or higher on the</p>	<p>100% of students enrolled in NSG 270 in</p>	<p>NSG 270 students will continue to complete a capstone simulation to</p>

entry-level application of knowledge and skills for practice as a RN as evidenced by scoring 80% or higher within two attempts on the competency simulation grading rubric.	competency simulation	competency simulation grading rubric within 2 attempts.	spring 2024 earned 80% or higher on the competency simulation grading rubric within 2 attempts.	successfully demonstrate competency in entry-level nursing skills prior to graduation.
3. 100% of students enrolled in NSG 230 will increase their knowledge of clinical decision-making skills by completing a 7-week comprehensive review of nursing content with required remediation as evidenced by scoring an 80% or higher on the capstone grading rubric.	See attached for NSG 230 Capstone grading rubric	100% of NSG 230 students will complete a 7-week capstone content review and required remediation with an 80% or higher in NSG 230.	100% of students enrolled in NSG 230 in spring 2024 successfully completed a 7-week capstone content review with an 80% or higher.	Continue to prepare students to successfully pass the NCLEX-RN by enrolling them the ATI capstone course in NSG 230.
4. Upon completion of NSG 270, Track 1 RN students will have satisfactorily completed a minimum of 500 clinical hours throughout the program in a variety of settings.	Clinical rosters and master clinical spreadsheet	100% of Track 1 RN students completing NSG 270 will have satisfactorily completed a minimum of 500 clinical hours in a variety of settings throughout the program.	100% of Track 1 RN students completing NSG 270 satisfactorily completed a minimum of 500 clinical hours in a variety of settings throughout the program.	Continue to track traditional student clinical rosters throughout the RN program to ensure they meet the 500 clinical hour minimum per the Virginia Board of Nursing guidelines.
5. Upon completion of NSG 270, Track 2 RN students will have satisfactorily completed a minimum of 400 clinical hours throughout the program in a variety of settings	Clinical rosters and master clinical spreadsheet	100% of Track 2 RN students completing NSG 270 will have satisfactorily completed a minimum of 400 clinical hours in a variety of settings throughout the program.	100% of Track 2 RN students completing NSG 270 satisfactorily completed a minimum of 400 clinical hours in a variety of settings throughout the program.	Continue to track LPN-RN student clinical rosters throughout the bridge program to ensure they meet the 400 clinical hour minimum per the Virginia Board of Nursing guidelines.

Analysis/Use of Results

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

All SLO/program goals have been met for 2023-2024. Other program outcomes include NCLEX rate, completion rate, and job placement rate which also have been met for this year. Stated program assessment goals would also be appropriate for future use in the program.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
Division of Health Technologies/	Occupational Therapy Assistant	Annette Looney	Annette.looney@sw.edu	2023-2024

Program Mission Statement

The OTA program at Southwest Virginia Community College’s mission is to be a regional leader in occupational therapy assistant level education, providing occupational therapy assistants as contributing member of the healthcare team. The OTA program has a focus on providing a student-centered learning approach, emphasizing the importance of life -long learning and community service as OTA students transition to OT practitioners in the community.

Program Goals

OTA Students will be able to effectively analyze activities for their therapeutic value, breaking down the activity components to create an activity synthesis between patient and activity to promote increased engagement in areas of occupation.

OTA students will demonstrate the skills and attitude of an entry-level OTA practitioner through use of “therapeutic use of self” to facilitate a client-therapist relationship for improved functional outcomes of therapy.

OTA student will demonstrate competence in selection and implementation of various client-centered compensatory techniques, providing environmental and activity adaptation, to enable engagement in meaningful occupational activities.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Demonstration of selection of appropriate client-centered therapeutic activity interventions based on Activity Analysis	Activity Analysis Assignments – OCT 100, OCT 205, OCT 202, FW- Level I/II evaluations.	Students will achieve a passing (80% or above) score on the didactic course Activity Analysis and receive a competency score on FW evaluations for this.	OCT 100: AA assignment 15/15 achieved above 80% OCT 205: 12/14 (85.7%) received a passing score on the Lab activity analysis notebook. OCT 202: 14/14 (100%) received a passing score on the AA FW Level I/II: 15/15 (100%) received passing score	For the OCT 205 course, revise grading format to incorporate frequent feedback to students throughout the semester, grading each activity analysis thoroughly instead of having students submit at end of semester.
Demonstration of “Therapeutic Use of Self” to promote effective client-therapist interactions	Service learning assignments (Cumberland Mtn, Backpack, etc.) Fieldwork Level I/II evaluations.	Students will achieve a passing (80% or above) score on the didactic course service learning assignments and receive a competency score on FW Level I/LL evaluations for this.	OCT 100: 15/15 (100%), OCT 205: 14/14 (100%), *OCT 203: 16/16 (100%) achieved a passing score on service learning assignments with 15/15 (100%) earning competency passing score on FW.	*Note 2 students had to make up the service learning project outside of class in OCT 203. For future, will incorporate more specific guidelines for alternate assignments so that the overall goal is consistent.
Demonstration of competence in selection and implementation of compensatory techniques	Assignments in Therapeutic Media (OCT 205) – Lab practical evaluation, OCT 202- Client-Activity Analysis assignment, and Fieldwork Level I/II evaluations	Students will achieve a passing (80% or above) score on the didactic course assignments (205- Lab Practical, 202 –Activity Analysis) and receive a competency score on FW Level I/II evaluations for this.	In spring 2024 OCT 205, students completed a student teaching activity and weekly activity analysis requiring them to grade the activity and adapt (compensatory techniques).14/14 students(100%) demonstrated competence in the selection and implementation of compensatory techniques. OCT 202 – 15/15 students earned passing score on client AA assignment. All 15/15 FW Level II students achieved a passing score on evaluation of this.	Continue to incorporate student assessment activities into all courses that promote increased competence and proficiency in the selection and implementation of both remedial and compensatory techniques as a therapy tool.

Analysis/Use of Results

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

As we continue to refine the above course and program goals in activity analysis and selection of activities that use compensatory strategies to provide the best treatment for the populations we serve, we also want to include new goals of looking at how our OTA program is addressing learning objectives in remediating deficits through rehabilitation and promoting new skills for health and wellness to improve functional independence.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Radiography	Donna Corns	Donna.corns@sw.edu	2023-2024

Program Mission Statement

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 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 valued contributing member in the healthcare team for our region.

Program Goals

Goal 1: Radiography students will demonstrate the ability to perform chest and abdomen radiographs.

Goal 2: Radiography students will demonstrate knowledge of nonroutine/trauma radiographic exams and show the ability to sequence these radiographic exams.

Goal 3: Radiography students will demonstrate the ability to perform the inverse square law.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. During RAD 121, 90% of student will demonstrate the	RAD 121 section 1 practical exam	90% of students will score 95 or higher	68.97% of students made a 95 or higher on the section 1	29 students were in enrolled in RAD 121. Nine students scored below 95

ability to perform chest and abdomen radiographs by passing the section 1 lab practical with a 95 or higher.			practical exam.	with the scores ranging from 95-74 but the majority were in the 90's. The lowest score was 74 and the highest score was 100. This is the first practical exam and the program does expect a learning curve. The program will continue to monitor this outcome and hope to see an improvement in the scores.
2. During RAD 290, 90% of students will demonstrate knowledge of nonroutine/trauma radiographic exams and show the ability to sequence these radiographic exams by making a 2.5 or higher on the performance rubric.	RAD 290 trauma challenge evaluation	90% of students will receive a 2.5 or higher	100% of the students scored 95 or higher on the trauma challenge evaluation for sequencing on a nonroutine/trauma scenario.	26 out of 26 students scored a 3 which is the maximum score for the trauma challenge scenario given in clinical. The students have been taught about the importance of sequencing examinations correctly throughout the radiography program. The program will continue to assess this outcome for more consecutive data results.
3. By the end of RAD 112, 90% of students will demonstrate the ability to perform the inverse square law by correctly answering the inverse square law question with 90% accuracy.	RAD 112 exam	90% will correctly work the inverse square law question with 90% accuracy.	66.07% of students correctly worked the inverse square questions accurately on the RAD 112 final exam	28 students took the RAD 112 final examination. The test had 2 inverse square questions on it. The first question concerned portable exams and 75% of students solved it correctly. The second question was a fluoroscopy questions and 57.14% of students answered it correctly. 66.07% was obtained by averaging the two scores together. The program will continue to monitor this outcome and strive to increase the findings.

Analysis/Use of Results

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

See Action Plans

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	Human Services (Substance Abuse)	Seth Helmandollar	Seth.helmandollar@sw.edu	2023-2024

Program Mission Statement

The Human Services program with a specialization in Substance Abuse is an associate of applied science degree designed to prepare students as paraprofessionals in the field of human services. Successful completion of the program will qualify students for entry-level jobs in social services, mental health facilities where substance abuse is prevalent, substance abuse facilities, and correctional facilities. The program will expose the student to the characteristics, basic skills, and knowledge necessary for human service providers wishing to provide basic helping skills to individuals with various substance use disorders.

Program Goals

Goal 1: Increase student awareness of occupational prospects in human services with a substance abuse specialization.

Goal 2: Enhance student self-awareness of skills acquired through education and on-site training.

Goal 3: Provide students with the knowledge and awareness of transfer opportunities available for the program.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

<p>Goal 1: Broaden the students' perspectives on occupational prospects in the field of substance abuse treatment and human services.</p>	<p>Student perspectives on desired occupations broadened through career assessments to widen the prospects of occupational pathways the student can pursue with the credential.</p> <p>Students will visit with the Career Services office, complete the EMSI Career Finder Tool, Virginia Education Wizard, and the O*NET assessment tools to explore career pathways in the field of substance abuse and provide a listing of at least five (5) areas in which the student was not familiar with or had not considered as part of their potential career pathway for the Spring 2024 HMS 100 (Introduction to Human Services) and Spring 2024 HMS 260 (Substance Abuse Counseling) courses.</p> <p>The assessments will be administered as part of a module assignment of career exploration in the field and implemented in the Spring 2024 and Fall 2024 semesters.</p>	<p>3% of students increased their occupational objectives by at least one career pathway in total using career assessments or visit with Career Services.</p>	<p>Students were given the opportunity to complete a career or occupational outlook review as part of an assignment in the HMS 100 (Introduction to Human Services) and HMS 260 (Substance Abuse Counseling) courses for Spring 2024. Within the HMS 100 (Introduction to Human Services) course, students were given the opportunity to utilize the Occupational Outlook Handbook to gain better understanding and awareness of careers and options in the human services field. Results for the Spring 2024 semester were as follows: 50% of students altered or changed their career goals while 50% remained the same. Those that remained the same still considered additional fields in the human services that were not known to them prior. In HMS 260 (Substance Abuse Counseling) students were given the assigned opportunity to complete the Career Finder Tool (EMSI). Students were required to discuss their findings with the instructor and locate a position in that particular field, review education/experience requirements, and determine if it was a pathway they would like to engage in. Results for the Spring 2024 semester were as follows: 40% indicated that their results from the EMSI assessment tool aligned with their career goals. 20% noted they were looking at continuing education as a result of the survey that would align with their career goals in the Human Services field specifically within the career cluster that they matched with. 40% noted the results indicated there was no difference in the results of the assessment and their currently desired program and career pathways.</p>	<p>Ongoing career exploration will be part of the Student Development course (SDV 100) and the Introduction to Human Services (HMS 100) course henceforth.</p> <p>Additional areas of implementation for the Mental Health program can include the Mental Health Skills Training (MEN 101/102) courses as well as the Student Development (SDV 100) course.</p> <p>Increased usage of the EMSI career assessment tool for a more holistic assessment of students by students would allow for additional discussion in the classroom and/or online setting.</p>
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<p>Goal 2: Students will demonstrate effectiveness of their skills acquired through their didactic training through their worksite in HMS 190 (Coordinated Internship).</p>	<p>HMS 190 (Coordinated Internship) students will be required to submit a video to conclude their internship requirements in the Spring 2024 semester. Students will learn the importance of obtaining informed consent with their fictitious client and will be assessed using a standardized rubric by CACREP on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence.</p>	<p>75% of students successfully completed the video presentation with a passing grade on the standardized assessment rubric on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence in the Spring 2024 semester.</p>	<p>Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.</p> <p>At this time, during Spring 2024 semester, it will become part of an added part of the students' final paperwork to rate the student on a scale of 1 (poor) to 5 (excellent) on their ability to address each key area during their internship with their facility using the standardized rubric.</p>	<p>It will be a required assignment to complete the video submission as part of the HMS 190 (Coordinated Internship) course in the Summer 2024 semester.</p> <p>Further review will be conducted to find applicability to the new HMS 199 (Supervised Study) course available starting Fall 2024 as an alternative to the HMS 190.</p>
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<p>Goal 3: Students will engage in on and/or offsite campus opportunities to acquire the knowledge, skills, and readiness to transition to bachelor's and graduate degrees in the field.</p>	<p>Students enrolled in HMS 190 (Coordinated Internship) will have a mandatory assignment of scheduling a meeting with the Human Services advisor or with the TRiO transfer advisor to facilitate their transfer preparation. This assignment must be completed as part of the students' overall internship requirements necessary to earn the credential for graduation.</p>	<p>70% of students enrolled in HMS 190 (Coordinated Internship) successfully complete the mandatory assignment of scheduling a meeting with the Human Services or TRiO transfer advisor.</p>	<p>This goal was carried out through the use of monthly check-ins from the month of February, after completing a continuing education course in counselor education and supervision through the Virginia Counselor's Association, through the month of April 2024. Using a checklist provided by the Virginia Counselor's Association to assess students in supervision, students were given the opportunity to provide feedback on their site and their learning opportunities. Their site supervisors were also present and given the opportunity to provide feedback on student performance and professionalism. Results showed that 42.9% of students showed up for their monthly check in with their supervisor despite the assignment being part of their overall grade. 28.6% had not yet been placed on a site until the end of the month of March. The remaining 28.5% had elected not to complete the assignment despite site placement and indication of the requirement of the assignment. None of the students polled interacted with TRiO for transfer services or with the Career Services department for assistance with career-readiness.</p>	<p>Modification of the goal is needed or modification of the method used to carry out the goal is necessary.</p> <p>Instead of utilizing monthly check-ins with students, the future assignments can be more directly associated with seeking assistance from one or both of those services.</p> <p>Summer 2024 will be the final semester that the course will be offered without official request by a student as an independent study. Should enrollment exceed a specified amount, future sections of HMS 190 (Coordinated Internship) will be offered as a semester course.</p> <p>HMS 199 (Supervised Study) will provide new opportunities to engage with students in a HyFlex format and encourage use of these services more</p>
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Analysis/Use of Results

Comments

HMS 199 (Supervised Study) will provide an opportunity to see Goal 3 carried out more efficiently. Although, future sections of HMS 190 (Coordinated Internship) will see this Goal as a direct assignment in the course rather than a monthly check-in with the instructor. The HyFlex modality of the Supervised Study course may also allow for additional discussion regarding careers and educational aspirations, allow for guest speakers to visit the classroom, and get students acquainted with the Transfer Advisor and Career Services Advisor.

In building upon the HMS 100 (Introduction to Human Services) career exploration component, future consideration could be given to using this assignment in future courses as a method of ongoing career exploration as well as implementation in the HMS 199 (Supervised Study) course so students are continuously aware of their shifting values and career opportunities based on their educational attainment. It will also provide an informed decision on the remaining educational attainment needed to acquire the desired position the student seeks.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Practical Nursing	Linda Cline	Linda.cline@sw.edu	2023-2024

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

- Goal 1: Practical nursing students will demonstrate basic nursing skills to function in a clinical setting.
- Goal 2: Practical nursing students will demonstrate clinical judgement knowledge needed to manage the care of patients.
- Goal 3: Practical nursing students will demonstrate the ability to assess and manage complex patient care in a simulated setting.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Practical nursing students will demonstrate basic nursing skills to function in a clinical setting by passing all components of the skills check-off during PNE 146.	Passing all components of the Practical Nursing Skills Assessment Rubric	80% of Practical Nursing students will successfully complete their skills check-off within three attempts during PNE 146.	This goal was met with 100% of students passing their skills checkoffs in PNE 146 within 3 attempts.	The program will continue to use the measures to meet this goal.
Goal 2: Practical nursing students will demonstrate clinical judgement knowledge needed to manage the care of patients by scoring an 850 or greater on the HESI Exit Exam during PNE 295.	Scoring an 850 or greater on the HESI Exit Exam during PNE 295.	80% of Practical Nursing students will score a minimum of 850 or greater on the HESI Exit Exam during PNE 295.	This goal was not met. The percentage of students scoring a minimum of 850 in the PNE 295 course was 58%.	There were 31 students that took the HESI during the PNE 295 course. Eighteen students were successful in scoring 850 on the HESI Exit. Four students were able to take the PNE 95 course in the spring of 2024 to obtain another attempt. These four students were successful in scoring 850. For each student that does not score 850 or above on the first HESI exit exam will be required to complete extensive remediation facilitated by the PNE 295 instructor. This will be based on the identified areas that need remediation. The student will be required to complete the intensive remediation before being allowed to sit for the

				second attempt of the HESI Exit exam.
<u>Goal 3:</u> Practical nursing students will demonstrate the ability to assess and manage complex patient care in a simulated setting by scoring an 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.	Scoring an 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.	80% of Practical Nursing students will score 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.	This goal was met.	The program will continue to use the measures to meet this goal.
Analysis/Use of Results				
Comments (Goals tied to other unit activities, anticipate new goal based on findings.) See Action Plans above.				

APPENDIX A-3

Assessment Forms by Award

Certificates and Diplomas

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Health Sciences CSC	Dr. Clint Pinion/Dr. Bethany Rose	bethany.rose@sw.edu	2023-2024

Program Mission Statement

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 students will demonstrate a basic understanding of whole-body medical terminology.

Goal 2: Health Science Certificate students will be able to differentiate between common disorders associated with the central, autonomic, and peripheral nervous systems.

Goal 3: Health Science Certificate students will demonstrate the ability to recall effective studying techniques.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Health Science Certificate students will demonstrate a basic understanding of whole-body medical terminology by scoring greater than 80% on the chapter two test in HLT 143.	Scoring 80% or higher on the chapter two test in HLT 143 during the 2234 or 2242 academic terms.	80% of health science certificate students enrolled in HLT 143 during the 2234 and 2242 academic terms will score 80% or higher on the chapter two test.	90.5% of students enrolled in HLT 143 scored 80% or higher on chapter two test.	Goal met. Will continue to track data and ensure needs are met.
Health Science Certificate students will be able to differentiate between common disorders associated with the central, autonomic, and peripheral nervous systems by scoring 80% or higher on exam two in BIO 142. .	Scoring greater than 80% on exam two in BIO 142 during the 2234 or 2242 academic terms.	80% of health science certificate students enrolled in BIO 142 during the 2234 and 2242 academic terms will score 80% or higher on exam two.	68% of students enrolled in BIO 142 scored 80% or higher on exam two.	Goal not met. Findings discussed with faculty and will continue to hold students to high standard and integrate new study habits.
Health Science Certificate students will demonstrate the ability to recall effective studying techniques by scoring 8 or more points on the 'Studying Approaches Assignment' in the SDV 101 – Orientation to Health Technologies course.	Scoring 8 or greater on the 'Studying Approaches Assignment' in the SDV 101 – Orientation to Health Technologies course. The assignment is assessed with a rubric.	80% of health science certificate students enrolled in SDV 101 during the 2234 and 2242 academic terms will score 8 or higher on the 'Studying Approaches Assignment'.	89.5% of students enrolled in SDV 101 scored an 8 or greater on the 'Studying Approaches Assignment.'	Goal met. Will continue to monitor this standard as it is imperative for students to develop healthy study habits early in their college career.

Analysis/Use of Results

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

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT	Heating, Ventilation & Air Conditioning	Nick Nelson	nick.nelson@sw.edu	2023-2024

Program Mission Statement

Heating Ventilation and Air Conditioning (HVAC) Program:

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; covering theory through creative problem solving along with comprehensive competency-based performance. Goals shall be accomplished by providing in-depth, affordable and quality training utilizing qualified instructors. Faculty shall have experience in trades skills related to refrigeration, air distribution and electrical controls for a dynamic, ever growing and rapidly changing field of study. Thereby, study shall provide training and foster the mission of the department and that of the college by offering lifelong learning opportunities for the professional technician while meeting needs of

Program Goals

Goal 1: Safety. Develop an understanding of hazard analysis, risk assessment, probability of harm and hazards encountered in the workplace. Electrical safety and refrigerant safety to be of primary emphasis.

Goal 2: Assisting students to attain national certification relative to the trade and industry recognized industry credentials, to include EPA 608 &609 certifications, and NC3 certifications.

Goal 3: Students completing third party internship provided by companies in our service area is critical for their professional development.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
16. Improved safety work habits in the Lab and during the internship process.	Lab activities, safety quizzes and Host company's internship feedback.	Reduction in lab/job related injuries (100% of participants pass safety quiz) Positive feedback from Host Company.	There were no accidents during the report period. All students passed all safety tests.	Continue to do safety training and testing to make safety the primary concern.
17. Obtaining EPA required certification for HVAC technicians	Completion of third-party proctored exams for EPA certification and industry readiness exams	80% of applicants successfully complete the EPA exam.	At this time 75% have passed with retakes in process for those who have not completed the test.	Start having more attention to preparing students in the Fall semester to allow more time for immersion into the material.
18. All students complete the third-party internship with positive feedback from Host company.	Host company's positive evaluation of student performance in all categories	100 % of students achieve favorable evaluations	All students received a favorable evaluation from the Host company.	Place more attention to students' soft skills to better prepare them for employment.

Analysis/Use of Results

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

The successes of this class were indicative of the efforts these students exerted to achieve their goals. In the Fall Semester a new group will become the next class, their skillsets, and preparation are unknown at this point. We will adapt to their individual requirements to assist them to reach their goals.

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	Human Services Technology	Seth Helmandollar	Seth.Helmandollar@sw.edu	2023-2024

Program Mission Statement

The mission of the Human Services Technology program is to help provide for the growing need for entry-level human service workers as aides, attendants, instructors, and paraprofessionals. The program is designed to prepare individuals for potential employment where social welfare, health, mental health, substance abuse, intellectual disabilities, and residential services are provided. The program will expose students to the structure, purpose, philosophy, and services of these programs, and survey the basic skills and characteristics necessary for human service providers. Awareness of professional careers in these fields will be gained.

Program Goals

Goal 1: Increase student awareness of occupational prospects in human services.

Goal 2: Strengthen self-awareness of skills acquired through education and training.

Goal 3: Prepare students for a multicultural and diverse society.

Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

<p>Goal 1: Broaden the students' perspectives on occupational prospects in the field of substance abuse treatment and human services.</p>	<p>Student perspectives on desired occupations broadened through career assessments to widen the prospects of occupational pathways the student can pursue with the credential.</p> <p>Students will visit with the Career Services office, complete the EMSI Career Finder Tool, Virginia Education Wizard, and the O*NET assessment tools to explore career pathways in the field of substance abuse and provide a listing of at least five (5) areas in which the student was not familiar with or had not considered as part of their potential career pathway for the Spring 2024 HMS 100 (Introduction to Human Services).</p> <p>The assessments will be administered as part of a module assignment of career exploration in the field and implemented in the Spring 2024 and Fall 2024 semesters.</p>	<p>3% of students increased their occupational objectives by at least one career pathway in total using career assessments or visit with Career Services.</p>	<p>Students were given the opportunity to complete a career or occupational outlook review as part of an assignment in the HMS 100 (Introduction to Human Services) for Spring 2024.</p> <p>Within the HMS 100 (Introduction to Human Services) course, students were given the opportunity to utilize the Occupational Outlook Handbook to gain better understanding and awareness of careers and options in the human services field. Students were then able to submit their findings as an assignment to the instructor. Students were also required to locate a position in the field of interest and make note of the job description and requirements to determine if the educational requirements and job duties were something of interest to them.</p> <p>Results for the Spring 2024 semester were as follows: 50% of students altered or changed their career goals while 50% remained the same. Those that remained the same still considered additional fields in the human services that were not known to them prior.</p>	<p>Ongoing career exploration will be part of the Student Development course (SDV 100) and the Introduction to Human Services (HMS 100) course henceforth.</p> <p>Additional areas of implementation for the Mental Health program can include the Mental Health Skills Training (MEN 101/102) courses as well as the Student Development (SDV 100) course.</p>
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<p>Goal 2: Students will demonstrate effectiveness of their skills acquired through their didactic training through their worksite in HMS 190 (Coordinated Internship).</p>	<p>HMS 190 (Coordinated Internship) students will be required to submit a video to conclude their internship requirements in the Spring 2024 semester.</p> <p>Students will learn the importance of obtaining informed consent with their fictitious client and will be assessed using a standardized rubric by CACREP on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence.</p>	<p>75% of students successfully completed the video presentation with a passing grade on the standardized assessment rubric on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence in the Spring 2024 semester.</p>	<p>Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.</p> <p>At this time, during Spring 2024 semester, it will become part of an added part of the students' final paperwork to rate the student on a scale of 1 (poor) to 5 (excellent) on their ability to address each key area during their internship with their facility using the standardized rubric.</p>	<p>It will be a required assignment to complete the video submission as part of the HMS 190 (Coordinated Internship) course in the Summer 2024 semester.</p> <p>Further review will be conducted to find applicability to the new HMS 199 (Supervised Study) course available starting Fall 2024 as an alternative to the HMS 190.</p>
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<p>Goal 3: A systematic process for monitoring student dispositions over time during the program to aid the student in preparation for a multicultural and diverse world through self-exploration.</p>	<p>Students will complete a personal value inventory, an implicit bias assessment, and complete ongoing self-reflection activities relative to real-world situations that the student is likely to encounter in the field at the beginning of term I and at the conclusion of term II of the Spring 2024 semester.</p>	<p>85% of students enrolled in the program successfully complete these assignments without the need for faculty remediation.</p>	<p>HMS 230 is only offered in the Spring 2024 and Summer 2024 semester.</p> <p>In the Spring 2024 semester, 16 of 19 students successfully completed assignments without need for faculty remediation for a success of 84.2%.</p>	<p>Students noted the 7-week format of the course was challenging with the amount of content that was required be covered.</p> <p>Moving forward HMS 230 will still be offered in Spring and Summer semesters but will be changed and remain a regular term course at 16-weeks in Spring semesters and 10-weeks in the Summer semester.</p>
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Analysis/Use of Results

Comments

Creating a regular term HMS 230 (Ethics in Human Services) is a necessity due to the amount of material required to cover within a period of time that proved strenuous in a 7-week format. Proceeding in future Spring and Summer semesters, this course will move to a regular term format as a result of student feedback and instructor experience.

Addressing countertransference will need to be part of future program assessment to aid students in overcoming personal attitudes toward populations whom they consider to be problematic to provide effective services (i.e., perpetrators of domestic violence, minority sexual violence, and other crimes). Along with crimes against others, privilege will also need to be an increased topic of discussion as understanding the multicultural diversity implications become part of each course's Standard Learning Objectives (i.e., religious, ethnic, sexual orientation/identity, personal characteristics, as well as family of origin).

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Practical Nursing	Linda Cline	Linda.cline@sw.edu	2023-2024

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

Goal 1: Practical nursing students will demonstrate basic nursing skills to function in a clinical setting.

Goal 2: Practical nursing students will demonstrate clinical judgement knowledge needed to manage the care of patients.

Goal 3: Practical nursing students will demonstrate the ability to assess and manage complex patient care in a simulated setting.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Goal 1: Practical nursing students will demonstrate basic nursing skills to function in a clinical setting by passing all components of the skills check-off during PNE 146.	Passing all components of the Practical Nursing Skills Assessment Rubric	80% of Practical Nursing students will successfully complete their skills check-off within three attempts during PNE 146.	This goal was met with 100% of students passing their skills checkoffs in PNE 146 within 3 attempts.	The program will continue to use the measures to meet this goal.
Goal 2: Practical nursing students will demonstrate clinical judgement knowledge needed to manage the care of patients by scoring an 850 or greater on the HESI Exit Exam during PNE 295.	Scoring an 850 or greater on the HESI Exit Exam during PNE 295.	80% of Practical Nursing students will score a minimum of 850 or greater on the HESI Exit Exam during PNE 295.	This goal was not met. The percentage of students scoring a minimum of 850 in the PNE 295 course was 58%.	There were 31 students that took the HESI during the PNE 295 course. Eighteen students were successful in scoring 850 on the HESI Exit. Four students were able to take the PNE 95 course in the spring of 2024 to obtain another attempt. These four students were successful in scoring 850. For each student that does not score 850 or above on the first HESI exit exam will be required to complete extensive remediation facilitated by the PNE 295 instructor. This will be based on the identified areas that need remediation.

				The student will be required to complete the intensive remediation before being allowed to sit for the second attempt of the HESI Exit exam.
<u>Goal 3:</u> Practical nursing students will demonstrate the ability to assess and manage complex patient care in a simulated setting by scoring an 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.	Scoring an 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.	80% of Practical Nursing students will score 80% or greater on the Creighton Competency Evaluation Instrument in PNE 182.	This goal was met.	The program will continue to use the measures to meet this goal.

Analysis/Use of Results

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

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
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Arts & Sciences	Substance Abuse Rehabilitation	Seth Helmandollar	Seth.Helmandollar@sw.edu	2023-2024
Program Mission Statement				
<p>The mission of the Substance Abuse Rehabilitation Counselor program of study is for students who have completed a bachelor’s degree or higher, typically in a human services or related field and wish to add the substance abuse counseling credential to their academic record in pursuit of becoming a certified substance abuse counselor or obtain an entry-level position in a substance use treatment program. It is designed to expand on current knowledge and facilitate expansion into career opportunities in alcohol treatment programs, residential and non-residential treatment facilities for substance use, domestic and sexual violence shelters, correctional institutions, group homes and clubhouses, and juvenile treatment centers.</p>				
Program Goals				
Goal 1: Strengthen self-awareness of skills acquired through education and training.				
Goal 2: Enhance ethical considerations in practice.				
Goal 3: Increase student awareness of occupational prospects in the field.				
Assessment Categories				
Outcome Sought	Measures	Success Standard	Findings	Action Plans

<p>Goal 1: Students will demonstrate effectiveness of their skills acquired through their didactic training through their worksite in HMS 290 (Coordinated Internship in Substance Abuse).</p>	<p>HMS 290 (Coordinated Internship in Substance Abuse) students will be required to submit a video to conclude their internship requirements in the Spring 2024 semester.</p> <p>Students will learn the importance of obtaining informed consent with their fictitious client and will be assessed using a standardized rubric by CACREP on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence.</p>	<p>75% of students successfully completed the video presentation with a passing grade on the standardized assessment rubric on professional and ethical practice, theoretical orientation and technique, effective notation of verbal and nonverbal communication, and multicultural competence in the Spring 2024 semester.</p>	<p>Due to external constraints that existed outside the locus of control of the students and faculty (i.e., finding placement and late placement due to site background checks and start dates), this part of assessment was delayed until 2024-2025 academic year.</p> <p>At this time, during Spring 2024 semester, it will become part of an added part of the students' final paperwork to rate the student on a scale of 1 (poor) to 5 (excellent) on their ability to address each key area during their internship with their facility using the standardized rubric.</p>	<p>Further review will be conducted in Summer 2024. Additional determination will be conducted to find applicability to the new HMS 299 (Supervised Study in Substance Abuse Counseling) course available starting Fall 2024 as an alternative to the HMS 290.</p>
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<p>Goal 2: Students demonstrate knowledge of ethical standards and practice in diagnosis, treatment, technique, assessment, supervision, consultation, and referral.</p>	<p>Successful completion of HMS 230 (Ethics in Human Services). The course requires students to demonstrate competency in each of these areas utilizing case scenarios, the importance of informed consent and collaborative treatment systems, boundaries, as well as continued education to facilitate the usage of the most current modalities.</p> <p>HMS 230 (Ethics in Human Services) is a required course for the program of study.</p>	<p>70% of students enrolled in the program successfully complete these assignments without the need for faculty remediation.</p>	<p>HMS 230 is only offered in the Spring 2024 and Summer 2024 semester.</p> <p>In the Spring 2024 semester, 16 of 19 students successfully completed assignments without need for faculty remediation for a success of 84.2%.</p>	<p>Students noted the 7-week format of the course was challenging with the amount of content that was required be covered.</p> <p>Moving forward HMS 230 will still be offered in Spring and Summer semesters but will be changed and remain a regular term course at 16-weeks in Spring semesters and 10-weeks in the Summer semester.</p>
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<p>Goal 1: Broaden the students' perspectives on occupational prospects in the field of substance abuse treatment and human services.</p>	<p>Student perspectives on desired occupations broadened through career assessments to widen the prospects of occupational pathways the student can pursue with the credential.</p> <p>Students will visit with the Career Services office, complete the EMSI Career Finder Tool, Virginia Education Wizard, and the O*NET assessment tools to explore career pathways in the field of substance abuse and provide a listing of at least five (5) areas in which the student was not familiar with or had not considered as part of their potential career pathway for the Spring 2024 HMS 100 (Introduction to Human Services) and Spring 2024 HMS 260 (Substance Abuse Counseling) courses.</p> <p>The assessments will be administered as part of a module assignment of career exploration in the field and implemented in the Spring 2024 and Fall 2024 semesters.</p>	<p>10% of students increased their occupational objectives by at least one career pathway in total using career assessments or visit with Career Services.</p>	<p>Students were given the opportunity to complete a career or occupational outlook review as part of an assignment in the HMS 100 (Introduction to Human Services) and HMS 260 (Substance Abuse Counseling) courses for Spring 2024.</p> <p>Within the HMS 100 (Introduction to Human Services) course, students were given the opportunity to utilize the Occupational Outlook Handbook to gain better understanding and awareness of careers and options in the human services field.</p> <p>Results for the 2024 Spring semester in HMS 100 (Introduction to Human Services) were as follows: 50% of students altered or changed their career goals while 50% remained the same. Those that remained the same still considered additional fields in the human services that were not known to them prior</p> <p>In HMS 260 (Substance Abuse Counseling) students were given the assigned opportunity to complete the Career Finder Tool (EMSI). Students were required to discuss their findings with the instructor and locate a position in that particular field, review education/experience requirements, and determine if it was a pathway they would like to engage in.</p> <p>Results for the Spring 2024 semester were as follows: 40% indicated that their results from the EMSI assessment tool aligned with their career goals. 20% noted they were looking at continuing education as a result of the survey that would align with their career goals in the Human Services field specifically within the career cluster that they matched with. 40% noted the results indicated there was no difference in the results of the assessment and their currently desired program and career pathways.</p>	<p>Ongoing career exploration will be part of the Student Development course (SDV 100) and the Introduction to Human Services (HMS 100) course henceforth.</p> <p>Additional areas of implementation for the Mental Health program can include the Mental Health Skills Training (MEN 101/102) courses as well as the Student Development (SDV 100) course.</p> <p>Increased usage of the EMSI career assessment tool for a more holistic assessment of students by students would allow for additional discussion in the classroom and/or online setting</p>
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Analysis/Use of Results

Comments

Creating a regular term HMS 230 (Ethics in Human Services) is a necessity due to the amount of material required to cover within a period of time that proved strenuous in a 7-week format. Proceeding in future Spring and Summer semesters, this course will move to a regular term format as a result of student feedback and instructor experience.

HMS 299 (Supervised Study in Substance Abuse) will become more common as the HMS 290 (Coordinated Internship in Substance Abuse) is phased out with exceptions. It may prove more effective in the ability to reach students considering employment or transfer in their particular program of study through the assistance of outside information and guest speakers. Applicability of information learned throughout the student's overall program will be better assessed through course entrance and course exit examinations and determination of areas of needed review during the semester.

The course will be offered in a HyFlex format which will give the students an opportunity to engage in the class with other classmates, receive feedback from guest speakers such as Career Services and Transfer Advisement, and receive one-on-one approaches to instruction in areas designated to be an area of necessary review for the student.

Southwest Virginia Community College
Program Assessment
2023-2024

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Welding Diploma, Semi-auto, Welding Fundamentals, Welding Career Study Certificate & Manufacturing/Fabrication	<i>Allen L. Martin</i>	<i>Allen.Martin@sw.edu</i>	<i>Fall 2023</i>	<i>Spring 2024</i>

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- Demonstrate how to correctly identify the shielding gas or gases that are associated with the various welding processes.

Goal 2- Demonstrate how to fabricate part from drawing or sketch.

Goal 3- Demonstrate knowledge of welding safety standards.

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Demonstrate the knowledge of the various welding shielding gases and know which welding process requires which certain shielding gas.	Percentage of students.	92% of students will earn 80 or higher on the assignment to measure gas to welding process usage.	Results showed that 85% of students scored 80 or higher on assignment.	Continue teaching and empathize the importance of knowing what shielding gas is required for which welding process not only for their classes but for when they enter the workforce also.
To produce trainees who can accurately read and execute welding blueprints	Percentage of students.	80% of students will score 85 or higher on the welding fabrication part assignment	Results showed that 91% of students could accurately read the blueprint for the Fabrication project.	Continue to Teach students how to correctly interpret welding blueprints and empathize the importance of blueprint knowledge when they enter the workforce.
Train students to retain the knowledge of Welding Safety taught using the U/Linc Lincoln Electric welding curriculum and passing the NC3/Leeps Welding safety certification exam.	Percentage of students.	Minimum of 100% scoring 70 or higher	Results showed that 100% of students scored 70 or higher on the NC3/Leeps welding safety certification exam.	Continue teaching welding safety using the NC3/Leeps curriculum and certification testing.

Analysis/Use of Results				
<p>To strengthen the curriculum, we will implement certification testing into the respective courses. We will continue 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.</p> <ul style="list-style-type: none"> • AWS certified weld testing through on-campus Accredited Test Faculty • LEEPS certifications through NC3 online testing and hands-on assignments. <p>Goals for 2024-2025 will focus on Certification pass rates through NC3/Leeps welding certifications, welding certifications through the on-site AWS Accredited welding faculty, Interpreting given welding productions to AWS and ASME standards, using weld procedures and blueprints for class projects; Instructors will evaluate by using rubrics and/or checklists where appropriate.</p>				

APPENDIX A-4

Assessment Forms by Award

Career Studies Certificate

Southwest Virginia Community College Program Assessment 2023-2024					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>

BEIT	Advanced Precision Machining	Steven Lee Olinger	steven.olinger@sw.edu	Fall 2023	Spring 2024
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) National Institute for Metalworking skills Certifications related certifications.					
Create a print design and apply fundamental CNC machining skills to create the project and earn the related (NIMS) National Institute for Metalworking skills Certifications certification.					
Advanced precision measurement opportunity for student engagement in machining.					
Outcomes Assessment					
Outcome Sought	Measures	Success Standard	Findings	Action Plans	
1. Manual advanced machining skills and jobs skills. 2. Advanced CNC (Computer Numerical Control) skills. 3. Use precision machining instrument to obtain accurate measurement with a dial bore gauge.	1. The percentage of students earning certification (Grinding). 2. The percentage of students earning CNC certification (NIMS) National Institute for Metalworking skills Certifications. 3. The percentage of students earning the National Coalition Centers (Starrett and Snap-on) Dial Gauge certification.	1. 70% of students will earn (NIMS) National Institute for Metalworking skills Grinding Certification. 2. 60% will earn at least one certification. 3. 70% of students will earned the certification.	1. 100% of Students earned the Grinding Certification. 2. 80% of students earned both CNC lathe and CNC Mill NIMS certification. 3. 60% of students earned the certification.	1. Continue to Spend more time with students on the materials concerning these Certifications before the student takes the test. 2. 80% passed one and/or both CNC certifications. I will require one extra day in Machine shop lab. To give the student more hands-on time on both the CNC lathe and Mill to better prepare them for the Certification tests. 3. Since only 60% earned this certification. Students will need to spend more time on precision measurement equipment in lab work.	
Analysis/Use of Results					

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

Division	Program	Coordinator	Email	Academic Year
BEIT	Advanced Welding and Fabrication CSC	Jessee L Cole	Jessee.cole@sw.edu	2023-2024
Program Mission Statement				
The mission of the advanced welding and fabrication CSC at Southwest Virginia Community college is to prepare students for a safe and successful career in the welding and fabrication industry. Involving hands-on training, with a knowledge of industry standards, students will leave the program ready to be leaders in their chosen fields.				
Program Goals				
Goal 1- Ensure students will have the ability to follow welding procedures, along with (AWS) American society standards. Students will have hands on welding with GTAW (GAS Tungsten Arc Welding) process in the 3F vertical position.				
Goal 2- Provide training that simulates real world situations where students use fabrication tools and creating projects from written blueprints.				
Goal 3- Foster students on how to setup a MIG welder to complete aluminum GMAW welding process and in addition performing maintenance on a welder.				
Assessment Categories				
Outcome Sought	Measures	Success	Findings	Action Plans
To train students efficiently and effectively to weld in the vertical position for 3F aluminum in compliance with American welding society.	Percentage of students scoring 80% or higher on 3F GTAW exam in compliance with American Welding society standards.	80% of students score at 80% on the 3F GTAW Exam.	80% of students scored at 80% or higher on the 3F GTAW Exam.	Continue teaching GTAW in compliance within American welding society standards.
To Train students who can properly use fabrication tools. (Reading tape measures, reading blueprints, using c clamps, levels and squares, etc.)	Percentage of students earning NC3 LEEPS Fabrication 1 Certification.	Reaching for minimum of 80% will earn certification success rate.	85% of students earned NC3 LEEPS fabrication 1 certification.	Continue teaching NC3 LEEPS in compliance of NC3 standards.
To train students effectively to properly maintain and fix issues that occur with welding machines from wear and tear. (Changing drive roll wheels on	Percentage of students performing setup and maintenance on a MIG welder within Lincoln electrical setup and maintenance standards, to successfully complete a welding exam with the aluminum GMAW process within American Welding society standards.	80% of students earn 80 or higher on the MiG welder setup for the aluminum GMAW Process	80% of students scored at 80% or higher on the MIG welder setup for the aluminum GMAW	Continue teaching maintenance and GMAW process within American welding society standards.

MiG welders, replace electrode holders etc.)			Process.	
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Analysis/Use of Results

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

The success standard was met for all program goals, but faculty want to improve on this. Faculty will focus on areas that students struggled with and I will be increasing the success standard further. New goals based on findings have students work more in teams instead of independently on fabrication projects. Lesson plans which detail student-centered activities and how they are consistently implemented across lessons. Continue to teach NC3 LEEPS for certifications with Lincoln electric. Teaching to the AWS d1.1 Standard for AWS certification.

<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Outdoor Recreation/Adventure Tourism	Michael Brown	Michael.brown@sw.edu	Fall 2023	Spring 2024
Mission					
<p>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.</p> <p>Since entrepreneurs are the foundation of most industries, it is the mission of the Adventure Tourism program to prepare students to be small business owners in the adventure tourism industry. The program's focus on outdoor recreation activities develops students' understanding of the business aspects of adventure tourism and recreation. In addition, the program partners with community-based organizations to help students produce effective business plans to secure funding for their business ideas.</p>					
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 present a quality Leave No Trace (LNT) topic for Trainer's certification presentation.	Goal 1: RPK 140 - LNT Trainer certification presentation	Goal 1: 70% pass rate (Fall 2023)	We had 33% of the students to pass the capstone project on the development of a lesson plan and presenting a presentation on one of the seven principles of LNT.	Keep Format given by Leave No Trace Center of Outdoor Ethics. Change assignments leading to the project to improve success by students.	

Goal 2: Students will be given a scenario of comparison of different organizations in the industry in parks and leisure.	Goal 2: RPK 100 capstone project on evaluation the leisure issues between two organizations.	Goal 2: 70% pass rate (Fall 2023)	We had 33% of the students to pass the capstone project on the Baxter State Park vs. the Appalachian Trail.	Keep format of capstone projects. Develop new assignments that will help the students understand the process of report writing and other soft skills in communication.
Goal 3: Students will be given scenarios on interpretation techniques to develop a presentation using NAI model.	Goal 3: RPK125 capstone projects on interpretation techniques in a presentation for NAI certification.	Goal 3: 70 % pass rate (Spring 2023)	We had 100% of the students to pass the capstone project presentation for the NAI CIG certification.	Keep format of National Association for Interpretation with certified instructor trainer. Modify assignments leading to final presentation and certification process.

Analysis/Use of Results

Comments:

The Outdoor Recreation/Adventure Tourism program didn't have the desired number student signed up to be part of the programs. 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 2024 and Spring 2025 semesters. The development changes to the program for the next year are being made with recruitment options available. The program will be using program changes with the development and recruitment into the Environmental Management and Recreation Ecology program for the next following year.

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.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
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Business, Engineering, and Industrial Technology	Automotive Diagnostic and Repair CSC – Advanced Automotive Technology CSC	Anthony Blevins	Anthony.blevins@sw.edu	2023-2024
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Program Mission Statement

The mission of the Automotive Diagnostics program at Southwest Virginia Community College is to provide a 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.

Program Goals

Goal 1: Learn and demonstrate knowledge of lab safety concepts and practices for an automotive technology lab.

Goal 2: Illustrate knowledge of knowledge of torque theory, and experience in wrench selection and torque applications that enable technicians to be productive, efficient, and safe when using torque instruments.

Goal 3: Demonstrate knowledge of automotive brakes troubleshooting and repair.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
19. Demonstrate knowledge of automotive lab safety.	Percentage of students earn certifications: OSHA 10 General Industrial and NC3 3M Personal Protection Equipment	95% of students earn OSHA 10 General Industry and NC3 3M Personal Protection Equipment (PPE) certifications.	100% of enrolled students in AUT 100 Fall 2024 earned OSHA 10 100% of enrolled students in AUT 100 Fall 2024 earned NC3 3M PPE Certification	Continue to require OSHA 10 and NC3 3M PPE certifications as part of the curriculum (AUT 100) and to continuously reinforce that automotive lab safety is always a priority.
20. Illustrate knowledge of torque applications.	Percentage of students that earn the NC3 Snap-On Torque Applications and Procedures	95% of students earn the NC3 Snap-On Torque Applications and Procedures Certification.	100% of students that attempted the NC3 Snap-On Torque Applications and Procedures certification earned the credential. At the time of the reporting, one student had not attempted the certification.	Continue to include in the curriculum and stress the benefit and value of earning the credential. For next year, focus on another core skill.
21. Demonstrate knowledge of automotive brake servicing.	Percentage of Students that earn the Automotive Service Excellence Entry-Level Brakes Certification	90% of students earn the ASE Entry-level Brakes Certification	100% of the students that attempted the ASE Entry-level Brakes certification earned the credential. At the time of the reporting, one student had not attempted any of ASE certification tests.	Continue the curriculum making improvements based on testing concepts where students struggled. Stress the benefit of earnings ASE credentials if students are interested in working in the industry as an Automotive Technician.

Analysis/Use of Results

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

The combination of hands-on experiential instruction and online presentations for the certifications continues to be an effective way to cover the certification concepts. Earning nationally recognized third-party credentials continues to be a highly desired outcome by students and employer partners. Students working through the automotive technology programs have the opportunity to earn 30+ credentials, covering core skills needed to be successful in the industry as an automotive technician.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT Division	Bookkeeping CSC	Margaret Dye	Margaret.dye@sw.edu	2023-2024

Program Mission Statement

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.

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.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
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.	Of the 5 Bookkeeping majors in ACC 211 during fall 2023 and spring 2024, 3 students (60%) passed the comprehensive problem with a grade of "C" or better	Extra resources will be added to the first four modules of ACC 211 to reinforce the basic accounting cycle concepts. Additional Zoom sessions will be offered during those modules to answer questions and complete practice accounting cycle problems to reinforce the basic concepts.
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.		Continue to assess knowledge of AICPA Code of Professional Conduct as a key part of the accounting profession.
Students will demonstrate use of Excel formulas needed in business.	Use a comprehensive capstone project from ITE 140 Spreadsheet Software completed by Bookkeeping majors during the fall and spring.	85% of the students will complete the Excel capstone project with a grade of "C" or better.	Two Bookkeeping students were enrolled in ITE 140 during fall 2023 and spring 2024. Of those two, one person (50%) passed the capstone with a "C" or better.	Continue assessing Excel skills using a comprehensive project/problem from ITE 140 in the fall and spring semesters

Analysis/Use of Results

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

Accounting cycle comprehensive cycle problem results were lower this year compared to last year. A change in the textbook from the prior year changed some of the resources available to students. Extra resources, along with extra Zoom sessions for tutoring, will be placed in the first four modules of the fall 2024 and spring 2025 class. Assessment will be completed again next year, looking for better completion rates with added resources.

Southwest Virginia Community College Program Assessment 2023-2024					
<i>Division</i>	<i>Program</i>	<i>Coordinator</i>	<i>Email</i>	<i>Beginning Term</i>	<i>Ending Term</i>
BEIT	Precision Machining, CNC and Machine Operations	Steven Lee Olinger	steven.olinger@sw.edu	Fall 2023	Spring 2024
Precision Machining program provides workforce readiness skills for a career in advanced manufacturing and/or manual. The curriculum is based on the standards of National Institute for Metalworking Skills, Inc. with the opportunity to earn Level I industry credentials for manual and CNC (Computer Numerical Control). Upon completion of this program, students will be able to enter or advance in such fields as Machine Operator (CNC or conventional), machinist, CNC setup technician, and CNC programmer.					
Annual Program Goals					
Apply fundamental and basic 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.					
Precision measurement opportunity for student engagement in machining.					

Outcomes Assessment

Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>1. Manual machining skills and jobs skills.</p> <p>2. Basic operator CNC (Computer Numerical Control) skills.</p> <p>3. Use precision machining instrument to obtain accurate measurement with a caliper.</p>	<p>1. The percentage of students earning certification (drill press)</p> <p>2. The percentage of students earning CNC certification (NIMS) National Institute for Metalworking skills Certifications.</p> <p>3. The percentage of students earning the National Coalition Centers (Starrett and Snap-on Slide Caliper Precision Measurement Instruments Certification</p>	<p>1. 70% of students will earn (NIMS) National Institute for Metalworking skills Drill Press Certification.</p> <p>2. 60% will earn at least one certification.</p> <p>3. 70% of students will earned the certification.</p>	<p>1. Only 40% earned the drill press Certification.</p> <p>2. 60% earned the both CNC lathe and CNC mill (NIMS) National Institute for Metalworking skills Certification.</p> <p>3. 100% earned the National Coalition Centers (Starrett and Snap-on Slide Caliper Precision Measurement Instruments Certification</p>	<p>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 drill press.</p> <p>2. I will required one extra day in Machine shop lab. To give the student more hands-on time on both the CNC lathe and CNC Mill to better prepare them for the Certification tests.</p> <p>3. Review exam for possible modifications to the lesson with precision machining instrument.</p>

Analysis/Use of Results

It appears that the largest issue here is that some students tend to not earned the drill press certification due to redo the machining drill press project more then once do to the very tight tolerances on the print but to increase the student’s skill level and success rate on the hands-on portion of the certification test, we will schedule additional lab time, provide a mechanism for remediation/tutoring on difficult to understand concepts and practices, and work with each student individually on the develop of career goals to ensure they have the appropriate skills upon completion.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT	Cybersecurity (CSC); Cybersecurity & Network Fundamentals (CSC)	Crystal Dye	Crystal.dye@sw.edu	2023-2024

Program Mission Statement

The Career Studies Certificate in Cybersecurity program provides the student participants with the academic skills required to begin an entry-level position in the field of information technology, 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

1. To adequately prepare students to secure a computer with security tools.
2. To adequately prepare students to use command-line tools related to Windows computer settings.
3. To prepare students, on an entry level, to identify and recognize cyber-attacks.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
22. Students will understand how to secure a computer workstation.	Students will be assessed by completing the ITN106 Lab Assignment 16.1 – Securing a Workstation lab.	80% of students will earn an 85% or higher on the lab activity.	For the Fall 2023 term, 24 students were enrolled in the course. In this course, 10 students were enrolled specifically in the Cybersecurity or Cybersecurity & Networking Fundamentals Certificate programs. 80% (8/10) completed the assignment with a score of 85% or higher. In Spring 2024, 23 students were enrolled. In the spring 7 students were enrolled specifically in these programs and 57% (4 of 7) completed the assignment with a score of 85% or higher. For the Fall 2023/Spring 2024 total completion: 12/17 (71%) completed the activity with a score of 85% or higher.	The 2023-2024 assessment of this activity created a 71% baseline to evaluate term to term going forward with a goal of 80%.
23. Students will demonstrate ability to use Command-Line Tools.	Students will be assessed by completing the ITN111 Lab Simulation Assignment 1-1 – Using the Command Prompt to Perform Networking Tasks lab.	80% of students will earn an 85% or higher on the lab activity.	For Fall 2023, 3 Cybersecurity and/or Cybersecurity and Computer Networking Career Study certificate programs students were enrolled in the course. The course had a total course enrollment of 20 students. 100% (3 of 3) completed the assignment with a score of 85% or higher. In the Spring 2024 term, 5 cyber area students enrolled and 100% (5 of 5) completed the assignment with a score of 85% or higher. The spring course had a total enrollment of 10 students. For	Continue offering the assignment in the upcoming Fall 2024 term. The assignment is great introduction to using Command-Line tools.

			the Fall 2023/Spring 2024 total completion: 8/8 (100%) completed the activity with a score of 85% or higher.	
24. Students will demonstrate ability to identify different types of cyber-attacks.	Students will complete the ITN260: Live Virtual Machine Lab 3.1 assignment and identify the different types of cyber attacks.	80% of students will earn an 85% or higher on the lab assignment.	For the Fall 2023 course, 3 Cybersecurity and/or Cybersecurity Computer Networking Certificate students were enrolled in this course. 3 (100%) completed the assignment with a score of 85% or higher. In the Spring 2024 term, 12 Cybersecurity and/or Cybersecurity Computer Networking Certificate students were enrolled in the course and 8 (67%) completed the assignment with a score of 85% or higher. For the Fall 2023/Spring 2024 total completion: 11/15 (73%) completed the activity with a score of 85% or higher.	Continue with the assignment in the Fall 2024 term. Increase the student attempts from 1 to 3 so students can redo for additional practice with feedback.

Analysis/Use of Results

Comments (Goals tied to other unit activities, anticipate new goal based on findings.) Please see below and the *Action Plans* column.

Outcome #1 Notes: The 2023-2024 assessment of this activity created a 71% baseline to evaluate term to term going forward with a goal of 80%. The course is offered in the fall and spring terms and allows continued assessment.

Outcome #2 Notes: The ITN111 course is offered in several programs of study including the Information Systems Technology Associates Degree of Applied Science, the Cybersecurity and Cybersecurity and Networking Fundamentals Career Study Certificate programs. Data included in the above assessment includes only students enrolled in the Cybersecurity and/or Cybersecurity and Networking Fundamentals Career Studies Certificate programs.

Outcome #3 Notes: The ITN260 course is offered in several programs of study including the Information Systems Technology Associates of Applied Science Degree, Cybersecurity Career Study Certificate, and Cybersecurity and Networking Fundamentals Certificate. In some cases, students enrolled in this course are completing the requirement for two programs. For this program assessment, the highlighted students below have been included in the above assessment. For transparency, the course data has been included below:

Fall 2023

Course Detail by Program	Enrolled	Completed Activity	Scored 85% or higher
Information Systems Technology / Advanced Emergency Medical Tec.	1	1	0
Cybersecurity (enrolled in one program of study)	2	2	2
Information Systems Technology (enrolled in one program of study)	6	6	4
Cybersecurity / Information Systems Technology	1	1	1

Spring 2024

Course Detail by Program	Enrolled	Completed Activity	Scored 85% or higher
Cybersecurity (enrolled in one program of study)	5	5	4
Cybersecurity / Information Systems Technology	6	6	4
Cybersecurity & Networking Fundamentals (enrolled in one program of study)	1	0	0
Information Systems Technology / Engineering	1	1	0
Information Systems Technology	5	5	4
General Studies	1	0	0

Academic Program Assessment: Southwest Virginia Community College

Division	Program	Coordinator	Email	Academic Year
Arts & Sciences	Geographic Information Systems (CSC)	Kevin Stilwell	Kevin.stilwell@sw.edu	2023-2024

Program Mission Statement

The Mission of the career studies certificate in Geographic Information Systems (GIS) is to prepare students with basic GIS skills for entry level GIS positions in the workforce or to transfer to a four-year institution to complete a B.S. degree in Geographic Information Science or in a field that required the application of desktop or web GIS skills. Preparation involves educating students in the components and principles of GIS, and provide hands-on experience with ArcGIS Pro and ArcGIS Online and the management and manipulation of data, spatial analysis, problem solving and the role of GIS in informed decision making.

Program Goals

Goal 1 Students will demonstrate skills to open, create, and save projects and complete tasks such as querying spatial and non-spatial data and determining relationships by utilizing ArcGIS Online and ArcGIS Pro.

Goal 2 Students will demonstrate the ability to use ArcGIS Online and ArcGIS Pro to create maps of spatial and non-spatial data.

Goal 3 Students enrolled in and who successfully complete GIS 200 will enroll in GIS 201

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
<p>Goal 1: Students will demonstrate basic GIS skills in creating, opening, and saving GIS projects in ArcGIS Online and ArcGIS Pro to complete various tasks, including, but not limited to querying a large dataset.</p>	<p>Goal 1: Students are required to complete multiple graded assignments which require the opening, creation, and saving of projects and multiple assignments require querying data.</p>	<p>Goal 1: At least 80% of students successfully demonstrate these skills.</p>	<p>Goal 1: 83% of the students demonstrated proficiency</p>	<p>Goal 1: Continue to emphasize the importance of data manipulation and querying to improve the outcome in the future.</p>
<p>Goal 2: Students will use ArcGIS Online and ArcGIS Pro to demonstrate their ability to apply principles of cartography in mapping data</p>	<p>Goal 2: Students are graded on their ability to create maps of spatial and non-spatial data in ArcGIS Online and in ArcGIS Pro.</p>	<p>Goal 2: At least 80 % of students use standard principles of cartography to generate maps of data.</p>	<p>Goal 2: 83% of the students demonstrated proficiency in mapping data in both ArcGIS Online and ArcGIS Pro.</p>	<p>Goal 2: Reinforce the principles of cartography throughout the program to enhance the delivery of information via GIS.</p>
<p>Goal 3: Successful GIS 200 students will increasingly advance to the next course (GIS 201) in the program</p>	<p>Goal 3: Students are enrolled in GIS 201 in the next semester after completing GIS 200</p>	<p>Goal 3: There will be an increase in the number of students enrolled in GIS 201</p>	<p>Goal 3: 25% of the successful GIS 200 students enrolled in GIS 201.</p>	<p>Goal 3: Promotion of Program through continued active recruitment and awareness of the extensive use of GIS in business, government, conservation / environment and industry.</p>

Analysis/Use of Results

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

There will be a continuation of a recruitment campaign first implemented in the summer of 2022. The campaign includes an extensive outreach via e-mail to local and regional stakeholders to publicize the GIS program at SWCC. Students focusing on civil engineering in the SWCC engineering program are encouraged to enroll in GIS 200 as an elective. Students in the SWCC Science program with an interest in ecology, forestry, biology, and environmental science are also encouraged to enroll in GIS as an elective. GIS 200 is now an elective in the CADD program and eligible for G3 funding.

**Academic Program Assessment
Southwest Virginia Community College**

Division	Program	Coordinator	Email	Academic Year
BEIT Division	Medical Coding CSC	Margaret Dye	Margaret.dye@sw.edu	2023-2024

Program Mission Statement

The mission of the Medical Coding Career Studies Certificate (CSC) 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.

Program Goals

Goal 1: To graduate students who demonstrate basic computer literacy 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.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
25. Students will demonstrate knowledge of basic computer literacy.	Use a basic computer literacy quiz administered in SDV 101 for spring semester.	80% of the students will complete the basic computer literacy quiz with a grade of "C" or better.	The basic computer literacy quiz was not incorporated into the fall 2023 and spring 2024 SDV 101 for Business and IT. This quiz will be incorporated into the fall 2024 and spring 2025 classes.	Computer literacy quiz will be developed and incorporated in the fall 2023 semester for both sections of SDV 101 Orientation to Business & IT. This quiz will be administered during the technology portion of the course.
26. 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.	Data not available at this time.	Action plan will submitted when data is available.
27. Students will demonstrate knowledge of correct ICD-10-CM,	Use a comprehensive medical coding exam	All students will complete the comprehensive exam with a score	Data not available at this time.	Action plan will be submitted when data is available.

CPT, and HCPCS II coding procedures applied in medical facilities.	given at the end of the spring semester to all HIT 253/254 students.	of 70 or better, which is the score required to become a certified medical coder through American Academy of Professional Coders (AAPC).		
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Analysis/Use of Results

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

Beginning Fall 2023, Medical Coding students began taking ITE 152 instead of ITE 102. In order to evaluate the students' knowledge of basic computer skills, a plan was put into place to work with ITE and EMR instructors in identifying a comprehensive problem from ITE 152, HIIM 150, or HIM 231. Due to changes in ITE 152, a comprehensive problem was not available during this academic year. SDV 101 Orientation to Business & IT will be identified in the Fall 2023 semester as a way to administer a basic digital literacy quiz. Advisor will update analysis and action plans when final comprehensive exams are completed.

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Pharmacy Technician - CSC	Sharon Stiltner	sharon.stiltner@sw.edu	2023-2024

Program Mission Statement

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: Pharmacy technician students will demonstrate knowledge of pharmacy laws, and regulations.

Goal 2: Pharmacy technician students will demonstrate the ability to perform mathematical calculations essential to the duties of a pharmacy technician.

Goal 3: Pharmacy technician students will demonstrate the ability to process and handle medications and medication orders.

Assessment Categories

Outcome Sought	Measures	Success Standard	Findings	Action Plans
Pharmacy technician students will demonstrate knowledge of pharmacy laws and regulations. by scoring greater than 80% on exam one in HLT 261.	Scoring 80% or higher on the exam one in HLT 261 during the 2234 academic term.	80% of pharmacy technician students enrolled in HLT 261 during the 2234 academic term will score 80% or higher on the exam one.	Pharmacy Technician Students did score 80% or higher on all exams.	To continue with the study guides that are developed using the NHA course content. Pulling out key concepts to ensure the learning process.
Pharmacy technician students will demonstrate the ability to perform mathematical calculations essential to the duties of a pharmacy technician by scoring 80% or higher on PharmaSeer Math quizzes 1-5.	Scoring greater than 80% on PharmaSeer Math Quizzes 1-5 in HLT 261 and 262 during the 2234 academic term.	80% of pharmacy technician students enrolled in HLT 261 and 262 during the 2234 academic term will score 80% or higher on PharmaSeer Math Quizzes 1-5.	Pharmacy Technician Students did score 80% and higher on Pharmaseer Math quizzes and all course packets that were presented.	To continue with developing math packets which contain elements of learning that were derived from the NHA course content. Adding materials for study guides and homework assignments that cover the different aspects of formulas, medication dosing, compounding and admixtures for properly calculating patient dosages.
Pharmacy technician students will demonstrate the ability to process and	Scoring 3 or greater on the 'Clinical Rotation	80% of pharmacy technician students enrolled in HLT 290	Pharmacy Technician Students did score a 3 or	To continue with the two different clinical environments, having both

<p>handle medications and medication orders by receiving a rating of 3 or greater on their clinical rotation student evaluation.</p>	<p>Student Evaluation' rubric in HLT 290 during the 2242 academic term.</p>	<p>during the 2242 academic term will receive a rating of 3 or greater on their clinical rotation student evaluation.</p>	<p>greater on completion of their Clinical Rotation Evaluation and exceeded expectations of professionalism in their environments. They were permitted the hands-on experience of filling, stocking and processing prescriptions in their clinical environments.</p>	<p>retail and hospital settings for their clinical rotations. Moving forward to implement hands on billing, receiving and compounding for the student experience.</p>
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Analysis/Use of Results

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

The students were not permitted to use hands-on training in the patient input, billing and compounding aspects of the clinical experiential rotations. Moving forward, I would like to incorporate these aspects of learning in their process and add these capabilities in our laboratory.

Division	Program	Coordinator	Email	Academic Year
Health Technologies	Phlebotomy - CSC	Clint Pinion	clint.pinion@sw.edu	2023-2024

The mission of the SWCC phlebotomy program is to 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: Phlebotomy students will demonstrate a basic knowledge of infection control and safety measures for collecting blood and other specimens for medical laboratory analysis.

Goal 2: Phlebotomy students will demonstrate the ability to use venipuncture procedures to collect blood specimens.

Goal 3: Phlebotomy students will demonstrate basic knowledge of the seven ethical principles of the phlebotomy profession.

Outcome Sought	Measures	Success Standard	Findings	Action Plans
1. Phlebotomy students will demonstrate a basic knowledge of infection control and safety measures for collecting blood and other specimens for medical laboratory analysis by scoring greater than 80% on the chapter two quiz in MDL 105.	Scoring 80% or higher on the Chapter Two Quiz in MDL 105 during the 2234 academic term.	80% of phlebotomy students enrolled in MDL 105 during the 2234 academic term will score 80% or higher on the chapter two quiz.	85	None
2. Phlebotomy students will demonstrate the ability to use venipuncture procedures to collect blood specimens by receiving a passing score of 90% on their clinical evaluation.	Scoring 90% or higher on the 'Clinical Evaluation' tool in MDL 190 during the 2242 academic term.	80% of phlebotomy students enrolled in MDL 190 during the 2242 academic term will score 90% or higher on the clinical evaluation tool.	98	None
3. Phlebotomy students will demonstrate basic knowledge of the seven ethical principles of the phlebotomy profession by scoring 80% or greater on the final exam in MDL 198.	Scoring 80% or higher on the Final Exam in MDL 198 during the 2242 academic term.	80% of phlebotomy students enrolled in MDL 198 during the 2242 academic term will score 80% or greater on final exam.	75	Review Lesson Reviews key important Practices

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

CASE Studies is Problem when Students ARE ABSENT
Verbal quizzes would be helpful

APPENDIX B

Assessment Status Matrix

SWCC PROGRAM ASSESSMENT MATRIX 2023-24

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Occupational Therapy Assistant AAS	HT	A. Looney	X	X	X	X	X	X	X	X	X	X
Emergency Medical Services, Basic EMT Skills CSC, INT to Paramedic CSC, Adv EMT CSC, EMT+ CSC	HT	B. Akers	X	X	X	X	X	PENDING X	X	NONE	X	X
Radiography AAS	HT	D. Corns	X	X	X	X	X	X	X	X	X	X
Computed Tomography CSC	HT	D. Corns	X	X	X	X	X	X	X	NONE	X	X
Practical Nursing Cert	HT	L. Cline	X	X	X	X	X	X	X	NONE	X	X
Nursing AAS	HT	N. Beavers	X	X	X	X	X	X	X	X	X	X
Health Sciences Cert	HT	C. Pinion	X	X	X	X	X	X	X	X	X	X
Pharmacy Tech	HT	S. Stiltner	X	X	X	X	X	X	X	X	X	X
Phlebotomy CSC	HT	C. Pinion	X	X	X	X	X	X	X	X	X	X
Mental Health AAS, Human Services Cert, Human Services Specialization Substance Abuse AAS, Substance Abuse Counselor Cert, Human ServiceTechnology CSC	A&S	S. Helmadollar	X	X	X	X	X	X	X	X	X	X
Education AS	A&S	K. Austin	X	X	X	X	X	X	X	X	X	X
Science AS	A&S	A. Lockhart	X	X	X	X	X	X	X	NONE	X	X
Pre-Med (Science spec.) AS, Advanced Studies in Science CSC	A&S	G. Householder	X	X	X	X	X	X	X	NONE	X	X
General Studies AS	A&S	H. Hensley	X	X	X	X	X	X	X	X	X	X

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Criminal Justice AAS and Law Enforcement Cert	A&S	J. Stinson	X	X	X	X	X	X	X	X	X	X
Crime Scene Technology CSC	A&S	J. Stinson	ON HOLD									
Liberal Arts Music AA Advanced Studies in Music CSC	A&S	J. Trivette	X	X	X	X	X	X	X	NONE	X	X
Early Childhood Development AAS, Early Childhood Education CSC, Infant Toddler CSC	A&S	K. Austin	X	X	X	X	X	X	X	X	X	X
Liberal Arts Fine Arts AA	A&S	M. Gilbert	X	X	X	X	X	X	X	X	X	X
Agribusiness AS Agribusiness CSC	A&S	R. Dorkoski	X	X	X	X	X	X	X	NONE	X	X
Liberal Arts Appalachian Studies App Studies CSC	A&S	A. Vance	X	X	X	X	X	X	X	NONE	X	X
Culinary Arts AAS;Introduction to Food Service CSC	A&S	S. Gilbert	X	X	X	X	X	X	X	NONE	X	X
Geographic Information Systems CSC	A&S	Stilwell						X	X	X	X	X
Social Science AS	A&S	J. Richardson	X	X	X	X		X	X	X	X	X
Environmental Mgmt and Recreational Ecology AAS	BEIT	J Dye	X	X	X	X	X	X	X	X	X	X
Welding Diploma, CSC Welding, CSC Semi Automated Welding, CSC Welding Fundamentals, Manufacturing Fab CSC	BEIT	A. Martin	X	X	X	X	X	X	X	X	X	X

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Advanced Welding and Fabrication CSC	BEIT	J. Cole	X	X	X	X	X	X	X	X	X	X
Engineering AS, Pre Engineering CSC	BEIT	B. Hale	X	X	X	X	X	X	X	X	X	X
Information Systems Technology AAS, Computer Repair Technician CSC, Information Technology and Business Fundamentals CSC	BEIT	C. Dye	X	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	X
Electrical Electronics Technology AAS; Electrical Installation CSC; Renewable Energy and Efficiency CSC	BEIT	J. Godsey S. Olinger	X	X	X	X	X	X	X	X	X	X
Advanced Manufacturing AAS; Mechatronics CSC; Industrial Maintenance CSC	BEIT	J. Godsey	X	X	X	X	X	X	X	X	X	X
Business and Technology AAS	BEIT	J. Rowell	X	X	X	X	X	X	X	X	X	X
Legal Studies Cert	BEIT	J. Rowell	X	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	NONE	X	X
Adventure Tourism CSC; Outdoor Recreation CSC; Guide Essentials, Outdoor Interpretation and Education CSC	BEIT	M. Brown	X	X	X	X	X	X	X	X	X	X

Program	Division	Coordinator	Mission	Goals	Outcomes	Measures	Standards	Findings	Action Plans	Analysis/Use of Results	Reviewed by DEAN, VP, IRO	Committee Review
Business Administration AS	BEIT	M. Dye	X	X	X	X	X	X	X	X	X	X
Medical Coding CSC	BEIT	M. Dye	X	X	X	X	X	X	X	X	X	X
Leadership and Entrepreneurship CSC	BEIT	M. Dye	X	X	X	X	X	X	X	X	X	X
Bookkeeping CSC	BEIT	M. Dye	X	X	X	X	X	X	X	X	X	X
Accounting AAS	BEIT	M. Dye	X	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	X
Precision Machining CSC; CNC & Machine Operations CSC	BEIT	S. Olinger	X	X	X	X	X	X	X	X	X	X
Advanced Precision Machining CSC	BEIT	S. Olinger	X	X	X	X	X	X	X	X	X	X
Electricity Fundamentals CSC	BEIT	NEW										
Hybrid and Electric Vehicle Technology CSC	BEIT	NEW										
Automotive Diagnostic and Repair CSC; Adv Automotive Technology CSC	BEIT	A. Blevins	X	X	X	X	X	X	X	X	X	X
Recreational Ecology CSC (New awaiting Program approval)	BEIT	NEW										
CAM and CADD Fundamentals CSC	BEIT	Inactive										

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

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

Question 3—Assessment Methods	Score	Feedback on Assessment Methods
<p>Are the assessment methods appropriate for the learning outcomes?</p> <ul style="list-style-type: none"> • Not Present (0)—Assessment methods do not measure learning outcomes. Provides unclear instructions, expectations, or details—no rubrics included. • Needs Improvement (1)—Very few assessment methods measure learning outcomes. Very few provide clear instructions, expectations, or details—no rubrics included. • Meets Requirements (2)—Most assessment methods measure learning outcomes. Most provide clear instructions, expectations, or details—rudimentary rubric included, if appropriate. • Above Average (3)—All assessment methods measure learning outcomes, but are not clearly appropriate. All provide somewhat clear instructions, expectations, or details—rubric included, if appropriate. • Exceptional (4)—All assessment methods clearly measure learning outcomes. All provide clear instructions, expectations, and details—strong rubric included, if appropriate. 		
Question 4—Data Analysis	Score	Feedback on Data Analysis
<p>What is the relative quality of the data analysis?</p> <ul style="list-style-type: none"> • Not Present (0)—Criteria not met—lacking review, evaluation, or conclusion. • Needs Improvement (1)—Missing at least one criteria. • Meets Requirements (2)—includes review, evaluation, and conclusion, but components are unclear. • Above Average (3)—All criteria included—most components are clear and well-written. • Exceptional (4)—Includes review, evaluation, and conclusion—each component is clear and well-written. 		

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

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

APPENDIX D

HEADCOUNT BY PROGRAM, ETHNICITY, GENDER, AND LOAD

	Total	Ethnicity					Gender			Load	
		Asian	Black or African American	Hispanic	Other	White	Female	Male	Unknown	Full Time	Part Time
		Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Academic Plan and Specializations											
Accounting 203-01	18				1	17	15	3		8	10
Administration Of Justice 400-01	24				1	23	15	9		10	14
Advanced Automotive Technology 221-909-70	3				1	2		3		2	1
Advanced Manufacturing 718-03	2				1	1		2			2
Advanced Precision Machining 221-883-14	2					2		2		2	
Advanced Studies in Music 221-560-10	1					1		1			1
Advanced Studies in Science 221-190-01	11					11	6	5		3	8
Advanced Welding and Fabrication 221-995-02	3					3		3		3	
Agribusiness 221-335-30	6					6	4	2		1	5
Agribusiness/General Studies 697-07	3					3	2	1		3	
Appalachian Studies/Gen Studie 697-08	1					1	1				1
Automotive Diagnostics and Repair 221-909-01	5					5		5		3	2
Bookkeeping 221-212-03	9				1	8	8	1		2	7
Business Administration 213	51		8	2	3	38	14	37		29	22
Business Administration 216-01	30			2	1	27	15	15		12	18
Business And Technology 298-01	3					3	1	2		1	2
Business Management 212-01	57		2	2	2	51	34	23		26	31
Criminal Justice 456	23				1	22	9	14		9	14
Culinary Arts 242-01	16		1		1	14	8	8		8	8
Cybersecurity 221-732-15	24	1	2	2	1	18	4	20		10	14
Cybersecurity and Networking Fundamentals 221-732-08	1					1		1			1
EMT - Intermediate to Paramedic 221-146-05	2					2		2		1	1
	Total	Ethnicity					Gender			Load	

	Students	Asian	Black or African American	Hispanic	Other	White	Female	Male	Unknown	Full Time	Part Time
		Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Academic Plan and Specializations											
Early Childhood Develop 636-03	108		4		3	101	104	4		34	74
Early Childhood Education 221-636-04	21					21	21				21
Early Childhood Infant and Toddler 221-636-05	51		1	1	2	47	51			1	50
Education 624-01	35					35	26	9		14	21
Education 625	48			2		46	35	13		18	30
Electrical 221-941-02	20	1			3	16		20		4	16
Electrical/Electronics 941-02	37			2		35	1	35	1	19	18
Emerg Med Tech Intern 221-146-03	2					2	1	1		2	
Emerg Medical Serv Techno 146-01	75	1			1	73	36	39		27	48
Emergency Medical Technician Plus 221-146-02	1					1	1				1
Engineering 831	29	1	2	3		23	7	22		22	7
Engineering 836-01	15					15	4	11		7	8
Envi Mgt & Recreational Ecolog 711-01	5					5	1	4		4	1
Fine Arts/Genl Stud 697-02	5				1	4	3	2		1	4
General Studies 697	149		7	3	8	131	78	71		41	108
General Studies 699	137	1	9	6	12	109	82	54	1	75	62
Geographic Information Systems 221-719-71	4					4	3	1		2	2
Geology & Environmental Scienc 881-02	2					2	1	1			2
Health Science Tech 190-06	357	1	10	5	7	334	310	46	1	105	252
Heat/Vent & Air Condition 903-01	17		2		1	14		17		8	9
Heating,Ventilation & Air Cond 221-903-10	9			1	1	7	2	6	1	4	5
Hs Student Combination 043	19				2	17	12	6	1	6	13
Hs Student Dual Credit 041	710	6	19	12	27	646	411	296	3	57	653
Hs Student Joint Enroll 042	7					7	4	3		1	6
Human Service Certificate 469-01											14
	16		2			14	16			2	
Total		Ethnicity					Gender			Load	

	Students	Asian	Black or African American	Hispanic	Other	White	Female	Male	Unknown	Full Time	Part Time
		Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Academic Plan and Specializations											
Information Systems Tech 299-01	61		1	1	3	56	11	50		35	26
Information Technology & Business Fundamentals 221-2	2					2	1	1		2	
Law Enforcement 463-01	1					1		1		1	
Leadership and Entrepreneurship 221-212-13	1					1		1			1
Legal Studies 261-01	4					4	4				4
Lib. Arts Appalachian Studies 648-03	1					1		1			1
Liberal Arts 648	3					3	2	1		1	2
Liberal Arts Fine Arts 648-01	13				2	11	8	4	1	10	3
Liberal Arts Music 648-02	4		1			3	1	3		3	1
Management Specialist 221-212-19	1					1		1			1
Mechatronics 221-736-01	2					2		2			2
Medical Coding 221-152-02	54			1	1	52	52	2		13	41
Mental Health Degree 480-01	57		4	3	2	48	50	7		21	36
Music 697-05	9		2			7	4	5		4	5
Nursing 156-01	79	1	1		3	74	63	16		32	47
Occupational Therapy Assistant 126-01	29	1				28	26	3		17	12
Outdoor Recreation 221-460-35	1					1		1		1	
Personal Satisfaction 024	174	10	16	11	10	127	125	49		2	172
Pharmacy Technician 221-190-08	13	1				12	13			3	10
Phlebotomy 221-151-02	14					14	13	1			14
Practical Nursing 157-01	47		2	1	3	41	42	5		17	30
Pre Teacher Education 624-02	18				1	17	14	4		7	11
Pre-Engineering 221-831-01	7					7	2	5		4	3
Precision Machining 221-883-10	9				1	8	2	7		5	4
Psychology-General Studies 697-03											31
	51		2	1		48	37	12	2	20	
	Total	Ethnicity					Gender			Load	

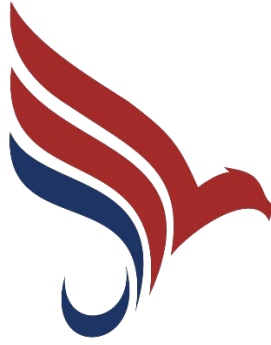
	Students	Asian	Black or African American	Hispanic	Other	White	Female	Male	Unknown	Full Time	Part Time
		Students	Students	Students	Students	Students	Students	Students	Students	Students	Students
Academic Plan and Specializations											
Radiography 172-01	25			1	1	23	18	7		14	11
Renewable Energy and Energy Efficiency 221-706-40	2		1			1		2		1	1
Science - Agribusiness 880-02	3					3		3		2	1
Science 880	21	2	2	1	2	14	15	6		10	11
Science 881-01	14		1			13	8	6		4	10
Science Pre-Medical 880-01	55		2	2	4	47	33	22		34	21
Science Spec Pre Medical 881-03	39			1	1	37	25	14		7	32
Social Science 882	34			2	1	31	28	6		19	15
Software Engineering 836-02	2		1			1		2		1	1
Substance Abuse 480-04	31		3			28	28	3		13	18
Substance Abuse Counselor 403-01	10		1			9	8	2		2	8
Transient Student 025	102	11	14	4	11	62	65	35	2		102
Welding 221-995-01	18				2	16	1	17		3	15
Welding Fundamentals 221-995-00	1					1		1			1
Welding/Diploma 707-01	16				1	15		16		6	10
Total	3,202	38	123	72	131	2,838	2,045	1,144	13	901	2,301

APPENDIX E

CREDITS AND ANNUAL FTE BY SUBJECT

Subject			Program Area					
			Career Techn		College Tran		Unclassified	
	Credits	FTES	Credits	FTES	Credits	FTES	Credits	FTES
ACC	500	17	297	10	177	6	26	1
ADJ	758	25	608	20	79	3	71	2
AGR	117	4	49	2	61	2	7	0
AIR	311	10	296	10	11	0	4	0
ARA	4	0	4	0				
ART	807	27	207	7	552	18	48	2
ASL	8	0	4	0	4	0		
AST	70	2	12	0	1	0	57	2
AUT	189	6	153	5	12	0	24	1
BIO	5,036	168	2,396	80	1,944	65	696	23
BLD	78	3	74	2	1	0	3	0
BUS	1,205	40	801	27	245	8	159	5
CHD	1,644	55	1,596	53	45	2	3	0
CHM	1,869	62	195	7	1,041	35	633	21
CSC	95	3	24	1	71	2		
CST	873	29	102	3	714	24	57	2
DAN	40	1	12	0	28	1		
DRF	48	2	8	0			40	1
ECO	477	16	105	4	351	12	21	1
EDE	279	9	162	5	117	4		
EDU	288	10	105	4	183	6		
EGR	264	9	10	0	239	8	15	1
ELE	503	17	472	16	19	1	12	0
EMS	1,424	47	1,358	45	66	2		
ENE	76	3	76	3				
ENG	5,202	173	1,542	51	1,983	66	1,677	56
ENV	136	5					136	5
ETR	203	7	163	5	10	0	30	1
FIN	3	0	3	0				
FOR	34	1	30	1			4	0
GEO	72	2	9	0	63	2		
GIS	27	1	19	1	8	0		
GOL	52	2	8	0	44	1		
HIM	240	8	225	7	15	1		
HIS	2,787	93	300	10	1,038	35	1,449	48
HIT	238	8	223	7	11	0	4	0
HLT	1,836	61	1,253	42	381	13	202	7
HMS	993	33	885	30	96	3	12	0
HRI	273	9	244	8	26	1	3	0
HUM	59	2	13	0	38	1	8	0
IND	92	3	90	3	2	0		
Subject			Program Area					

			Career Techn		College Tran		Unclassified	
	Credits	FTES	Credits	FTES	Credits	FTES	Credits	FTES
ITD	69	2	66	2	3	0		
ITE	1,546	52	853	28	496	17	197	7
ITN	888	30	720	24	12	0	156	5
ITP	111	4	108	4			3	0
LGL	24	1	24	1				
MAC	318	11	285	9	30	1	3	0
MDE	378	13	204	7	174	6		
MDL	90	3	84	3	6	0		
MEC	96	3	79	3	17	1		
MEN	315	10	291	10	24	1		
MKT	150	5	112	4	35	1	3	0
MTH	4,774	159	1,323	44	1,708	57	1,743	58
MUS	1,092	36	466	16	584	19	42	1
NAS	463	15	437	15	26	1		
NSG	1,599	53	1,502	50	97	3		
OCT	674	22	664	22	10	0		
PED	262	9	94	3	149	5	19	1
PHI	159	5	84	3	72	2	3	0
PHT	12	0	3	0	9	0		
PHY	744	25	76	3	348	12	320	11
PLS	795	27	12	0	45	2	738	25
PNE	1,146	38	1,101	37	45	2		
PSY	2,709	90	1,113	37	1,113	37	483	16
RAD	689	23	632	21	49	2	8	0
REL	318	11	165	5	153	5		
RPK	40	1	40	1				
SAF	134	4	130	4	4	0		
SDV	953	32	486	16	370	12	97	3
SOC	1,113	37	231	8	432	14	450	15
SPA	108	4	8	0	56	2	44	1
WEL	669	22	648	22	12	0	9	0
Total	51,648	1,722	26,174	872	15,755	525	9,719	324



Southwest

Virginia Community College

Inspire • Transform • Strengthen

Compiled by

Cathy Smith-Cox

Institutional Research Officer and Director of Assessment

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