



# West Virginia Northern Community College

## Academic Assessment of Student Learning and Institutional Effectiveness 2018

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## **Introduction**

West Virginia Northern Community College is a learning focused organization and is committed to improving student learning and institutional effectiveness. Assessment is an on-going process embedded in the curriculum as a natural part of teaching and learning. At Northern assessment begins on admission and culminates at the completion level (certificate, degree, or transfer point). Faculty assessment activities are coordinated and supported under the supervision of the Vice President of Academic Affairs, the Dean of Academic Affairs, and the Assessment Committee. Through faculty participation and administration support, the College has developed a culture of assessment that relies on the data-informed decision making process to make enhancements to academic programs and student services. Assessment practices are consistent with the Board of Governors Assessment Rule (Appendix A). Assessment is a critical component in establishing institutional effectiveness and achieving the college's mission.

## **WVNCC Mission**

West Virginia Northern Community College's mission is to educate and empower individuals to achieve academic and career goals, leading to a highly skilled, well-rounded, and accomplished workforce that successfully competes and adapts in a global economy.

The College responds to the needs of the region it serves by offering a high quality-learning environment that is accessible, safe, and accommodating while nurturing teamwork and community service.

## **WVNCC Vision**

West Virginia Northern Community College is recognized and admired for being a community of learners who model integrity, mutual respect, and a commitment to excellence. The College purposefully strives to:

- Empower students to be successful
- Achieve continued growth
- Be responsive and adaptive
- Value personal growth and development
- Be fiscally responsible
- Respect diversity
- Be entrepreneurial whether in the classroom or online, and
- Enhance partnerships and community service

## Assessment Committee Membership

Name	Division / Service Center	Role
Larry Brown	Applied Technology	Faculty
C J Farnsworth	Academic Support Center	
Darcey Ferrell	Liberal Arts, Communication and Sciences	Faculty
Ben Fulton	Liberal Arts, Communication and Sciences	Faculty
Jennifer Lantz	Faculty	Faculty
Stephen Ledergerber	Applied Technology	Faculty
Dr. Jill Loveless	Vice President for Academic Affairs	Ex. Officio
Cierra Parr		Student
Delilah Ryan	Liberal Arts, Communication and Sciences	Faculty
Dr. Pam Sharma	Interim Vice President of Institutional Effectiveness/Dean of Academic Affairs	Committee Chair
Charleen Stokes	Business and Public Services	Faculty
Larry Tackett	Vice President for Workforce Development	Ex. Officio

**Goal:** Goal of the Assessment Plan is to have a well-defined continuous assessment process that leads to enhanced student learning, improved instruction and curriculum, and institutional effectiveness.

## **Principles for Assessment of Student Learning**

Student learning improves when faculty and students can identify what students are to learn, how they are to learn, and how they will know that they have indeed learned it. Effective assessment formalizes this knowledge. To be effective, assessment of student learning must be a part of the institution's mission. To ensure institution-wide acceptance and participation, Northern subscribes to the following principles to guide the assessment of student learning:

- Assessment shall flow from the mission and vision.
- Assessment shall improve learning from admission to completion level.
- Assessment shall not be punitive to students, faculty or staff.
- Assessment shall be designed and implemented by the faculty.
- Assessment shall involve multiple measures in multiple contexts to create a composite picture of student learning.
- Assessment results shall be distributed institution wide.
- Assessment results shall be used to improve student learning by improving courses, programs, and institutional support services in a recurring cycle.
- The assessment resources including the plan shall be evaluated for continuous improvement.

## **Theory and Model for Student as a Developing Learner**

Assessment of student learning involves constructing a picture of the students at three points: admission, during enrollment, and after graduation with a focus on the student as a “developing learner”. It starts with collecting the data on: what do they know, what is available when they come to Northern, what they can learn here, and what they can do with what they have learned after they have left the college. Collectively, the data allows informed discussion of educational processes, such as development of curriculum prerequisites, course sequencing; learning technologies - applications of technology in class work, and computer literacy and learning environments - promoting student readiness to learn, learning styles, and learning expectations. The model below illustrates the process at the three key points:



CCSSE Community College Survey of Student Engagement

## Students at Admission

To assess what students are ready to learn at Northern, the college has to know the level of their preparation. Although the College has an open door policy allowing anyone holding a high school diploma, or a GED to enroll, all students must take an admission test, either the ACT, SAT, ACCUPLACER, or COMPASS to determine their eligibility to enroll in college-level courses. If students score below a specified score, they are required to take supplemental courses, primarily in mathematics, reading, or writing with the college level courses. On their admission applications, students indicate their goals, such as the programs they are interested in, the degrees, if any, they are seeking, and their transfer plans. This information allows the appropriate personnel to collect entry data for students by program and/or certificate/degree. The final piece of information about the students at this point is the high school or previous college transcript. Information about courses are used to assess the need for an admission test. Some programs may require a specific test to be admitted to the program.

## Students during Enrollment

Assessment of student learning begins at the classroom level; however, institutional assessment is not about grading individual students or individual instructors. All assessment data is reported, analyzed, and applied independent of individuals and personalities. Assessment of student learning starts with well-defined learning outcomes and the method of measuring the extent to which the outcomes are met. Faculty adhere to the Master Course Guide (MCG) (**Appendix B**) which identify general education, course, and student learning outcomes that are common to all sections of the course regardless of the instructor, delivery format, or dual credit. MCGs are used to design the Course Syllabus (**Appendix C**) that describes learning activities, assessment methods, and instruments for assessing student learning. Formative assessments are used for the immediate feedback and summative assessments for assigning the final grade. Data on the student performance is collected and analyzed to assess the level the outcomes are met and to identify any gaps in student learning. Based on the gaps identified; strategies are developed to address gaps for improving student learning.

In addition to the Direct Methods, the College administers Indirect Methods such as institutionally designed survey such as the Student Satisfaction Survey to assess student

satisfaction with academic programs and services, and the national survey instrument, the Community College Survey of Student Engagement (CCSSE) survey to assess student learning and engagement. The college uses this instrument as a measure of student engagement, learning and satisfaction with services and the quality of academic offerings. Results are used to address identified gaps. The CCSSE survey results also provide comparison data from similar institution allowing the institution to use the information for establishing benchmarks to improve institutional effectiveness.

## **Students After Graduation**

A major component of education is to empower students to apply the knowledge they gain. Socrates said education is to help people learn how to live well. Assessment of student learning must extend after graduation to determine if the graduate “lives well”. Northern recognizes two distinct groups of graduates: those who enter the workforce immediately and those who transfer to a four-year institution for further studies. For the students who enter the workforce, the Office of Institutional Effectiveness (IE) tracks the graduation rate, licensure statistics, job placement data, and transfer to four-year institutions. For the students who transfer to a four-year institution, the IE Office works with the Registrar’s office to tracks the graduation, transfer, and the transfer success rates. The analysis if the data is used to assist the administration and faculty in developing strategies for student advising, career counseling, and improving institutional effectiveness to meet student, community, and workforce needs.

## **Assessment of Student Learning Outcomes**

**Program Assessment of Student Learning:** Student learning outcomes are assessed at the program, course and the general education levels. Assessment of student learning starts with well-defined program outcomes. The Program Director and faculty work together to design a plan of action; the Program Assessment Plan to assess student learning. The Plan (**Appendix D**) includes student learning outcomes that clearly state what learners will be able to do when they complete the program. To keep the assessment manageable program outcomes are assessed over a 3-year cycle. Outcomes are mapped to the curriculum in the program matrix. The matrix identifies the course/s where the skills/knowledge/ competencies are introduced (I), reinforced



(R), and mastered (M). The plan also includes direct and indirect assessment methods, performance indicators, timeline, and the person responsible (the Lead Faculty) for coordinating assessment activities across campuses, modalities, and faculty. A common assessment activity and measurement instrument is used to assess the outcome/s. Data collected in each section is compiled, analyzed, and discussed by the participating and Lead faculty to prepare the assessment report. The Lead faculty is responsible for submitting the Assessment Report to the Dean of Academic Affairs who forwards them to the Assessment Committee for review.

**Assessment of General Education Outcomes:** WVNCC believes in the total development of the individual and requires all students to complete a general education core curriculum relevant to their program of study. The College is committed to developing resilient, lifelong learners able to function in a complex, technologically sophisticated world. The College catalog lists six general education outcomes:

- Communicate effectively in oral and written formats.
- Employ or utilize information access and literacy skills.
- Demonstrate problem-solving and critical thinking skills.
- Employ mathematical and science literacy skills.
- Acquire a cultural, artistic and global perspective.
- Demonstrate professional and human relations skills.

General education core curriculum (**Appendix E**) lists courses that address general education outcomes. The number of general education credits vary from 12 -15 credit hours in technical programs (AAS) to 30-45 credits hours in Associate in Arts (AA) and Associate in Science (AS) programs. General education credit required in Certificate programs varies from 6-9 credit hours.

The Assessment Committee, working with the Dean of Academic Affairs (DAA) has designed the General Education Assessment Plan, Assessment Process, and a three-year cycle (**Appendix F**), consistent with the Program Assessment Plan. The three-year cycle allows faculty to assess two general education outcomes each year. The plan includes student learning outcomes and sample Rubric adapted from the “VALUE” Rubric by the Association of American Colleges and

Universities ((AACC). Faculty has the flexibility to design their own rubric/criteria for assessing the general education outcomes.

Faculty uses a Pre-Assessment Form (Appendix G) and Assessment Report Template (**Appendix H**) to prepare assessment reports. Program directors work with faculty to identify program outcomes to be assessed in fall and spring semesters, and the lead faculty responsible for submitting the Pre-Assessment Form. The Pre-Assessment form lists the general education, program, course, and student learning outcomes, assessment method/s, performance indicators, faculty participating in assessment and the Lead faculty responsible for submitting the assessment report. Lead faculty submits the Pre-Assessment form to the Dean of Academic Affairs by the second Friday in April, who reviews the form and provides feedback on: the alignment of program, course and student learning outcomes adequacy and appropriateness of assessment method/s and instruments, and the performance indicators. Lead faculty is responsible for sharing the assessment information with the participating faculty and making the suggested changes.

The Assessment Report Form is used to report results of student learning outcomes addressing the program level outcome/s. There are separate tables for reporting results for the general education and the course outcomes mapped to the program outcomes. Lead faculty member is responsible for analyzing the data and preparing the assessment report. Assessment reports for the fall semester are due on the second Friday in February, and the spring semester is due on the second Friday in September. Completed reports are submitted to the DAA who forwards the reports to the Assessment Committee for a Peer Review.

**Peer Reviews:** The Assessment Committee reviews Assessment Reports using a Peer-Review Rubric (**Appendix I**). The Rubric is designed by the Assessment Committee and approved by the Faculty Assembly. Assessment Reports and Peer –Reviewed assessment reports are forwarded to the DAA for analysis. DAA analyzes the data and prepares a summary of assessment finding. Course Assessment Reports, Peer-Reviewed Reports, and the summary reports are uploaded to the Faculty Document Center; a faculty resource available within the Faculty Portal. Summary report is forwarded to Institutional Effectiveness Office for updating the Strategic Plan Matrices

and sharing information with the President and the Cabinet to identify institutional priorities and resource allocation. If curriculum changes are recommended, the faculty member is advised to work with the division chair to prepare the curriculum change paper work. Detailed Assessment process and timeline follows:

## Assessment Process

<b>Timeline</b>	<b>Function/s</b>
<b>2<sup>nd</sup> Friday in April</b>	Program director identifies program outcome/s, courses, lead faculty, and resources needed to assess the student-learning outcomes during the academic year. This information is shared with the program faculty.
<b>4<sup>th</sup> Friday in April</b>	The Lead faculty submits Pre-Assessment Forms for Fall and Spring semesters to the Dean of Academic Affairs.
<b>2<sup>nd</sup> Friday in May</b>	The Dean provides feedback to the lead faculty.
<b>3<sup>rd</sup> Friday in August</b>	The Lead faculty shares assessment information with participating faculty.
<b>September-December</b>	Faculty collects data
<b>2<sup>nd</sup> Friday in February</b>	Fall semester Assessment Reports are due
<b>February- April</b>	The Assessment Committee reviews assessment reports and results are forwarded to the Dean of Academic Affairs.
<b>2<sup>nd</sup> Friday in June</b>	The Dean of academic affairs prepares a summary report for each program and provides feedback to the program director.
<b>2<sup>nd</sup> Friday in July</b>	The Dean forwards summary findings to the Institutional Research Office.
<b>2<sup>nd</sup> Friday September</b>	Spring semester Assessment Reports are due
<b>September- November</b>	The assessment committee reviews assessment reports and results are forwarded to the Dean of Academic Affairs.
<b>2<sup>nd</sup> Friday in December</b>	The Dean of academic affairs prepares a summary report for each program and provides feedback to the program director.
<b>2<sup>nd</sup> Friday in January</b>	Dean forwards summary findings to the Institutional Research Office.

## **Program Review**

In addition to the Program Assessment of Student Learning Outcomes, WVNCC conducts program reviews mandated by the Community and Technical College System (CTCS) Procedural Rule 135-10 (**Appendix J**). Program reviews are conducted on a five-year cycle (**Appendix K**) using the Program Review Template (**Appendix L**), and follow the process outlined in the Board of Governors Multi-Year Process for Curriculum Evaluation Rule (**Appendix M**). Program reviews include but are not limited to; graduation rate, employment rate, student retention, transfer rate, licensure /certification success, student satisfaction with the program and student services, and employer satisfaction. The Dean of Academic Affairs and the office of Institutional Effectiveness assist the program directors in preparing Program Review Reports. Reports are submitted to the Vice President for Academic Affairs for review. The VPAA presents reports to the Board of Governor for approval. Approved reports are submitted to the CTCS.

The College conducts Yearly Program Reviews (**Appendix N**) to make program improvements based on the annual program assessment data. The yearly program reviews were conducted for the first time in spring 2018. The process for the annual program review is in the developing stages however; it will include feedback to the program directors from the Dean of Academic Affairs and recommendations to the Vice President for Academic Affairs in addressing the identified gaps. Like other assessment reports, annual program reviews and the peer-reviewed reports will be available in the Faculty Document Center

External accreditation review: This is a multi-faceted review process in which the elements to be assessed are prescribed by the accreditation agency. Schedule of review is determined by the agency.

**Co-curricular Assessment of Student Learning:** The College conducts assessment of co-curricular activities that support student learning. In addition to the events sponsored by the Office of the Student Activities (SA), students have the opportunity to participate in academic organizations such as Phi Theta Kappa, clubs: LAN, SCARSI, Student Senate, etc. The Director of Student Services designs yearly projects to assess student learning by submitting the Co-

curricular Assessment Plan (**Appendix O**) to the Dean of Academic Affairs during the fall semester for approval.

Service supervisors have developed co-curricular assessment plans of student learning by deliberately embedding general education outcomes in the services provided. The plan includes the program mission, program goals, and student learning outcomes, assessment methods, performance indicator, and a timeline for conducting assessment activities. Projects are submitted to the Dean of Academic Affairs for approval. The DAA reviews the project report and forwards it to the Assessment Committee for feedback. The DAA prepares a summary of results and recommendations and forwards it to the Office of Institutional Effectiveness to update Strategic Plan Matrices.

## **Assessment of Student Learning and the Institutional Effectiveness Model**

Assessment of student learning is a critical component in the evaluation of institutional effectiveness. The college also uses indirect methods such as the Student Satisfaction Survey, Graduate Survey, and the Community College Survey of Student Engagement results to improve programs, and services offered through the college. The Institutional Effectiveness model (Appendix P) outlines steps to assess various assessment components to improve student learning, academic programs, student services, and the overall institution effectiveness.

## **Roles and Responsibilities related to the Assessment of Student Learning**

### **Faculty**

- Define learning outcomes
- Prepare and update Master Course Guide (**Appendix K**) and submit changes to the Division Chair.
- Determine methods for assessing outcomes
- Participate in data collection and analysis
- Submit appropriate reports: Pre-Assessment Form and Assessment Report to the Dean of Academic Affairs.
- Utilize assessment data to improve teaching and learning.

### **Program Director**

- Identify and provide to the Division Chair and the Dean of Academic Affairs the internal and external assessment and or accreditation requirements.
- Design the Program Assessment Plan.
- Collaborate with faculty for assessment activities related to accreditation, state, or institution requirement.
- Assist with program recommendations resulting from assessment activities.
- Submit annual Program Assessment Report to the Dean of Academic Affairs.

### **Division Chair**

- Review and collect Master Course Guides and the Course Syllabi and then forwards them to the administrative secretary to upload the copies to the Faculty Document Center.
- Coordinate classroom, course, program and division assessment activities.
- Assist the Dean of Academic Affairs with assessment report.

### **Administration/Staff**

- Provide resources through Institutional Research to collect and analyze data.
- Prepares summary of assessment to update the Strategic Plan, and shares it with the President and the Executive Committee.
- Support assessment initiatives with appropriate materials.
- Provide technical expertise to assist with process and professional development.
- Use assessment data in planning processes to improve institutional effectiveness.

### **Assessment Committee**

- Review assessment process and makes recommendations for improvements.
- Review proposed assessment projects and provide assistance.
- Review Assessment Reports and provide feedback using Peer-Review Rubric.
- Maintain a Web Page for faculty, administration, and students.
- Determine professional development needs for assessment and facilitate appropriate professional development activities.

### **Curriculum Committee**

- Review and approves Master Course Guides.
- Approve Curriculum Changes.

### **Institutional Effectiveness**

- Assist faculty with the data collection and analysis.
- Identify reasonable timelines for collection and summarization of data that will involve IR office.
- Administer CCSSE and other evaluation tools.
- Publish Institutional Research data on IR Web Page.

**APPENDIX A**  
**Board of Governor's Rule**

**West Virginia Northern Community College**  
**ASSESSMENT**

Effective Date: August 22, 2002

Date Approved by WVNCC Board of Governors: August 22, 2002

Authority Reference:

Replaces previous policy dated:

**Rule:** Consistent with its mission to provide high quality programs which meet the needs of citizens, employers, and communities, West Virginia Northern Community College will implement assessment across the College. The purpose of assessment is to provide information regarding the curriculum, the learning environment, and student academic achievement. The resulting information is used to improve student learning, benchmark the accomplishment of strategic initiatives, and improve institutional effectiveness. While all college personnel are involved in assessment, the faculty provide the pivotal component of the assessment of student academic achievement. They identify the outcomes in courses and programs as well as the measures for both formative and summative assessment and conduct analysis which results in recommendations for changes.



**APPENDIX B**  
**Master Course Guide Template**

**MASTER COURSE GUIDE**

**COURSE HEADING & NUMBER:**

**COURSE TITLE:**

**COURSE/CATALOG DESCRIPTION:**

**PREREQUISITES:** (must be taken *before* this course)

**COREQUISITES:** (must be taken at *the same time* as this course)

**PRE/COREQUISITES:** (can be taken *either before or at the same time as this course*)

**CREDIT HOURS:**

**LECTURE HOURS PER WEEK:**

**LAB HOURS PER WEEK:**

**REQUIRED MATERIALS:** (Include any materials needed such as a calculator, software, tool kit, etc. A statement "Check with the bookstore regarding any required textbooks" is also helpful.)

**COURSE OUTCOMES:**

"Upon successful completion of the course, students will be able to":

There are usually 4 or 5 *course level* outcomes listed here. These are more global in nature than the Student Learning Outcomes (see attached sample of a Master Course Guide)

**STUDENT LEARNING OUTCOMES**

"Upon successful completion of the course units, modules, or chapters, students will be able to":  
The number of student learning outcomes varies based on course level outcomes. Generally, there are 20-30 student learning outcomes for a 3 credit hour course.

## **GENERAL EDUCATION OUTCOMES:**

The College has identified six general education outcomes, listed in the current catalog under “general education”. If your course addresses any or all of the general education outcomes OR you believe that students gain these skills as a result of successfully completing your class, include them as general education outcomes. If you do not believe your students necessarily gain these skills in this specific class, don’t include them (see attached sample).

- Communicate effectively in oral and written formats
- Employ or utilize information access and literacy skills
- Demonstrate problem-solving and critical thinking skills
- Employ mathematical and science literacy skills
- Acquire a cultural, artistic and global perspective
- Demonstrate professional and human relations skills

## **TYPES OF ASSESSMENT TOOLS USED:**

**FORMATIVE:** At least 3 of the following: participation and/or satisfactory performance in classroom discussions or activities, homework or in-class assignments, student’s self- reports, small group interaction, self-appraisal or application activities or assessments determined appropriate by the instructor.

**SUMMATIVE:** At least 2 of the following: participation and/or satisfactory performance on quizzes, review questions from textbook, videos, class discussions, or activities, unit exams, final exam, research paper or project, course evaluation, self-evaluation, pre and posttests, or assessments determined appropriate by the instructor.

**MINIMUM ACCEPTABLE STANDARDS:** For quizzes, homework, and assessment activities listed, the instructor’s analysis of satisfactory demonstration of knowledge will be used; on summative methods such as exams, papers, or projects, achieving a letter grade of “C”, or 70% or above will demonstrate satisfactory understanding and basic mastery of outcomes.

## **SUBMISSION OR LAST REVISION DATE**

SUBMITTED BY,  
FACULTY MEMBER:  
TITLE:  
SUBMISSION DATE:

REVISED BY,  
NAME:  
POSITION OR TITLE:  
REVISED DATE(S):

**APPENDIX C**  
**Syllabus Template**

**SYLLABUS**

**Semester:**

**Year:**

**Course Title:**

**Course Number:**

**CRN:**

**Department:**

**Class Meeting**

**Day:**

**Time(s):**

**Room No.:**

**Dates of Course:**

**Instructor Information**

**Instructor:**

**Email (xxxxxx@wvncc.edu):**

**Phone:** *(Office phone for full-time faculty; adjuncts- you are not required to give out your home or cell phone number):*

**Office Hours:**

**Required Materials Textbook** *(Title, author, edition):*

**Optional Materials:**

**Catalog Description** *(This should be copied and pasted from the catalog. The course description MUST match the catalog.):*

**Course Focus** *(This gives a little more detail. See your division chair for specific information.):*

**Program Outcomes:**

**General Education Outcomes** (*Upon satisfactory completion of this course students should be able to*):

**Course Outcomes** (*Course outcomes can be found on the Master Course Guide for the course*)

*Upon satisfactory completion of this course, students should be able to:*

- *course outcome 1*
- *course outcome 2*
- *course outcome 3*
- *course outcome 4*

**Student Learning Outcomes** (*Specific skills, abilities, attitudes, and/or competencies required to accomplish course outcomes listed above*):

1. *Specific skill*
2. *Specific skill*

*(There will be more of these and they can also be found on the Master Course Guide)*

### **Course and Institutional Policies**

**Attendance:** (*There is no college-wide attendance policy; this is up to individual programs and instructors. Check with your division chair to see if your program or department has one that you should use.*)

**Class Preparation:** (*Give specific requirements.*)

**Late Assignment Policy** (*Include specific expectations of how each of the graded assignment late submission will be addressed. Some examples of activities are*):

- *Tests: Give specifics for preparation and what to do if a student has to miss a test.*
- *Homework: Give specific requirements.*
- *Projects: Give specific requirements.*

**Grading Policy:** (*Be specific with the kinds of grades (homework, tests, journals, projects, etc.), the number of items, and the value of each.*)

**Final Grade:** *(This is up to you- some instructors use percentages such as 90, 80, 70, etc.; others use 93-100; 85-92, etc. In any case report total points or percentages, and a letter grade to communicate clear expectations of how final grade will be assigned.)*

### **Classroom Conduct:**

WVNCC seeks to provide educational programs and rules to encourage independence and maturity. Within this context, WVNCC has adopted a “zero-tolerance” Student Code of Conduct Rule. This rule expresses the sanctions for certain inappropriate behaviors for students and establishes due process procedures consistent with regulations governing the College.

Behavior that interferes with the educational mission of WVNCC is unacceptable. Such behavior will result in disciplinary action, including but not limited to disciplinary administrative withdrawal, probation, suspension, expulsion or other appropriate action as determined by the administration. For more information visit:

<http://www.wvncc.edu/uploads/StudentCodeofConductAppvd06.pdf>

**Add additional information here**

### **Continuity of Instruction:**

Here you should address how instruction will continue in the event that class is canceled either by you or by the College. This can be as simple as emailing students with instruction. This would be a good place to remind students that their student email is the default method of contact you will be using so they should check it frequently.

**Add additional information here**

### **Academic Integrity:**

All students are responsible for their own academic work and behavior which supports a learning environment. Dishonesty in the form of plagiarism and cheating may result in disciplinary action such as lower grade, failing grade, administrative withdrawal, program probation, suspension or dismissal. Disruptive behavior which interferes with the rights or learning environment of others can result in administrative withdrawal, suspension, or dismissal. Students have rights to appeal such decisions consistent with rule. See Student Rights and Responsibilities available at:

<http://www.wvncc.edu/uploads/AcademicIntegrityandStudentResponsibilities.pdf>

**Add additional information here**

**Non-Discrimination Statement:** West Virginia Northern Community College, pursuant to the requirements of Titles IV, VI, VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, does not discriminate against applicants, employees, or students on the basis of race, color, religion, sex, disability, age, gender, ancestry, marital or parental status or national origin in its employment policies and/or educational programs or activities, including admissions to such. Inquiries concerning this rule should be directed to Chief Human Resource Officer Peggy Carmichael, who is designated coordinator for Title IX and Section 504. Her telephone number is 304-214-8901 and her office is located in Room 125-B, B&O Building, Wheeling campus. Her email address is pcarmichael@wvncc.edu.

**Add additional information here**

#### **Academic Support Services:**

The Academic Support Center (ASC) provides WVNCC students with varied resources for success, including but not limited to: learning strategies instruction, academic coaching, study groups, study partners, mental health referrals, and accessibility services. The ASC can be reached at 304.214.8853 and or visit: [asc@wvncc.edu](mailto:asc@wvncc.edu) or visit:

<http://www.wvncc.edu/offices-and-services/accessibility-services/575>

**Add additional information here**

#### **External Assessment for Certification:**

This is for courses to which a fee is attached for an external assessment that leads to a credential/certification upon successful completion under Perkins guidelines. This would be a course that is part of an applied program. See your program director for more information.

As a part of this course you have been assessed a fee for an external assessment that may lead to a certification or credential. (Then tell how the tests are scheduled- students schedule on their own, program director sets up a group time, etc.)

**Add additional information here**

#### **Timeline**

*Insert a table showing a timeline of activities for the semester.*

Click here to add timetable

### **Additional Information for Students**

Click here to enter text.

**APPENDIX D**  
**Program Assessment Plan Template**

Program Assessment Plan

Program: [\(Enter Here\)](#)

Degree: [\(Enter Here\)](#)

Division: [\(Enter Here\)](#)

West Virginia Northern Community College



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# West Virginia Northern Community College

## Mission Statement

West Virginia Northern Community College's mission is to educate and empower individuals to achieve academic and career goals, leading to a highly skilled, well-rounded, and accomplished workforce which successfully competes and adapts in a global economy.

The College responds to the needs of the region it serves by offering a high-quality learning environment that is accessible, safe, and accommodating while nurturing teamwork and community service.

Division ([Enter Here](#)):

Division Name ([Enter Here](#))

Mission Statement ([Enter Here](#))

# Program Assessment of Student Learning Outcomes

Division Mission Statement:

Our mission is to \_\_\_\_\_.

Associate in \_\_\_\_\_, \_\_\_\_\_ Division Program Outcomes:

Upon completion of this program, students will:

[Enter Outcomes Here:](#)

Degree (Enter Here)

Program (Enter Here)

Program Outcomes and Curriculum  
Mapping

Course	Demonstrate (Enter Text Here)	Demonstrate (Enter Text Here)	Demonstrate (Enter Text Here)	Demonstrate (Enter Text Here)

- I: Introduction of Concepts
- R: Reinforcement of Concepts
- M: Mastery of Concepts

# General Education Outcomes and Curriculum Mapping

Course No.	Communicate Effectively in oral and Written Formats	Employ or utilize information access and literacy skills	Demonstrate problem-solving and critical thinking skills	Employ mathematical and science literacy skills

# Assessment Plan of Student Learning



Student Learning Outcome Assessment Plan

Program Outcome 1: (Enter Text Here)

Student Learning Outcome Upon program completion, students will be able to	Assessment Tool	Benchmark	Timeline/Courses	Person Responsible

Add additional program outcomes table if needed.

# Student Learning Outcome Assessment Analysis

## Student Learning Outcome Assessment Analysis

Program Outcome 1: (Enter Text Here)

Student Learning Outcome Upon program completion, students will be able to:	Assessment Tool	Benchmark	Results	Recommendations

Add additional program outcomes table if needed.

# Program Learning Outcome Assessment Plan

## Program Learning Outcome Assessment Plan

Program Outcome 1: (Enter Text Here)

Student Learning Outcome Upon program completion, students will be able to:	Assessment Tool	Benchmark	Timeline/Courses	Person Responsible

Add additional program outcomes table if needed.

## APPENDIX E

### General Education Core Curriculum Requirements

#### Associate in Arts Programs

##### GENERAL EDUCATION CORE REQUIREMENTS

Each A.A. program is required to include a minimum of 41 credit hours in general education coursework, called core requirements, already selected or to be selected from the following: **Humanities**

<b>Required Courses (9 credit hours)</b>	<b>Cr. Hrs.</b>
ENG 101 College Composition I*	3
ENG 102 College Composition II*	3
SPCH 105 Fundamentals of Speech Communication*	3
<b>Plus 6 credit hours required from:</b>	
ART 150 Art Appreciation*	3
ENG 200 American Literature Through the Civil War*	3
ENG 201 American Literature Since the Civil War*	3
ENG 208 Renaissance Drama	3
ENG 210 English Literature Through the Eighteenth Century*	3
ENG 211 English Literature Since the Eighteenth Century*	3
ENG 225 Shakespeare – Comedies	3
ENG 226 Shakespeare – Tragedies/Histories	3
MUS 105 Appreciation of Music*	3
PHIL 200 Introduction to Philosophy	3

##### **Social Science**

<b>Required Courses (15 credit hours)</b>	<b>Cr. Hrs.</b>
ECON 104 Principles of Macroeconomics*	3
ECON 105 Principles of Microeconomics*	3
GEOG 205 World Geography	3
HIST 100 World Cultures I*	3
HIST 101 World Cultures II*	3
HIST 110 The United States to 1865*	3
HIST 111 The United States Since 1865*	3
POLS 102 American National Government and Politics*	3
PSYC 105 Introduction to Psychology*	3
PSYC 208 Developmental Psychology	3
SOC 125 Introduction to Sociology*	3
SOC 126 Social Problems*	3
SS 255 The Global Community*	3

##### **Laboratory Sciences/Mathematics (Science/Math hours must total 11 credits) Laboratory Sciences**

<b>Select a minimum of 4 credit hours from:</b>	<b>Cr. Hrs.</b>
ASTR 125 Introduction to Astronomy	4
BIO 110 Principles of Biology*	4
BIO 112 Plant Biology*	4
BIO 113 Animal Biology*	4
BIO 117 Microbiology	4
BIO 218 General Ecology	4
CHEM 108 General Chemistry I*	4
CHEM 109 General Chemistry II*	4
GSC 100 Science in the Contemporary World*	4
PHYS 104 General Physics I*	4
PHYS 105 General Physics II*	4

##### **Mathematics**

<b>Select a minimum of 3 credit hours from:</b>	<b>Cr. Hrs.</b>
MATH 108 College Algebra*	4
MATH 110 Pre-Calculus Mathematics*	5
MATH 204 Mathematics for Teachers I (K-9)	4
MATH 205 Mathematics for Teachers II (K-9) <sup>1</sup>	4
MATH 210 Introduction to Statistics*	3
MATH 279 Calculus I*	5

The additional 11 credit hours required hours may be chosen from either science OR math.

<sup>1</sup>These courses may not transfer to some Associate in Arts baccalaureate programs as an acceptable math core. Students should check with the transfer institution before choosing these courses for their math core requirements.

Remaining academic work is composed of courses relating to specific programs. Courses required for each program are prescribed in sequence within the Academic Programs section in this catalog. \*See Core Coursework Transfer Agreement information in General Education section.

## Associate in Science Programs

### GENERAL EDUCATION CORE REQUIREMENTS

Each A.S. program is required to include a minimum of 36 credit hours in general education courses, called core requirements, already selected or to be selected from the following: **Humanities**

#### Required Courses (9 credit hours) Cr. Hrs.

ENG 101 College Composition I*	3
ENG 102 College Composition II*	3
SPCH 105 Fundamentals of Speech Communication*	3

#### Plus 3 credit hours required from:

ART 150 Art Appreciation*	3
ENG 200 American Literature Through the Civil War*	3
ENG 201 American Literature Since the Civil War*	3
ENG 208 Renaissance Drama	3
ENG 210 English Literature Through the Eighteenth Century*	3
ENG 211 English Literature Since the Eighteenth Century*	3
ENG 225 Shakespeare – Comedies	3
ENG 226 Shakespeare – Tragedies/Histories	3
MUS 105 Appreciation of Music*	3
PHIL 200 Introduction to Philosophy	3

#### Social Science

#### Required Courses (9 credit hours) Cr. Hrs.

ECON 104 Principles of Macroeconomics*	3
ECON 105 Principles of Microeconomics*	3
GEOG 205 World Geography	3
HIST 100 World Cultures I*	3
HIST 101 World Cultures II*	3
HIST 110 The United States to 1865*	3
HIST 111 The United States Since 1865*	3
POLS 102 American National Government and Politics*	3
PSYC 105 Introduction to Psychology*	3
PSYC 208 Developmental Psychology	3
SOC 125 Introduction to Sociology*	3
SS 255 The Global Community*	3

#### Laboratory Sciences

(Minimum of 8 credit hours - but at least two must be from the same discipline, that is Biology, Chemistry or Physics)

#### Cr. Hrs.

ASTR 125 Introduction to Astronomy	4
BIO 110 Principles of Biology*	4
BIO 112 Plant Biology*	4
BIO 113 Animal Biology*	4
BIO 117 Microbiology	4
BIO 218 General Ecology	4
CHEM 108 General Chemistry I*	4
CHEM 109 General Chemistry II*	4
GSC 100 Science in the Contemporary World*	4
PHYS 104 General Physics I*	4
PHYS 105 General Physics II*	4

#### Mathematics

#### Select a minimum of 7 credit hours from:

#### Cr. Hrs.

MATH 108 College Algebra*	4
MATH 110 Pre-Calculus Mathematics*	5
MATH 204 Mathematics for Teachers I (K-9) <sup>1</sup>	4

MATH 205 Mathematics for Teachers II (K-9) <sup>1</sup>	4
MATH 210 Introduction to Statistics *	3
MATH 279 Calculus I*	5

<sup>1</sup>These courses may not transfer to some Associate in Arts baccalaureate programs as an acceptable math core. Students should check with the transfer institution before choosing these courses for their math core requirements.

Remaining academic work is composed of courses relating to specific programs. Courses required for each program are prescribed in sequence within the Academic Programs section in this catalog. \*See Core Coursework Transfer Agreement information in General Education section.

## Associate in Applied Science Programs

### GENERAL EDUCATION CORE REQUIREMENTS

Each A.A.S. program is required to include a minimum of 15 credit hours in general education courses, called core requirements, already selected or to be selected from the following: **Humanities**

<b>(minimum of 6 credit hours)</b>	<b>Cr. Hrs.</b>
ENG 101 College Composition I*	3
ENG 102 College Composition II*	3
ENG 115 Technical Writing	3
SPCH 101 Interpersonal Communication	3
SPCH 105 Fundamentals of Speech Communication*	3

### Social Science

<b>(minimum of 3 credit hours)</b>	<b>Cr. Hrs.</b>
ECON 104 Principles of Macroeconomics*	3
ECON 105 Principles of Microeconomics*	3
GEOG 205 World Geography	3
HIST 100 World Cultures I *	3
HIST 101 World Cultures II*	3
HIST 110 The United States to 1865*	3
HIST 111 The United States Since 1865*	3
POLS 102 American National Government and Politics*	3
PSYC 105 Introduction to Psychology*	3
PSYC 155 Human Relations	3
PSYC 208 Developmental Psychology	3
SOC 125 Introduction to Sociology*	3
SS 255 The Global Community*	3

### Mathematics

<b>(Minimum of 3 credit hours of Math, as specified in program requirements)</b>	<b>Cr. Hrs.</b>
MATH 101 Intermediate Algebra	3
MATH 108 College Algebra*	4
MATH 109 Math of Business & Finance <sup>2</sup>	3
MATH 110 Pre-Calculus Mathematics*	5
MATH 113 Technical Mathematics	4
MATH 115 Mathematics for Health Sciences <sup>3</sup>	3
MATH 204 Mathematics for Teachers I (K-9) <sup>1</sup>	4
MATH 205 Mathematics for Teachers II (K-9) <sup>1</sup>	4
MATH 210 Introduction to Statistics*	3
MATH 279 Calculus I*	5

<sup>1</sup> These courses may not transfer to some Associate in Arts baccalaureate programs as an acceptable math core. Students should check with the transfer institution before choosing these courses for their math core requirements.

<sup>2</sup> This course may only be used by students in the following AAS programs to fulfill math core requirements: Business Studies/Accounting, Business Studies/Business Administration, Business Studies/Executive Administration Assistant, CIT/Cyber Security, CIT/Microsoft Applications/Support Desk, CIT/Networking: Microsoft, CIT/Software Engineering, Clinical Medical Assisting, Culinary Arts, Human Services, Welding Technology.



3 This course may only be used by students in the following AAS programs to fulfill math core requirements: Clinical Medical Assistant, Health Information Technology, Radiography, Radiologic Technology/Degree Completion, Surgical Technology.

<b>Laboratory Sciences</b>	<b>Cr. Hrs.</b>
BIO 110 Principles of Biology*	4
BIO 112 Plant Biology*	4
BIO 113 Animal Biology*	4
BIO 114 Anatomy and Physiology I	3
BIO 115 Anatomy and Physiology II	3
BIO 117 Microbiology	4
CHEM 108 General Chemistry I*	4
CHEM 109 General Chemistry II*	4
GSC 100 Science in the Contemporary World*	4
PHYS 104 General Physics I*	4
PHYS 105 General Physics II*	4
PHYS 115 Applied Physics	4

Additional General Education Core courses may be selected from any of the above,

OR: CIT 117 (3 credits) and/or any HPE course (1 credit hour each)

Remaining academic work is composed of courses relating to specific programs. Courses required for each program are prescribed in sequence within the Academic Programs section in this catalog. \*See Core Coursework Transfer Agreement information in General Education, this section.

## Certificate of Applied Science Programs

### GENERAL EDUCATION CORE REQUIREMENTS

Each C.A.S program is required to include a minimum of 6 hours of general education courses, called core requirements, already selected or to be selected from the following: **Humanities**

	<b>Cr. Hrs.</b>
<b>(Minimum of 3 credit hours)</b>	
ENG 101 College Composition I*	3
ENG 102 College Composition II*	3
ENG 115 Technical Writing	3
SPCH 101 Interpersonal Communication	3
SPCH 105 Fundamentals of Speech Communication*	3

### Mathematics

<b>(Minimum of 3 credit hours)</b>	<b>Cr. Hrs.</b>
MATH 101 Intermediate Algebra	3
MATH 108 College Algebra*	4
MATH 109 Math of Business & Finance <sup>2</sup>	3
MATH 110 Pre-Calculus Mathematics*	5
MATH 113 Technical Mathematics	4
MATH 115 Mathematics for Health Sciences <sup>3</sup>	3
MATH 210 Introduction to Statistics*	3
MATH 279 Calculus I*	5

<sup>2</sup> This course may only be used by students in the following C.A.S programs to fulfill math core requirements: Business Career Studies/Business Office, Business Career Studies/ Small Business Management, CIT/A+ Computer Repair, CIT/Microsoft Applications, Culinary Arts, Medical Assisting/Administrative Medical Assistant, Medical Billing & Coding, Welding Technology.

<sup>3</sup> This course may only be used by students in the following C.A.S programs to fulfill math core requirements: Patient Care Technician.

<b>Social Sciences</b>	<b>Cr. Hrs.</b>
ECON 104 Principles of Macroeconomics*	3
ECON 105 Principles of Microeconomics*	3
GEOG 205 World Geography	3
HIST 100 World Cultures I *	3
HIST 101 World Cultures II*	3
HIST 110 The United States to 1865*	3
HIST 111 The United States Since 1865*	3
POLS 102 American National Government and Politics*	3
PSYC 105 Introduction to Psychology*	3
PSYC 155 Human Relations	3
PSYC 208 Developmental Psychology*	3
SOC 125 Introduction to Sociology*	3
SS 255 The Global Community*	3

### Laboratory Sciences Cr. Hrs.

BIO 110 Principles of Biology*	4
BIO 112 Plant Biology*	4
BIO 113 Animal Biology*	4
BIO 114 Anatomy and Physiology I	3

BIO 115 Anatomy and Physiology II	3
BIO 117 Microbiology	4
CHEM 108 General Chemistry I*	4
CHEM 109 General Chemistry II*	4
GSC 100 Science in the Contemporary World*	4
PHYS 104 General Physics I*	4
PHYS 105 General Physics II*	4
PHYS 115 Applied Physics	4

Additional General Education Core courses may be selected from any of the above OR: CIT 117 and/or any HPE course (1 credit each)

Remaining academic work is composed of courses relating to specific programs. Courses required for each program are prescribed in sequence within the Academic Programs section in this catalog. \*See Core Coursework Transfer Agreement information in General Education, this section



## APPENDIX F

# GENERAL EDUCATION ASSESSMENT PLAN WVNCC

[Document subtitle]

### Abstract

[Draw your reader in with an engaging abstract. It is typically a short summary of the document.  
When you're ready to add your content, just click here and start typing.]

user

[Email address]

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## General Education Outcomes and Curriculum Mapping

Communicate Effectively in Oral and written Formats	Employ or utilize information access and literacy skills	Demonstrate problem solving and critical thinking skills	Employ mathematical and science literacy skills	Acquire a cultural, artistic, and global perspective	Demonstrate professional and human relation skills
ENG 101	CIT 117	BIO 218	ASTR 125	ART 150	SPCH 101
ENG 102	HIST 100	CHEM 108	BIO 110	ENG 200	PSYC 105
ENG 115*	HIST 101	CHEM 109	BIO112	ENG 201	PSYC 208
SPCH 105	HIST 110	ECON 104	BIO113	ENG 208	SOC 125
	HIST 111	ECON 105	BIO 117	ENG 210	PSYC 155
	GEOG 205	MATH 204	GSC 100	ENG 211	
	POLS 102	MATH 205	PHYS 115*	ENG 215	

		MATH 210	MATH 108	ENG 225	
		MATH 279	MATH 110	MUS 105	
		PHYS 104	MATH 101	PHIL 200	
		PHYS 105	MATH 115	SS 255	
			MATH 109		

# General Education Outcomes Assessment Cycle

Outcome	Year 1 Fall 2017 –Spring 2018		Year 2 Fall 2018 –Spring 2019		Year 3 Fall 2019 –Spring 2020	
Communicate Effectively in oral and written Formats	Fall 2017 ENG 101, SPC H 105 ENG 115	Spring 018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Employ or utilize information access and literacy skills		CIT 117,HIST 100 HIST 101,HIST 110 HIST 111, GEOG 205,POL S 102				
Demonstrate problem solving and critical thinking skills			BIO 218, CHEM 108, CHEM 109, ECON 104,ECON 105, MATH 204			

			MATH 205, MATH 210, MATH 279			
Employ mathematical and science literacy skills				ASTR 125, BIO 110 BIO112, BIO113, BIO 114* BIO 115*, BIO 117,GSC 100, PHYS 115*, MATH 108, MATH 110, MATH 101, MATH 115, MATH 109		
Acquire a cultural, artistic, and global perspective					ART 150, ENG 200, ENG 201,ENG 208, ENG 210, ENG 211, ENG 215, ENG 225, MUS 105, PHIL 200, SS 255	
Demonstrate professional and human relation skills						SPCH 101, PSYC 105,



						PSYC 208, SOC 125, PSY C 155
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General Education Outcome: Communicate effectively in oral and written format.

Student Learning Outcomes: Upon completing this course students will be able to

1. Plan and deliver interactive and formal presentations (written and oral) that accomplish the intended goal and meet the needs of the audience.
2. Interpret the sender's message, both verbal and nonverbal, with accuracy.
3. Articulate with accuracy the intended purpose and develop an appropriate introduction or thesis.
4. Use the appropriate organization or logical flow.
5. Demonstrate accurate use of the language, including language development, syntax, mechanics, and varied types of expression.
6. Deliver written and oral message with confidence while conveying sensitivity toward the attitudes and opinions of the sender and receiver, appropriate to the mode and intent of the communication and to the situation.

# Rubric

Criterion	Performance Level		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Presentation Delivery	<ul style="list-style-type: none"> <li>• Presentation goal was not accurately stated.</li> <li>• Delivery techniques were</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation goal was articulated.</li> <li>• Delivery techniques were compelling</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation goal was accurately articulated.</li> <li>• Delivery techniques were compelling.</li> </ul>
Message interpretation	<ul style="list-style-type: none"> <li>• Most of the verbal and non-verbal messages were missed</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the verbal and non-verbal messages were interpreted and responded with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• All messages were accurately interpreted and responded.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• Purpose is stated in the beginning but not referenced in the rest of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is accurately and precisely stated, appropriately repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is accurately and precisely stated, appropriately repeated, memorable, and strongly supported.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Presentation lacked structure</li> <li>• Content was not sequenced</li> <li>• Main points are not summarized.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation had clear structure; thesis is clearly stated in the introduction.</li> <li>• Content is logically sequenced.</li> <li>• Main points are summarized signaling the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation had clear and deliberate structure; thesis is clearly stated in the introduction.</li> <li>• Content is logically sequenced and relevant.</li> <li>• Main points are summarized signaling</li> </ul>

			the end.
Style/Mechanics	<ul style="list-style-type: none"> <li>• Language was appropriate.</li> <li>• There were grammatical and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Language was appropriate to the audience and aids the expression of ideas with clarity and fluency.</li> <li>• There were some grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Language was appropriate to the audience and aids the expression of ideas with clarity and fluency.</li> <li>• Presentation was virtually error-free.</li> </ul>
Tone	<ul style="list-style-type: none"> <li>• Presenter lacks confidence</li> <li>• Audience was occasionally engaged</li> <li>• Questions were not accurately responded.</li> </ul>	<ul style="list-style-type: none"> <li>• Messages were delivered/presented with confidence.</li> <li>• Presenter kept the audience engaged through most of the presentation</li> <li>• Presenter responded to audience questions with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Messages were delivered/presented with confidence</li> <li>• Presenter kept the audience engaged throughout the presentation.</li> <li>• Presenter responded to audience questions with accuracy</li> <li>• Presenter was sensitive to attitudes and opinions of the audience questions and comments.</li> </ul>

General Education Outcome I: Communicate effectively in oral and written format.				
Student Learning Outcomes	Assessment Tool	Benchmark	Courses/Timeline	Responsible Person/s
<p>After the course completion, students will be able to</p> <ul style="list-style-type: none"> <li>• Articulate the intended purpose of the message and develop an appropriate introduction or thesis.</li> <li>• Use the appropriate organization or logical flow for the message prior to delivery.</li> <li>• Demonstrate clear and accurate use of the language, including language development, syntax, and mechanics.</li> <li>• Plan and deliver interactive and formal presentations (written and oral) that accomplish the intended goals and meet the needs of the audience.</li> <li>• Interpret the sender's message, both verbal and nonverbal, with accuracy.</li> </ul>	Rubric	80% students will score 70 % or above on the Rubric	<b>ENG 101,</b> <b>SPCH 105</b> <b>ENG 115</b> Fall 2017, 2020, 2023 Spring 2018, 2021, 2024	John Reho, Crystal Harbert, Charlie Rogerson, Greg Winland, Kathy Herrington

General Education Outcome II: Employ or utilize information access and literacy skills.				
Student Learning Outcomes	Assessment Tool	Benchmark	Courses/Timeline	Responsible Person/s
<p>After the course completion, students will be able to</p> <ul style="list-style-type: none"> <li>• Determine the extent of information needed.</li> <li>• Locate relevant information using academic resources.</li> <li>• Organize information from various sources.</li> <li>• Synthesize the information from various sources.</li> <li>• Evaluate the information.</li> <li>• Utilize the information effectively and responsibly.</li> </ul>	Rubric	80% students will score 70 % or above on the Rubric	CIT 117, HIST 100, HIST 111, POLS 102 Fall 2018, Fall 2021, Fall 2024 HIST 101, HIST 111, GEOG 205 Spring 2018, Spring 2021, Spring 2024	Dave Stoffel, Delilah Ryan, Frank Decaria, Adjunct Faculty

General Education Outcome III: Demonstrate problem solving and critical thinking skills				
Student Learning Outcomes	Assessment Tool	Benchmark	Courses/Timeline	Responsible Person/s
<p>After the course completion, students will be able to</p> <ul style="list-style-type: none"> <li>• Define problem</li> <li>• Identify Strategies to solve the problem</li> <li>• Formulate hypothesis or solution</li> <li>• Evaluate proposed solution</li> <li>• Implement the solution</li> <li>• Evaluate the outcome.</li> </ul>	Rubric	80% students will score 70 % or above on the Rubric	<p>BIO 218, ECON 104, MATH 204, MATH 210 Fall 2018, 2021, 2024 ECON 105, MATH 205,MATH 279 Spring 2019, 2021, 2024 CHEM 108, CHEM 109, PHYS 104, PHYS 105 Summer 2018, 2021, 2024</p>	Ben Fulton, Mary Ann Merz, Mark Goldstein, Hollie Buchanan, Rustem Myuluk

General Education Outcome IV: Employ mathematical and science literacy skills				
Student Learning Outcomes	Assessment Tool	Benchmark	Courses/Timeline	Responsible Person/s
<p>After the course completion, students will be able to</p> <ul style="list-style-type: none"> <li>• explain the information presented in mathematical forms.</li> <li>• convert relevant information into various mathematical forms.</li> <li>• Carry out calculations to solve for unknown.</li> <li>• draw relevant conclusions based on the quantitative analysis of data, while recognizing the limits of the analysis.</li> <li>• make and evaluate important assumptions in estimation, modeling, and data analysis.</li> <li>• expressing quantitative evidence in support of the argument or purpose of the work</li> </ul>	Rubric	80% students will score 70 % or above on the Rubric	PHYS 115*, MATH 108, MATH 110, MATH 101, MATH 115, MATH 109 Fall 2018, Fall 2021, Fall 2024 ASTR 125, BIO 110, BIO112, BIO113, BIO 114* BIO 115*, BIO 117, GSC 100 Spring 2019, 2022, 2025	Rustem Myuluk, Mark Goldstein, Hollie Buchanan, Jennifer Lantz, Jennifer Kriechbaum Pam Sharma, Ben Fulton, Mary Ann Merz

General Education Outcome V: Acquire a cultural, artistic, and global perspective				
Student Learning Outcomes	Assessment Tool	Benchmark	Courses/Timeline	Responsible Person/s
	Rubric	80% students will score 70 % or above on the Rubric	ART 150, ENG 200, ENG 201,ENG 208, ENG 210, ENG 211, ENG 215, ENG 225, MUS 105, PHIL 200, SS 255 Fall 2019, 2022, 2024	Crystal Harbert, Charlie Rogerson, Greg Winland, Adjunct Faculty



General Education Outcome VI: Demonstrate professional and human relation skills				
Student Learning Outcomes	Assessment Tool	Benchmark	Courses/Timeline	Responsible Person/s
•	Rubric	80% students will score 70 % or above on the Rubric	SPCH 101, PSYC 105, PSYC 208, SOC 125, PSYC 155 Spring 200, 2023, 2026	Joyce Britt, Darcey Ferrell, Kathy Herrington, R J Canter, Adjunct Faculty

General Education Outcome: Communicate effectively in oral and written format.

Student Learning Outcomes: Upon completing this course students will be able to

7. Plan and deliver interactive and formal presentations (written and oral) that accomplish the intended goal and meet the needs of the audience.
8. Interpret the sender's message, both verbal and nonverbal, with accuracy.
9. Articulate with accuracy the intended purpose and develop an appropriate introduction or thesis.
10. Use the appropriate organization or logical flow.
11. Demonstrate accurate use of the language, including language development, syntax, mechanics, and varied types of expression.
12. Deliver written and oral message with confidence while conveying sensitivity toward the attitudes and opinions of the sender and receiver, appropriate to the mode and intent of the communication and to the situation.

# Rubric

Criterion	Performance Level		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Presentation Delivery	<ul style="list-style-type: none"> <li>• Presentation goal was not accurately stated.</li> <li>• Delivery techniques were</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation goal was articulated.</li> <li>• Delivery techniques were compelling</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation goal was accurately articulated.</li> <li>• Delivery techniques were compelling.</li> </ul>
Message interpretation	<ul style="list-style-type: none"> <li>• Most of the verbal and non-verbal messages were missed</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the verbal and non-verbal messages were interpreted and responded with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• All messages were accurately interpreted and responded.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• Purpose is stated in the beginning but not referenced in the rest of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is accurately and precisely stated, appropriately repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is accurately and precisely stated, appropriately repeated, memorable, and strongly supported.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Presentation lacked structure</li> <li>• Content was not sequenced</li> <li>• Main points are not summarized.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation had clear structure; thesis is clearly stated in the introduction.</li> <li>• Content is logically sequenced.</li> <li>• Main points are summarized signaling the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation had clear and deliberate structure; thesis is clearly stated in the introduction.</li> <li>• Content is logically sequenced and relevant.</li> <li>• Main points are summarized signaling</li> </ul>

			the end.
Style/Mechanics	<ul style="list-style-type: none"> <li>• Language was appropriate.</li> <li>• There were grammatical and spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Language was appropriate to the audience and aids the expression of ideas with clarity and fluency.</li> <li>• There were some grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Language was appropriate to the audience and aids the expression of ideas with clarity and fluency.</li> <li>• Presentation was virtually error-free.</li> </ul>
Tone	<ul style="list-style-type: none"> <li>• Presenter lacks confidence</li> <li>• Audience was occasionally engaged</li> <li>• Questions were not accurately responded.</li> </ul>	<ul style="list-style-type: none"> <li>• Messages were delivered/presented with confidence.</li> <li>• Presenter kept the audience engaged through most of the presentation</li> <li>• Presenter responded to audience questions with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Messages were delivered/presented with confidence</li> <li>• Presenter kept the audience engaged throughout the presentation.</li> <li>• Presenter responded to audience questions with accuracy</li> <li>• Presenter was sensitive to attitudes and opinions of the audience questions and comments.</li> </ul>

## Communicate Effectively in Written and Oral Format Rubric

General Education Outcome: Employ or utilize information access and literacy skills.

Student Learning Outcomes: Upon course completion students will be able to

- Determine the extent of information needed.
- Locate relevant information using academic resources.
- Organize and synthesize information from various sources.
- Evaluate the information
- Utilize the information effectively and responsibly.

**Assessment Methods: Direct**

Research papers, editorials, speeches, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques, discussion forum postings, lab or technical reports, etc..

**Assessment Instrument:** Rubric.

Criterion	Performance Level		
	Exceeds Expectations	Meets Expectations	Not Acceptable
Scope of Information needed.	<ul style="list-style-type: none"> <li>• Scope of the research question or thesis is accurately defined.</li> <li>• Key concepts are clearly identified.</li> <li>• Information (sources) selected directly relate to concepts or research question.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the scope of the research question or thesis completely.</li> <li>• Some of the key concepts are identified</li> <li>• Information (sources) selected relate to concepts or research question.</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty defining the scope of the research question or thesis.</li> <li>• Most key concepts are missed.</li> <li>• Information (sources) selected do not relate to concepts or research question.</li> </ul>
Use of search strategies.	<ul style="list-style-type: none"> <li>• Search strategies are well designed.</li> <li>• Strategies are appropriate, varied, and effectively used.</li> </ul>	<ul style="list-style-type: none"> <li>• Search strategies are adequately used to access relevant information sources.</li> <li>• Strategies are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Information is randomly retrieved, lacks relevance and quality.</li> </ul>
Information evaluation	<ul style="list-style-type: none"> <li>• Systematically analyzes own and others' assumptions.</li> <li>• Carefully evaluates the relevance of contexts when presenting a position.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies own and others' assumptions.</li> <li>• Recognizes relevant contexts when presenting a position.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an awareness of assumptions (sometimes labels assertions as assumptions).</li> <li>• Identifies some contexts when presenting a position.</li> </ul>
Effective use of information	Information from sources is organized and synthesized to fully achieve a specific purpose, with clarity and depth.	Information from sources is organized and synthesized to achieve intended purpose.	The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), and the intended purpose is not achieved.
Ethical use of information	<ul style="list-style-type: none"> <li>• All information strategies; citations and references; paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishes between common knowledge and ideas requiring attribution are used.</li> <li>• Standards to observe ethical and legal restrictions on the use of published, confidential and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Three of the following information strategies; use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution are used.</li> <li>• Standards to observe most ethical and legal use of published and/or proprietary information are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the information strategies is used.</li> <li>• No evidence of an understanding of the ethical and/or legal restrictions on the use of published, confidential and/or proprietary information.</li> </ul>

	proprietary information are clearly evident.		
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General Education Outcome: Problem Solving and Critical Thinking Skills

Student Learning Outcomes: Upon course completion students will be able to

- Define problem
- Identify Strategies to solve the problem
- Formulate hypothesis or solution
- Evaluate proposed solution
- Implement the solution
- Evaluate the outcome.

**Assessment Methods: Direct**

Research papers, marketing or business plans, position papers, discussion forum postings, lab or technical reports, Math or science problems, etc.

**Assessment Instrument:** Value Rubric designed to assess the problem solving and critical thinking process.



Criterion	Performance Level		
	Exceeds Expectations	Meets Expectations	Not Acceptable
Problem Definition	Demonstrates the ability to construct a clear problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Strategy/strategies to solve problem	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context	Identifies one or more approaches for solving the problem that do not apply within a specific context
Proposed solution/hypothesis	Proposes one or more solutions /hypotheses that indicates a comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions / hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluation of proposed solution	Evaluation of solutions includes history of problem, reviews logic/reasoning, feasibility of solution and impacts of solution.	Evaluation of solutions is adequate and contains history of problem, reviews logic/reasoning, feasibility, and impact of solution.	Evaluation of solutions contains cursory, surface level explanation, history of problem, reviews logic/reasoning, and examines the feasibility of solution.
Solution Implementation	Implements the solution in a manner that addresses	Implements the solution in a manner that addresses multiple	Implements the solution in a manner that does not

	thoroughly and deeply multiple contextual factors of the problem.	contextual factors of the problem in a surface manner.	directly address the problem statement.
Evaluation of the outcome	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

General Education Outcome: Employ mathematical and science literacy skills.

Student Learning Outcomes: Upon course completion students will be able to

- explain the information presented in mathematical forms.
- convert relevant information into various mathematical forms.
- carry out calculations to solve for unknown.
- draw relevant conclusions based on the quantitative analysis of data, while recognizing the limits of the analysis.
- make and evaluate important assumptions in
- estimation, modeling, and data analysis.

**Assessment Methods: Direct**

Mathematical problems, lab or technical reports, Math or science projects, etc.

**Assessment Instrument:** Value Rubric designed to assess the quantitative skills.

	Performance Level		
Criterion	Exceeds Expectations	Meets Expectations	Not Acceptable
Interpretation	Provides accurate explanations of information presented in mathematical forms and makes appropriate inference based on the information	Provides explanations of information presented in mathematical forms, inference is somewhat vague.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about the what the information means
Representation	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented clearly, and concisely.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from the work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from the work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from the work.
Assumptions	Explicitly describes assumptions and provides rationale for each assumption. Final conclusions is based on the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Attempts to describe assumptions.
Communication	Uses quantitative information in connection with the argument or purpose of the	Uses quantitative information in connection with the argument or purpose of the	Presents an argument for which quantitative evidence is pertinent, but does not

	work, presents it in an effective format, and explicates it with consistently high quality.	work, though data may be presented in a less than completely effective format	provide adequate explicit numerical support.
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## APPENDIX G

### West Virginia Northern Community College Pre-Assessment Proposal Form

Division: Click or tap here to enter text.	Department: Click or tap here to enter text.
Date: Click or tap here to enter text.	Academic Year: Click or tap here to enter text.

Assessment Type:	<input type="checkbox"/> Course	<input type="checkbox"/> Gen Ed	<input type="checkbox"/> Program
Semester:	Choose an item.		
Course and Section being assessed:	Click or tap here to enter text.		
Faculty Members Participating in Assessment:	Click or tap here to enter text.		
Person Responsible for Submitting Report:	Click or tap here to enter text.		
Semester when the Assessment will be conducted:	Click or tap here to enter text.		

**General Education Outcome/s being assessed:**

Click or tap here to enter text.

**Program Outcome/s being assessed:**

Click or tap here to enter text.

**Course Outcome/s being assessed:**

Click or tap here to enter text.

**Student Learning Outcome/s being assessed:**

Click or tap here to enter text.

**Assessment Activities:**

Click or tap here to enter text.

**Assessment Measurements:**

Click or tap here to enter text.

**Is Institutional Research or Assessment Committee assistance needed?**

Click or tap here to enter text.

## APPENDIX H

### West Virginia Northern Community College Course Assessment Report Form

<b>Division:</b> Click or tap here to enter text.	<b>Department:</b> Click or tap here to enter text.
<b>Date:</b> Click or tap here to enter text.	<b>Academic Year:</b> Click or tap here to enter text.

<b>Assessment Type:</b>	<input type="checkbox"/> Course	<input type="checkbox"/> Gen Ed	<input type="checkbox"/> Program
<b>Semester:</b>	Choose an item.		
<b>Course/Section/Title being assessed:</b>	Click or tap here to enter text.		
<b>Faculty Members Participating in Assessment:</b>	Click or tap here to enter text.		
<b>Person Responsible for Submitting Report:</b>	Click or tap here to enter text.		

#### General Education Outcomes

Student Learning Outcomes	Assessment Method/Instrument	Performance Indicator	Results
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

#### Course Outcomes:

Student Learning Outcomes	Assessment Method/Instrument	Performance Indicator	Results
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

#### Recommendations Based on Assessment Results:

Click or tap here to enter text.
----------------------------------

#### Effective Date/Timeline for Changes (if recommended):

Click or tap here to enter text.
----------------------------------

#### If major curriculum changes are necessary, when will the proposal go to the Academic Affairs Committee/Curriculum Committee for review?

Click or tap here to enter text.
----------------------------------

#### Proposed Re-Assessment Date:

Click or tap here to enter text.
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# APPENDIX I

## Assessment Committee

### Peer Review: Course Assessment Report

<b>Course Number and Title:</b> <a href="#">Click here to enter text.</a>	<b>Peer Reviewer Name:</b> <a href="#">Click here to enter text.</a>
<b>Course Assessment Report Submitted By:</b> <a href="#">Click here to enter text.</a>	<b>Date of Peer Review:</b> <a href="#">Click here to enter a date.</a>
<b>Date of Assessment Report:</b> <a href="#">Click here to enter a date.</a>	

**Reviewer Instructions:** Please use the following guidelines to evaluate each course assessment report. Identify the level of development for each of the four components of the report. Select only one level of development for each plan component. Include rationale and comments for appraisal.

Assessment Components	Levels of Development		
	Undeveloped	Developing	Established
<b><u>Outcomes Assessed:</u></b> Course outcomes are clearly stated in terms of student learning.	Course outcomes are listed.  <a href="#">Choose an item.</a>	Course outcomes are stated in terms of what students will be able to do.  <a href="#">Choose an item.</a>	Course outcome are written in terms of what student will be able to do at the completion of the course.  <a href="#">Choose an item.</a>
Course outcomes are measurable.		More than 70% course outcomes are not measurable. <a href="#">Choose an item.</a>	Course Outcomes are measurable.  <a href="#">Choose an item.</a>
Student Learning Outcomes (SLOs) are written in terms of student learning.	Student Learning Outcomes are listed.  <a href="#">Choose an item.</a>	SLOs are listed in terms of what students will be able to do at course completion. <a href="#">Choose an item.</a>	SLOs are clearly stated in terms of student learning.  <a href="#">Choose an item.</a>
Student Learning Outcomes are measurable.	Majority of the SLOs are not measurable <a href="#">Choose an item.</a>	SLOs are measurable.  <a href="#">Choose an item.</a>	SLOs are measurable.  <a href="#">Choose an item.</a>
Student Learning Outcomes are consistent with the course Learning Outcomes.		A relation between the Course Outcome/s and SLOs IS or IS NOT established.	A relation between the Course Outcome/s and SLOs IS clearly established.





<b>Comments:</b>	<b><u>Evaluator Comments:</u></b> <a href="#">Click here to enter text.</a>	<b><u>Evaluator Comments:</u></b> <a href="#">Click here to enter text.</a>	<b><u>Evaluator Comments:</u></b> <a href="#">Click here to enter text.</a>
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Assessment Components	Levels of Development		
	Undeveloped	Developing	Established
<b><u>Assessment Results: Data Summarization and Analysis</u></b> Analysis includes description of sample used for assessment.	Analysis includes description of sample used.  Choose an item.	Analysis includes description of sample used.  Choose an item.	Analysis includes description of sample used.  Choose an item.
Results provided for each SLO <sub>2</sub>	Analysis of data supporting SLOs.  Choose an item.	Analysis of data supporting SLOs.  Choose an item.	Analysis of data supporting SLOs.  <input type="checkbox"/> Comprehensive analysis
Summary of results address measures described in method of assessment.		All planned activities are not analyzed. Choose an item.	All planned activities are analyzed Choose an item.
Results compared to earlier assessments (if data is available).	Results compared to earlier assessments.  Choose an item.	Results compared to earlier assessments.  Choose an item.	Results compared to earlier assessments.  Choose an item.
<b>Comments:</b>	<b><u>Evaluator Comments:</u></b> Click here to enter text.	<b><u>Evaluator Comments:</u></b> Click here to enter text.	<b><u>Evaluator Comments:</u></b> Click here to enter text.

Assessment Components	Levels of Development		
	Undeveloped	Developing	Established
<b><u>Recommendations/Action Plan</u></b> Report includes recommendation(s) for improvement for selected SLOs.	<input type="checkbox"/> No recommendation given or recommendation does not appear to be supported by data.	Recommendation or action plan is identified.  Assessment support data provided. Choose an item.	<input type="checkbox"/> Report included recommendation, comprehensive plan, and steps for improving student learning.
Curriculum modifications/plan of action recommended based on results of assessment activities.  Data clearly supports recommendations provided.		Data clearly supports recommendations provided. Choose an item.	Data clearly supports recommendations provided. Choose an item.
When available, assessment report builds on previous assessment activities.	When available, assessment report builds on previous assessment activities. Choose an item.	When available, assessment report builds on previous assessment activities. Choose an item.	When available, assessment report builds on previous assessment activities. Choose an item.
There is evidence that data is shared with other faculty (feedback loop evident in recommendation).	There is evidence that data is shared with other faculty.  Choose an item.	There is evidence that data is shared with other faculty.  Choose an item.	There is evidence that data is shared with other faculty.  Choose an item.
<b>Comments:</b>	<b><u>Evaluator Comments:</u></b> Click here to enter text.	<b><u>Evaluator Comments:</u></b> Click here to enter text.	<b><u>Evaluator Comments:</u></b> Click here to enter text.

**APPENDIX J**  
**CTCS PROCEDURAL RULE**  
  
**135CSR10**  
**TITLE 135**  
**PROCEDURAL RULE**  
**WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL**  
**COLLEGE EDUCATION**  
**SERIES 10**  
**POLICY REGARDING PROGRAM REVIEW**

**§135-10-1. General.**

certificate or degree.

1.1. Scope. -- This rule delineates the responsibilities of the institutional governing boards and the Council for Community and Technical College Education in the review of existing academic programs.

1.2. Authority. -- W. Va. Code §18B-2B-6, 18B-1-3(h)(2).

1.3. Filing Date. -- August 26, 2005.

1.4. Effective Date -- September 30, 2005.

**§135-10-2. Basis of Program Review Process.**

2.1. W. Va. Code §18B-2B-6 and 18B-2A-4 delineate responsibilities for the review of academic programs. Each institutional governing board has the responsibility to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district. Additionally, each governing board as part of the review is to require the institution(s) under its jurisdiction to conduct periodic studies of graduates and

their employers to determine placement practices and the effectiveness of the education experience. The Council for Community and Technical College Education has the responsibility for review of academic degree programs, including the use of institutional missions as a template to assure the appropriateness of existing programs and the authority to implement needed changes.

2.2. For the purpose of this document, a "program" is defined as curriculum or course of study in a discipline specialty that leads to a

### **§135-10-3. Assumptions Used in Developing the Review Process.**

3.1. A rational and comprehensive program review process requires differentiation among levels of degrees. The process, criteria, and standards for associate degree programs will differ significantly from those applied to graduate programs.

3.2. The program review process must be accomplished within the limits of available staff and resources.

3.3. A continuous auditing process allowing for early identification of programs that need particular scrutiny is required to permit changes to be anticipated, appropriate intervention to take place, and corrective action to be accomplished within normal institutional planning efforts.

3.4. A readily accessible computerized data base should be available to support the program review process.

### **§135-10-4. Program Review Levels.**

4.1. The program review process Will provide for a review and evaluation of all programs leading to a certificate or degree at the institution. The institutional governing board will constitute a committee or committees to review appropriate wrograms during a given year. The institution will draft, in accord with the appropriate governing boards' guidelines, a self-study. The governing board will report to the Chancellor, by May 31, the results of the program reviews conducted each academic year. The Council for Community and Technical College Education, through its staff or other appropriate entities, shall review annually the program review actions reported by

each institution. The Council may modify any institutional action consistent with its authority for review of academic programs.

4.1.1. Program Review by the Institutional Board of Governors - The purpose of the appropriate Board review, conducted on a regular five-year cycle, will be to conduct an in-depth evaluation of the viability of, adequacy of, necessity for each academic program, consistent with the mission of the institution. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional processes and completed within the previous 60 months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body.

Programs that are accredited by specialized accrediting or approving agencies (for disciplines for which such agencies exist) recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect to adequacy. For programs so accredited or approved, institutions shall submit: the comprehensive institutional self-study conducted in compliance with the accreditation or approval process, a copy of the letter containing the conferral of accreditation or approval and a documented statement from the chief academic officer regarding program consistency with mission, viability and necessity. In preparing the institutional self-study, each institution will utilize a collaborative process which includes faculty, students and administrators.

4.1.2. Program Review by the Council - The Council has the responsibility for review of academic programs including the use of institutional missions as a template to assess the appropriateness of existing programs and the authority to implement needed changes. The reports on actions resulting from program review at each institution shall be reviewed by the staff of the Council. The review will focus on the appropriateness of the institutional action, particularly as the actions relate to adequacy, viability, necessity and consistency with institutional mission for each program. The Council staff may request a copy of the self-study or other supporting materials, if deemed essential. If the Council staff concludes that the institutional program review action should be modified, the staff shall consult with the president or designee to reach consensus on the appropriate steps. Should a consensus

and agreement not be reached, the matter would be referred to the Council for resolution.

4.1.3. Institutional personnel, external consultants, and the staff of the appropriate Board of Governors will be involved in establishing the criteria, standards, and process of evaluation, and in interpreting the information resulting from the review. It is the responsibility of the institution to assure that the program review process is carried out objectively and that persons external to the academic unit in which the program is housed and/or external to the institution participate in the review. To ensure that each program is reviewed at least once every five years, consistent with statutory requirements, the appropriate Board of Governors will select approximately 20 percent of all programs for review each year. For each program identified for review, the institution will develop a self-study statement addressing the following items.

4.1.3.1. Viability - Viability is tested by an analysis of unit cost factors, sustaining a critical mass, and relative productivity. Based upon past trends in enrollment, patterns of graduates, and the best predictive data available, the institution shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.

4.1.3.2. Adequacy - The institution shall assess the quality of the program. A valuable (but not the sole) criterion for determining the program's adequacy is accreditation by a specialized accrediting or approving agency recognized by the Federal Government or the Council for Higher Education Accreditation. The institution shall evaluate the preparation and performance of faculty and students, and the adequacy of facilities.

4.1.3.3. Necessity - The dimensions of necessity include whether the program is necessary for the institution's service region, and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need, rate of placement of the programs' graduates). Whether the needs of West Virginia justify the duplication of programs in several geographic service regions shall also be addressed.

4.1.3.4. Consistency With Mission - The program shall be a component of, and appropriately contribute to, the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the institution's ability to accomplish its mission should be stated.

4.1.4. Special Program Review - Either the Council or the appropriate Board of Governors may request at any time that special program reviews be conducted for a given purpose. Formal strategies for conducting such reviews will be developed, consistent with the purpose of the review.

#### **§135-10-5. Possible Outcomes.**

5.1. Institutional Recommendation - The appropriate Board of Governors' five-year cycle of program review will result in a recommendation by the institution for action relative to each program under review. The institution is clearly obligated to recommend continuation or discontinuation for each program reviewed. If recommending continuation, the institution should state what it intends:

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

5.1.2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action.

5.1.3. Identification of the program for further development; or

5.1.4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like.

5.1.5. If it recommends discontinuance of the program, then the provisions of Council policy on approval and discontinuance of academic programs will apply.



5.1.6. For each program, the institution will provide a brief rationale for the observations, evaluation, and recommendation. These should include concerns and achievements of the program. The institution will also make all supporting documentation available to the Council upon request.

5.2. Committee Recommendation - The appropriate Institutional Program Review Committee will develop a recommendation for action and present it to the institutional Board of Governors for action and referral to the Council.

5.2.1. The committee may make recommendations that go beyond those also. The committee may request additional information and may recommend continuance on a provisional basis and request progress reports.

5.3. Appeals Committee and the Appeals Process - Any disagreement between a final recommendation of the Institutional Program Review Committee and the recommendation of the academic unit may be appealed to an institutional Program Review Appeals Committee.

## APPENDIX K

### FIVE YEAR PROGRAM CYCLE REVIEW



# GENERAL EDUCATION ASSESSMENT PLAN WVNCC

user

<b>Division/Program</b>	20 16- 17	20 17- 18	20 18- 19	20 19- 20	20 20- 21	20 21- 22
<b>Health Sciences</b>						
• Health and Physical Education						
• Health Information Technology (AAS)			☒			
• Medical Assisting CAS		☒				
• Medical Assisting AAS		☒				
• Nursing (AAS)			☒			
• Patient Care Technology (CAS) Post Audit	☒		☒			
• Radiography (AAS)	☒					
• Radiological Technology (AAS) Degree Completion	☒					
• Surgical Technology						
<b>Applied Technology</b>						
• Appliance Repair						

• Chemical Operator Technology (AAS) Post Audit				☒		
• Industrial Maintenance Technology (CAS)	☒					
• Mechatronics		☒				
• Petroleum Technology (CAS) Post Audit		☒				
• Petroleum Technology (AAS) Post Audit		☒				
• Refrigeration, Air Conditioning, and Heating Technology (AAS)	☒					
• Welding Technology (AAS) Post Audit			☒		☒	
<b>Business and Public Services</b>						
• Business Career Studies (CAS)			☒			
• Business Career Studies			☒			

(AAS)						
• Computer Information Technology (CAS)			☒			
• Computer Information Technology(AA S)			☒			
• Criminal Justice (AAS)				☒		
• Culinary Arts (CAS)		☒		☒		
• Culinary Arts (AAS)				☒		
• Paralegal CAS		☒				
• Paralegal AAS		☒				
<b>Liberal Arts, Communication and Social Sciences</b>						
• Associate in Arts (AA)				☒		
• Associate in				☒		

Science (AS)						
<ul style="list-style-type: none"> <li>• Early Childhood Care and Education</li> </ul>						
<ul style="list-style-type: none"> <li>• Human Services AAS</li> </ul>				☒		
<b>Board of Governors</b>						
<ul style="list-style-type: none"> <li>• Board of Governors (AAS)</li> </ul>				☒		

## APPENDIX L

### CTCS Program Review MEDICAL BILLING AND CODING SPECIALIST, CAS PROGRAM REVIEW 2012-2017

#### I. Name and degree level of program

MEDICAL BILLING AND CODING SPECIALIST, CAS

#### II. Significant Findings

YEAR	# TESTE D	PASS	FAIL	PASS RATE
2013	25	18	7	72.00%
2014	32	26	6	81.25%
2015	31	19	12	61.29%
2016	25	16	9	64.00%
2017	20	12	8	60.00%
	133	91	42	68.42%

#### III. Program Improvement

- 2014-2015 Transitioned 100% from ICD-9-CM coding to ICD-10-CM to correlate to mandated implementation of ICD-10-CM October 1, 2015
- 2016 Addition of SimChart – electronic office management system – for medical records, billing, and coding processes

#### IV. Deficiencies from Previous Review

Prior review was the initial 3-year audit and no deficiencies were yet identified in that report. However, over the last five years, annual assessments have identified several deficient areas which were corrected. These include, as noted above, the requirement to implement ICD-10-CM coding and the need to provide students with application skills in the use of an electronic office management system. As noted in *Program Improvement*, each of these deficiencies was addressed.



## V. Trend Data

Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
47	34.27	46	33.13	43	28.00	32	21.60	31	20.00

## HEADCOUNT AND FTE

## GRADUATES

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
26	19	28	21	19	113

## VI. Assessment Model

Assessment in the Medical Billing and Coding, CAS program is multifaceted.

- Course Assessment occurs in the form of cognitive testing with supplemental application exercises, for example, in medical billing and coding and the use of the electronic health record. Students complete a combination of written exams, assignments, and medical billing case studies.
- Program Assessment incorporates analysis of the course assessment overall results and the results of the national certification examination – Certified Billing and Coding Specialist (CBCS/NHA) – taken prior to graduation.
- Program Director assesses individual courses on a rotating basis each semester as set by WVNCC Assessment policies. Annual review is completed to determine whether course outcomes and student learning objectives were met based on coursework as well as the results of the CBCS[NHA] examination. NHA certification results provide the Program Director with detailed information on subject areas with overall scoring data. Analysis of all the data on an annual basis

assists the Program Director and faculty members in revising curriculum to improve upon any identified weak areas.

### PLACEMENT

	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates	2017 Graduates	Total
Working in major field	6	4	4	0	2	16
Working in another field	2	4	9	2	2	19
Pursuing further education	12	2	4	9	3	30
Unknown	6	9	11	10	12	48
<b>Total</b>	<b>26</b>	<b>19</b>	<b>28</b>	<b>21</b>	<b>19</b>	<b>113</b>

#### VII. Placement Data

#### VIII. Recommendations and Approval

*-Final recommendations approved by governing board selecting one:*

- *Continue program at current level BOG meeting 4/19/2018*

## MEDICAL BILLING AND CODING SPECIALIST, CAS

First Year - Fall Semester			
AHS		Electronic Health Records	1
AHS		Medical Terminology	1
AHS		Disease Process Applications	3
BIO		Anatomy & Physiology I	3
ENG		College Composition I	3
MAS		Basic Diagnostic and Procedural Coding	2
MAS		Medical Insurance and Reimbursement Methodologies	2
			15
First Year - Spring Semester			
CIT		Microsoft Applications	3
MATH		Math of Business and Finance	3
BIO		Anatomy and Physiology II	3
AHS		Medical Legal / Ethical Issues	1
MAS		Medical Financial management	2
MAS		Medical Billing and Coding Applications	3
			15
TOTAL HOURS			30
A minimum grade of a "C" is required in all courses to remain in the program and graduate.			

## **APPENDIX M**

### **West Virginia Northern Community College MULTI-YEAR PROCESS FOR CURRICULUM EVALUATION**

Effective Date: September 27, 2001

Date Approved by WVNCC Board of Governors: September 27, 2001

Authority Reference: WV Code 18B-1-6; 18B-1B-4; 18B-2A-4; HEPC, Title 133, Series 10

Replaces previous policy dated: WVNCC Policy No. 5.4.2 effective May 21, 1998,  
“Institutional Program Review”

## **RULE**

All curricula shall be periodically evaluated by an external panel of curriculum consultants consisting of (a) a minimum of two professionals in the field or from another institution chosen for their knowledge and expertise, at least one of whom shall be employed outside of the education field; (b) a faculty member from another program within the institution.

1. A written evaluation report by the panel shall be submitted to the faculty unit, the Academic Director and the Dean of Academic Affairs.
2. A final report to the President on the formal evaluation shall consist of (a) self-study report prepared prior to the visit, (b) the evaluation panel report, and (c) the faculty unit's response to the evaluation report.
3. The final report shall be reviewed with the Institutional Governing Board. An institutional recommendation from the Board regarding the program shall be forwarded by the President to the Chancellor.

### **Formal Evaluation Procedures**

A. Internal Evaluation Report - Two months prior to the evaluation visit, the appropriate program director and/or academic center director, in conjunction with faculty assigned to the curriculum, shall review program objectives and outcomes and request relevant data from Career Services and Institutional Research and any other data source for the purpose of preparing a critical self study report.

1. The self-study should include the following elements: stated objectives, curriculum structure, degree requirements, faculty vitae, current and projected enrollments, resources and facilities, student achievement and graduate success.

### **Multi-Year Process for Curriculum Evaluation**

2. In its preparation, the program faculty should consult the Checklist for Self-Study and Data Submission Form provided by the Office of the Dean of Academic Affairs.

3. The critical section of the self-study should outline briefly the faculty unit's perception of the strengths and weaknesses of the curriculum and new directions under consideration.

4. A file of those documents relating to the curriculum shall be prepared which may include but is not limited to the following: course syllabi, final examination copies, budget information, the original curriculum proposal (or previous formal evaluation reports); and institutional research documents such as graduate follow-up studies, attrition/persistence reports, standardized test results and student profiles. Additionally, any documentation relating to quality indicators, such as logs, student letters, faculty exchange may be cited.

B. The Evaluation Panel - The purpose of the visiting panel is to provide consultation to the faculty rather than merely a critique. The panel shall be chosen by the Dean of Academic Affairs in consultation with the Academic Director. The faculty unit shall suggest the names of individuals they believe are qualified to evaluate the curriculum. The College representative on the panel shall be appointed by the Dean of Academic Affairs with the approval of the program core faculty.

1. The panel shall receive the Self-Study report at least one week prior to the scheduled visit.

2. During the visit, the College faculty member on the panel shall be relieved of all other duties. Class coverage shall be arranged.

3. The consulting team will convene on the morning of the scheduled visit for a meeting with the program faculty and administrators in order to review the visit agenda.

4. Specific arrangements shall be made by the Academic Director for the team members to meet with students and with members of the program's Advisory Committee, if possible.

C. The Visit - The visit shall last for approximately a day and half day and shall include interviews with faculty, students, support staff, and administrators related to the curriculum as well as examination of pertinent materials and inspection of facilities and equipment. Classrooms and laboratories may be visited. The panel shall discuss its findings with the faculty on the second day. The evaluation report shall be submitted within one week of the visit by the lead member of the panel.

D. The Evaluation Report - The report shall summarize the panel's findings in three main sections; strengths, weaknesses, suggested new directions. Following are some of the questions to be addressed:

1. Is the need for the curriculum justified? Is it clearly related to the College mission?

2. Are the curriculum objectives valid? Are the objectives clearly articulated and understood by faculty and students in the program?

3. Is the curriculum content current? Are proposed curriculum directions appropriate considering the needs of students and the field for which they are being trained? Do the courses relate well? Is there an integrated basic skills component?

4. What are the students' perceptions of the overall quality of instruction? Of their needs satisfaction? Is there evidence of good rapport with faculty?

5. What conclusions may be drawn about the persistence/attrition and graduation data?

6. Are graduates being employed in the field or successfully transferring for higher degree study?

7. What are the professional aims of the faculty, both full time and part time? Is there evidence of academic vitality?

8. Does the program enjoy sufficient support from the administration and other support areas (e.g., library)?

9. Are sufficient resources available to support the program? Are existing resources and facilities appropriately and well used?

10. Are there any obstacles to the continuation of the program?

E. Response to the Evaluation - The faculty unit shall meet to consider the panel's findings following the visit and shall prepare a written response to the evaluation report within two weeks. This response may express agreement or disagreement with the report recommendations. It should be a summary of the value of the experience but should not attempt to provide further detailed documentation.

### **Evaluation Scheduling**

1. Normally, evaluations shall be scheduled every five years. Periodic reports may be required, and in some cases, follow-up reviews may be scheduled in a shorter time frame. The rotation schedule shall be published by the Dean of Academic Affairs Office.

2. During initial preparation for the evaluation, if the faculty unit discovers major weaknesses to be corrected, they may request delay of the scheduled visit with provision for another time.

3. Those curricula which undergo other types of evaluation by outside agencies for accreditation may be excluded from the list.

4. In cases involving a small program with less than three core faculty members, the evaluation may be shortened to one day with an evaluation team membership of two professionals.

5. This process shall be examined for possible amendment following five program evaluations in which it is implemented.

# APPENDIX N

## ***West Virginia Northern Community College*** ***Yearly program assessment***

PROGRAM BEING ASSESSED (Radiography A.A.S)      YEAR (2017-2018)

PERSON RESPONSIBLE (Misty Kahl)

Email: ([mkahl@wvncc.edu](mailto:mkahl@wvncc.edu))

### **I. ENROLLMENT INFORMATION**

**A. Program Name:**              Radiography A.A.S.

(FT&PT) # Students (Current Year): **Fall 2017 = 32 / Spring 2018 = 29**

(FT&PT) # Students (Past Year): **Fall 2016 = 31 / Spring 2017 = 31**

% Enrollment Change: **Fall = 3% decrease / Spring = 10% increase**

**B. Additional Program Name: N/A**

(FT&PT) # Students (Current Year):

(FT&PT) # Students (Past Year):

% Enrollment Change:

**C. Additional Program Name: N/A**

(FT&PT) # Students (Current Year):

(FT&PT) # Students (Past Year):

% Enrollment Change:

*(Percent enrollment change is calculated by dividing increase or decrease by past year's #)*

% Enrollment Change:

*(Percent enrollment change is calculated by dividing increase or decrease by past year's #)*

COMMENT:

**D. Average Faculty/Student Ratios:**

Lecture (Fall 2017 / Fall 2016): **6.99:1 / 7.87:1** Lab: **10:1**  
Lecture (Spring 2018 / Spring 2017): **5.62:1 / 7.62:1** Lab: **10:1**

COMMENT:

**II. FACULTY INFORMATION** *(For program instructors)*

- A. Please identify program and list: **Radiography A.A.S.**  
Number of Full Time (Current Year): **2**  
Number of Part Time (Current Year): **2**
- B. Please identify program and list: **N/A**  
Number of Full Time (Past Year):  
Number of Part Time (Past Year):

**NOTE:** Reporting Of Professional Development *(Faculty Professional Development Form)*  
Must Be Submitted with this Annual Report for All Current Faculty (Full and Part-Time).

- C. Number of Technical Faculty with Industry Certification: (IF APPLICABLE) **N/A**  
Number of Technical Faculty Eligible for Industry Certification: : (IF APPLICABLE) **N/A**

**III. PROGRAM DIRECTOR:** Name and Level: **Misty Kahl, M.S., R.T.(R)**

- A. Has there been a change in Program Director since the last report? **No**
- B. Has there been a change in Institutional Presidency since the last report*

**IV. PLEASE INCLUDE ANY CHANGES INFORMATION ON TO THE PROGRAM DURING THE PAST YEAR:** (YEAR ONE PLEASE INDICATE IF AREA IS ADEQUATE and COMPREHENSIVE FOR YOUR PROGRAM)

- A. Facility: **Yes**
- B. Resources: **Yes**



- C. Equipment: Yes**
- C. Budget: Yes**
- D. Course Titles/MCG'S: Yes**
- E. Course Assessments: Yes**
- F. Support Staff: Yes**
- G. Mission and Goals of the Program and/or College: Yes**
- H. Institution and/or Program Accreditation and State Approvals:**
- I. Student Services: Yes**
- J. Program Additions: Yes**
- K. Any Other Category of Change Which Affects the Program:**

**v. SUBMITTED BY: Misty Kahl, M.S., R.T.(R)**

**DATE: August 1, 2018**

**VI. MUST BE SUBMITTED WITH THIS REPORT: (see pgs. 7-10)**

**A. . Most current Assessments that have been completed. (list the ones turned in to assessment committee)**

Semester	Program Outcome/s	Course/s	Result	Recommendations
Fall 2017		RAD 100		
Fall 2017		RAD 120		
Spring 2018		RAD 260		

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- B. Faculty Professional Development (for each Faculty) (see pgs. 4-6)
- F. Minutes from **at least 1** of the past year's Advisory Committee Meetings (dated with list of attendees and their titles): <http://www.wvncc.edu/programs-of-study/advisory-committee-meeting-minutes/6263>
- G. Curriculum changes made to program in the past year( Brief narrative) **N/A**
- F. Updated "MASTER COURSE GUIDES" (if there have been any changes to curriculum) **N/A**
- G. Most current results of any graduate and/or employer surveys completed. **Please provide actual data, not just blank forms.** (see end of report for summaries). (see pgs. 11-13)
- H. Any other materials which are needed to explain changes as reported in Part IV of this report

# **West Virginia Northern Community College**

## ***Faculty professional development***

NAME OF FACULTY: Misty D. Kahl, M.S., R.T.(R)

RANK: Radiography Program Director / Assistant Professor

YEARS AT NORTHERN: 7

PROFESSIONAL DEVELOPMENT COMPLETED THIS YEAR:

- Faculty Enrichment Day (Faculty Return Week); Various workshop/sessions regarding assessment 8/24/2017
- Professional Development Day; Assessment 9/29/2017
- WVSRT (West Virginia Society of Radiologic Technologists) 65<sup>th</sup> Annual Conference 10/26/17-10/28/17
- Faculty Training for Schedule Builder 11/2/17
- ASRT Directed Reading 11/21/17
- Trajecsys Corporation Conference Call & Web Tour; New System for Clinical Attendance Tracking, Evaluation, and Competencies 2/5/2018
- ASRT Directed Readings 2/19/18
- Web Ex Rad Review Training 3/7/18
- WVNCC Spring Open House 3/24/2018
- WVNCC Assessment Workshop / Presenter 3/30/18
- Kettering ARRT (American Registry of Radiologic Technologists) Registry Review Seminar 4/26/18-4/27/18 = 13 CEUs

**West Virginia Northern Community College**  
***Faculty professional development***

NAME OF FACULTY: Melissa Stephens, B.A., R.T.(R)

RANK: Radiography Program Clinical Coordinator / Instructor

YEARS AT NORTHERN: 7

PROFESSIONAL DEVELOPMENT COMPLETED THIS YEAR:

- Faculty Enrichment Day (Faculty Return Week); Various workshop/sessions regarding assessment 8/24/2017
- Professional Development Day; Assessment 9/29/2017
- WVSRT (West Virginia Society of Radiologic Technologists) 65<sup>th</sup> Annual Conference 10/26/17-10/28/17
- Trajecsyst Corporation Conference Call & Web Tour; New System for Clinical Attendance Tracking, Evaluation, and Competencies 2/5/2018
- WVNCC Spring Open House 3/24/2018
- Kettering ARRT (American Registry of Radiologic Technologists) Registry Review Seminar 4/26/18-4/27/18 = 13 CEUs
- Certified Surgical Technologist (CST) Examination Proctor 5/9/18

**West Virginia Northern Community College**  
***Faculty professional development***

NAME OF FACULTY: Tonya Trigg, R.T.(R)

RANK: Radiography Program Adjunct Clinical Instructor

YEARS AT NORTHERN: 4

PROFESSIONAL DEVELOPMENT COMPLETED THIS YEAR:

- Kettering ARRT (American Registry of Radiologic Technologists) Registry Review Seminar 4/26/18-4/27/18 = 13 CEUs

**West Virginia Northern Community College**  
***Faculty professional development***

NAME OF FACULTY: Molly Dutton, A.S., R.T.(R)

RANK: Radiography Program Adjunct Clinical Instructor

YEARS AT NORTHERN: 1

PROFESSIONAL DEVELOPMENT COMPLETED THIS YEAR:

- E-Rad Imaging Radiology CE Courses 8/26/17
- Kettering ARRT (American Registry of Radiologic Technologists) Registry Review Seminar 4/26/18-4/27/18 = 13 CEUs

### West Virginia Northern Community College Course Assessment Report Form

<b>Division:</b> Health Sciences	<b>Department:</b> Radiography Program
<b>Date:</b> 1/22/18	<b>Academic Year:</b> 2017-2018

<b>Assessment Type:</b>	<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Gen Ed	<input type="checkbox"/> Program
<b>Semester:</b>	Fall		
<b>Course/Section/Title being assessed:</b>	RAD 100-001 / Introduction to Radiography		
<b>Faculty Members Participating in Assessment:</b>	Misty Kahl		
<b>Person Responsible for Submitting Report:</b>	Misty Kahl		

#### General Education Outcomes (\*Communicate effectively in oral & written formats).

Student Learning Outcomes	Assessment Method/Instrument	Performance Indicator	Results
#37 – Explain how a person's cultural beliefs toward illness & health affect his or her health status.	Handout describing Culture Group/ Language, Belief Practices, Nutritional Preferences, Communication Awareness, & Patient Care/Handling of Death will be	The overall class average on the WS this semester will be higher than the class average on the WS given in the Fall 2016	The overall class average on the WS this semester was 100.66%, which reflects a 1.86% increase in

	distributed & discussed in class. A graded worksheet (WS) will then be given to the class.	Semester course. In 2016, 17 students were enrolled in the course; in 2017, 16 students were enrolled.	the OA class average on the WS in Fall 2016 (which was 98.8%).
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**Course Outcomes: (\*Recognize the importance of cultural diversity, Maslow's Hierarchy, & the Grieving Process as they relate to patient interaction.)**

<b>Student Learning Outcomes</b>	<b>Assessment Method/Instrument</b>	<b>Performance Indicator</b>	<b>Results</b>
#37 – Explain how a person's cultural beliefs toward illness & health affect his or her health status	Handout describing Culture Group/ Language, Belief Practices, Nutritional Preferences, Communication Awareness, & Patient Care/Handling of Death will be distributed & discussed in class. A graded worksheet (WS) will then be given to the class.	The overall class average on the WS will be 95% or above.	The overall class average on the WS was 100.66%.
#39 – Differentiate between Culture & Ethnicity.	A question addressing Culture & Ethnicity will be included on the final exam for the course.	At least 95% of the students will answer the final exam question correctly.	100% of students answered the question correctly.
#45 – Identify the 5 levels of	A graded "Assigned Reading" on Maslow's Hierarchy	The overall class average on the graded	The overall class average on

Maslow's Hierarchy & how it affects patient interaction.	will be given to the class.	"Assigned Reading" will be 95% or above.	the assignment was 101.66%
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**Recommendations Based on Assessment Results:** A detailed discussion of the "Cultural Diversity" Handout will be continued next year in "Introduction to Radiography", followed by a graded worksheet. Revisions may be made to the handout if necessary to keep information current. The addition of the "Assigned Reading" has helped to reinforce knowledge of the Student Learning Outcome regarding Maslow's Hierarchy, so this will be continued, as well. The grades on these assignments will continue to be monitored.

**Effective Date/Timeline for Changes (if recommended):** N/A

**If major curriculum changes are necessary, when will the proposal go to the Academic Affairs Committee/Curriculum Committee for review?** N/A

**Proposed Re-Assessment Date:** Fall 2020

## West Virginia Northern Community College Course Assessment Report Form

<b>Division:</b> Health Science	<b>Department:</b> Radiography
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<b>Date:</b> 8-1-18	<b>Academic Year:</b> 2017-18
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<b>Assessment Type:</b>	<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Gen Ed	<input type="checkbox"/> Program
<b>Semester:</b>	Fall		
<b>Course/Section/Title being assessed:</b>	Radiographic Procedures I (RAD 120-001)		
<b>Faculty Members Participating in Assessment:</b>	Melissa J. Stephens, B.A., R.T.(R)		
<b>Person Responsible for Submitting Report:</b>	Melissa J. Stephens, B.A., R.T.(R)		

#### General Education Outcomes

<b>Student Learning Outcomes</b>	<b>Assessment Method/Instrument</b>	<b>Performance Indicator</b>	<b>Results</b>
Communicate effectively in oral & written formats.	Positioning /Clinical Terminology & Abbreviations Quiz Chpt. 1 Test (Preliminary Steps in Radiography) Chpt. 3 Test (General Anatomy & Radiographic Positioning Terminology)	Overall Class avg. 95% or higher	Quiz - 99.53% Chpt. 1 Test – 95.86% Chpt. 3 Test – 94.71%

**Course Outcomes: Have a reinforced understanding of entry level examinations, patient movement, and exam positioning.**

<b>Student Learning Outcomes</b>	<b>Assessment Method/Instrument</b>	<b>Performance Indicator</b>	<b>Results</b>
Describe standard positioning terms.	Positioning /Clinical Terminology & Abbreviations Quiz Chpt. 1 Test (Preliminary Steps in Radiography) Chpt. 3 Test (General Anatomy & Radiographic Positioning)	Overall Class avg. 95% or higher	Quiz - 99.53% Chpt. 1 Test – 95.86% Chpt. 3 Test – 94.71%

	Terminology)		
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**Recommendations Based on Assessment Results:**

Continue providing this information along with testing & practicing the skills taught on a regular basis in preparation for upcoming clinical rotations. Continue to stress the importance of knowing the building blocks of the profession as they move forward in training.
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**Effective Date/Timeline for Changes (if recommended):**

NA
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**If major curriculum changes are necessary, when will the proposal go to the Academic Affairs Committee/Curriculum Committee for review?**

NA
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**Proposed Re-Assessment Date:**

NA
----

**\*SUMMARY OF EMPLOYER SURVEYS BEGINNING IN 2013\*\***

Surveys are sent out annually in January to employers of graduates of West Virginia Northern Community College (WVNCC). The first class graduated from WVNCC in 2013. Two out of eight surveys were returned for the Class of 2013; four out of 11 surveys were returned for the Class of 2014; six out of eight were returned for the Class of 2015, nine out of fifteen were returned for the Class of 2016.

The employers were questions about five items. They were asked to rate the graduates' abilities using a scale of 1-5 with 5 being "excellent" & 1 being "poor/unsure". The responses are as follows:

<u>QUESTION TOPIC</u>	<u>CLASS OF...</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>Ave.</u>
1. Pt. care skills & professionalism.		4.78	4.83	4.75	4.50	<b>4.71</b>
2. Communication skills & cooperation.		4.89	4.50	4.75	5.0	<b>4.79</b>
3. Critical thinking & problem-solving skills.		4.78	4.17	4.75	3.50	<b>4.30</b>
4. Functionability & reliability.		4.89	4.67	5.0	4.75	<b>4.83</b>
5. Overall impression of performance.		4.78	4.67	4.50	4.0	<b>4.49</b>
6. Would you hire other grads?		Yes = 100% (every year)				

RECOMMENDATIONS / COMMENTS: "Venipuncture/infiltrates, more time with fluoro procedures, radiographic contrast injections & contraindications (kidney function, allergies, lab results) (2013)"; "Collimation needs to be stressed\*\*\*, smaller cassettes to be used on smaller body parts would help the collimation issue (2013)"; "They need more practice with skull work. Many unsure of views to take (2014)"; "Molly has worked out very well for us here (2015)"; "More fluoro time & more spine work (2015)". "Bre is an outstanding employee-you prepared her well (2016)"; "She needed more confidence in the hospital setting – she now has improved on this (2016)"; "Gina has been a great addition to our team! (2016)"; "If student is thinking of a career in a VIR Dept. I would recommend extra time in that area (2016)"; "As much fluoro & OR time as possible, talking through as many

unusual scenarios as possible to have a better knowledge of how to react fast when the situation presents itself (2016)”; “Lindsey has been an asset to our department – we’re happy to have her working here! (2016)”.

CONCLUSION = Based on responses from the employers of WVNCC graduates, it is felt that the students are being appropriately trained. More practice in venipuncture has been implemented. Fluoro rotations were moved to earlier in the semester to allow for more time in that area & spine work is stressed thoroughly in Procedures class. More discussions of “unusual” scenarios will be implemented in Clinical Fundamentals class. Surveys will continue to be sent out annually & the responses will be monitored for any trends or issues that need to be addressed by the program. The information is included in the program’s Assessment Plan & data is monitored closely to identify any trends that may be developing. A comparison of the previous years at Wheeling Hospital is kept on file for review.

**\*Comparison of Graduate RT Surveys from the Classes of 2013-2016\***

Surveys are sent out each year in January after graduation to each of the West Virginia Northern Community College (WVNCC) Radiography Program graduates. The topics are based on the program’s goals and mission. The last class to graduate from Wheeling Hospital was in 2011, so those results are available for review. The following results started in 2013 when the first class graduated from WVNCC. The responses are as follows:

<u>QUESTION TOPIC</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>Ave.</u>
1. Perform routine exams	3.9	3.8	3.71	3.33	<b>3.69</b>
2. Knowledge of radiographic procedures	3.9	3.8	3.71	4.33	<b>3.69</b>
3. Pt. care skills	3.9	4.0	4.0	3.67	<b>3.89</b>
4. Entry level knowledge skills	3.9	4.0	3.86	3.33	<b>3.77</b>
5. Perform non-routine exams	3.4	3.0	3.14	2.67	<b>3.05</b>
6. Effective communication with all ages	3.9	4.0	4.0	4.0	<b>3.98</b>
7. Perform in a professional manner	4.0	4.0	4.0	3.67	<b>3.92</b>
8. Continuing ed/life-long learning	3.9	3.6	3.86	3.67	<b>3.76</b>
9. Determine exposure factors	3.7	3.0	3.57	3.0	<b>3.32</b>

10. Adapt exposure factors	3.7	3.0	3.43	2.67	<b>3.2</b>
11. Radiation protection	3.9	4.0	4.0	4.0	<b>3.98</b>
12. First aid/life support	3.8	3.8	3.71	3.0	<b>3.58</b>
13. Evaluate images	3.9	3.8	3.86	3.33	<b>3.72</b>
14. Quality assurance	3.7	3.8	3.71	3.33	<b>3.64</b>
15. Independent judgement of technical Performance	3.7	3.8	3.71	3.33	<b>3.64</b>
16. Familiar with ancillary areas	3.5	3.2	3.43	2.67	<b>3.2</b>
17. OR Procedures	3.2	3.0	3.0	2.67	<b>2.97</b>
18. Fluoroscopic Procedures	3.5	3.0	3.0	2.67	<b>3.04</b>
19. Venipuncture	3.4	3.4	2.29	2.0	<b>2.77</b>
20. Cultural diversity knowledge	3.8	4.0	3.86	3.67	<b>3.83</b>
21. OVERALL Satisfaction with Rad. Program	4.0	n/a	n/a	n/a	<b>4.0</b>

\*\*4 = Very Competent; 3 = Competent; 2 = Moderately Competent; 1 = Unsure\*\*

NUMBER OF RESPONSES: 2016 = 10 out of 19; 2015 = 5 out of 13; 2014 = 7 out of 21; 2013 = 3 out of 13.

SOME EXAMPLES OF COMMENTS: (2016) "I've met so many great people – I love telling my "story" to new students & techs just starting out. I'll never forget my sense of accomplishment when I graduated & passed my registry!" "Great program that prepared me for additional schooling!" "I am so glad I went through the WVNCC Radiography Program. The teachers were very organized. However as an entry level tech, I wish they would have taught a baseline for technique per body part. I feel like I learned how to set technique on the job." (2015) "Overall I had a great experience with this program once I finally got accepted into it." "I believe the Kettering review is a must! It helped a lot!" "As a student you need to experience every shift. As an employee you are not always going to get day shift" "The saying "one day you're a student the next you're a tech" is a very true & scary statement!" "I felt very prepared when I stepped on the floor for my first day as a technologist". "I am very thankful to have had you & Missy Stephens as my instructors for 2 years. I can't thank you enough for giving me an opportunity to better myself & receive an education that has gotten me to where I want to be in my life."(2014) "I think it would be beneficial to have a smaller class size because of the limited clinical sites. It makes it hard for everyone to get enough experience in all the important areas. Also, it would greatly help to have all the positioning taught within the first year so the last year can be spent applying that at clinicals". "I loved the program & Misty/Missy are great people & educators! I was sad to leave but felt prepared to have a job as a tech." "Working as a tech now at a teaching hospital I think it would be very beneficial for the students if the tech or the person checking the student off reviewed the anatomy with them by asking questions such as the muscle in a KUB or why a fan lateral is done. And it seems less stressful for them even after 3-5 check offs to go back in & review their films if the hospital allows." "I enjoy working as a Radiology technologist. I'm very grateful for the opportunity WVNCC Radiology Technology Program gave me for the career that is/was my ultimate goal." "I feel that afternoon shift is beneficial because I feel like the ER is usually busier then & it gives you a chance to see a variety of exams & you might have to approach them in a different way than a routine exam." "Since I am doing midnight shifts alone, I wish I could have seen what that would be like to be responsible for an entire dept. by myself & I hate doing CT with contrast alone, so definitely spend more time on

that, but maybe just this facility does it without a “CT Tech”. ”Afternoon shift was beneficial because it allowed us to see a few more things that did not come in during the day. There were also only 2 of us students allowing us to see more exams that we couldn’t help do with other students already in the room or with a tech.”  
“Afternoon shift allows you to see more trauma.”

**CONCLUSION:** Based on the responses from the graduates, it is felt that the goals of the program are being met and the mission is being upheld. More focus will be placed on understanding technique. Also, “Overall Satisfaction of the Program” was added as an additional evaluation tool following the JRCERT Site Visit in October of 2016. A yearly graduate survey will continue to be sent out, and the responses will be monitored for any information that needs addressed by the program. The findings from this survey are a crucial part to the Assessment Plan & are monitored closely for any trends that may be identified. Some comments have been addressed, EX: only 18 students were accepted for the Class of 2017 instead of 20. Although it would be great to teach all positions the first year, it is impossible to do. CIs & Techs are always encouraged to review the anatomy with the students as time permits when they complete the exam. Venipuncture was started earlier in the semester this year to allow students to have more time to practice & become proficient. Fluoro was moved up in the curriculum, as well, to allow more time to become familiar with fluoro procedures & equipment. The Kettering Review Seminar has become an annual event in April.

#### **FINDINGS FROM 2013 GRADUATE SURVEY GENERAL INFORMATION**

\*\*3 out of 13 surveys were returned (23%).

\*\*Since graduation, 3 out of 3 graduates are working in the field of radiology (100%).

\*\*There are 2 graduates working as a staff technologist in a hospital (67%) & 1 graduate working as a staff technologist in an urgent care center (33%).

\*\*There are no graduates pursuing additional training.

#### **FINDINGS FROM 2014 GRADUATE GENERAL INFORMATION**

\*\*7 out of 20 surveys were returned (35%).

\*\*Since graduation, 7 out of 7 are working in the field of radiology; 3 are working as staff technologists in a hospital (43%), 2 are working as staff technologists in an urgent care center (28.5%), & 2 did not state what type of facility (28.5%).

\*\*One graduate has received training in MRI & one graduate in Mammography.

#### **FINDINGS FROM 2015 GRADUATE GENERAL INFORMATION**

\*\*5 out of 13 surveys were returned (39%).

\*\*Since graduation, 3 out of 5 are working in the field of radiology as staff technologists in a hospital (60%); 1 has not yet passed the registry (20%).

\*\*One graduate has received training in Ultrasound (20%).

### **FINDINGS FROM 2016 GRADUATE GENERAL INFORMATION**

\*\*10 out of 19 surveys were returned (53%).

\*\*Since graduation, 8 out of 10 are working in the field of radiology: 6 are working as staff technologists in a hospital (60%), 2 are working as staff technologists in an urgent care center (20%), 1 is still seeking employment.

\*\*One graduate has received training in MRI (10%) & one has received training in Peripheral Vascular Interventional Radiology (10%).

## APPENDIX O

### LIBRARY/LEARNING RESOURCE CENTER CO-CURRICULAR ASSESSMENT – SPRING 2018 – FINAL REPORT

#### THIS SEMSTER WAS A CONTINUATION OF THE FALL 2017 ASSESSMENT PROJECT

The following chart will show the difference in the classes that were assessed this semester in the General Education Cycle:

Outcome	Year 1 – Fall 2017	Spring 2018
Communicate Effectively in oral and written formats	ENG 101 SPCH 105 ENG 115	Repeat fall group
Employ or utilize information access and literacy skills		CIT 117 HIST 100, HIST 101, HIST 110, HIST 111 GEOG 205 POLS 102

In the fall we had 5 instructors from the English and Speech classes that participated. In the spring we had 6 instructors from English, Speech, Geography, and History that participated.

#### General Education Outcomes

The following outcomes were used to guide our assessment project:

2. Employ or utilize information access and literacy skills
3. Demonstrate problem-solving and critical thinking skills

The library developed several goals:

**Goal I:** Assist students to be self-directed learners

**Goal II:** Facilitate students to be basic academic library users

**Goal III:** Guide students to use resources ethically when completing written and oral assignments

#### Goal I: Assist Students to be Self-directed Learners

This goal was based on each campus library keeping track of the type of computer questions that we help our students with each day. We would help the student to use the computer to successfully complete the task that they started out to do. The areas we looked at were:

Students will access their student portal independently

Students will send an email using their college supported email account

Students will access and use the college's course management system (Blackboard)

Students will access and use the Microsoft Office software



Students will use the library printing resources unaided  
 Staff would demonstrate and give instruction and then observe student success and document.  
 We also included any other type of computer assistance that we would give beyond the tasks listed above.

### Summary of Totals – All Computer Areas Recorded

Fall of 2017

Spring 2018

Area	Total	Success	No Success		Area	Total	Success	No Success
Weirton LRC	141	130	11		Weirton LRC	151	146	5
Wheeling LRC	642	641	1		Wheeling LRC	685	670	15
NM LRC	216	173	43		NM LRC	254	101	153
All Campuses	984	942	42		All Campuses	1090	917	173

### Summary of Totals from Goal I – Fall of 2017

spring 2018

Computer Task	Total-All LRCs	Success	No Success		Computer Task	Total-All LRCs	Success	No Success
Printer	603	582	21		Printer	600	474	126
Portal	10	9	1		Portal	29	28	1
Email	6	6			Email	6	6	
Blackboard	39	37	2		Blackboard	40	38	2
Microsoft Office	22	22			Microsoft Office	23	22	1
Totals	680	656	24		Totals	698	568	130

Following is a chart of the individual actions by campus of the Spring 2018 computer assessment:

### Spring 2018-Computer Use

Computer Use	We Total	S-OK	S-No		NM Total	S-OK	S-No		WH Total	S-OK	S-No	TOTALS
Printer	112	109	3		178	58	120		310	307	3	600
Portal	1	1			2	2			26	25	1	29
Email					1	1			5	5		6
Blackboard	1	1			5	5			34	32	2	40
Computer - Log In	5	4	1		32	21	11		34	30	4	71
Added Printer	2	2							215	214	1	217
Document Help	4	4							10	8	2	14
Microsoft Word					1	1			13	12	1	14
Computer Error					9	1	8					9

Microsoft Powerpoint	4	4		1	1		4	4		9
Passwords				1	1		3	3		4
Library Database Help	6	6		2	2		3	3		11
EBooks	3	3								3
USB Drive				1	1					1
FAFSA							12	11	1	12
Communtiy Computer	6	6					11	11		17
Student Loan				1	1					1
Transcript				1	1					1
Access Web Site	1		1							1
Math Lab							2	2		2
Simchart							2	2		2
Opening PDF				5	4	1				5
Open Multiple										
Windows				1	1					1
Document Scanning				12		12				12
Switched Browsers	1	1								1
Reboot	1	1								1
Printed in another room	2	2								2
Access Owl at Purdue	1	1								1
Turned Computer Off	1	1								1
PAL							1	1		1
Other - NM				1		1				1
<b>TOTALS</b>	<b>151</b>	<b>146</b>	<b>5</b>	<b>254</b>	<b>101</b>	<b>153</b>	<b>685</b>	<b>670</b>	<b>15</b>	<b>1090</b>

## Co-curricular Assessment Analysis Plan

Goal I: Assist students to be self-directed learners				
Student Learning Outcome	Measurement	Benchmark	Result	Recommendations
Students will access their student portal independently	Staff will observe student success and document	85% of the students will have success with the help of LRC Staff	97% success 29 total, 28 were successful, 1 not Goal Met	Continue to assist and document.
Students will send an email using their college email account	Staff will observe student success and document	85% of the students will have success with the help of LRC Staff	100% success 6 total with success Goal Met	Continue to assist and document. Observation: Students are not having a problem with college email.
Students will access and use the college's course	Staff will observe student success and document	85% of the students will have success with the help of LRC	95% success 40 total, 38 with success	Continue to assist and document.

management system (Blackboard)		staff	and 2 not Goal Met	
Students will access and use the Microsoft Office Software	Staff will observe student success and document	85% of the students will have success with the help of LRC staff	96% success 23 total 22 with success and 1 not Goal Met	Continue to assist and document.
Students will use the library printing resources unaided	Staff will observe student success and document	85% of the students will have success with the help of LRC staff	79% success-600 total, 474 with success and 126 not Goal not met	Staff will investigate the high number of unsuccessful results from NM and ask IT for assistance.

## Goals II and III

**Fall of 2017 and Spring 2018** – Patricia Stroud, Lee Ann Blair, and Darcy Ferrell promoted our assessment project to all of the faculty in faculty meetings and by email. We asked faculty to have the LRC staff come in and do a library orientation. When their research projects were completed, we asked them to send us a copy of each students' works cited pages from their assignment. LRC Staff then created and used a rubric (total score of 6) to assess the assignment in three areas, use of citation, type of information sources, and quality of information sources.

Following are the faculty who followed through with our assessment request.

### Fall 2017 -

Campus	Instructor	Course	# of Classes	# of Assessments	Average Score
New Martinsville	Ferrell	PSYC 208	2	17	4.88
New Martinsville	Manuel	ENG 092/101	1	8	3.38
New Martinsville	Manuel	ENG 097	1	9	5.11
Weirton	Winland	ENG 101	3	79	5.03
Wheeling	Herrington	SPCH 105	3	39	4.44
Wheeling	Baker	ENG 101	1	14	4.07
				166	4.72

### Spring 2018

Campus	Instructor	Course	# of Classes	# of Assessments	Average Score
New Martinsville	Manuel	ENG 101	1	7	3.57
Weirton	Winland	ENG 102	1	36	4.91
Weirton	Winland	ENG 102	1	6	5.00
Weirton	Winland	ENG 102	1	23	4.39
Weirton	Boring	GEOG 205	1	7	2.86
Weirton	DeCaria	HIST 111	1	30	3.93
Wheeling	Baker	ENG 101	1	8	4.50

Wheeling	Herrington	SPCH 105	1 (3 speeches)	56	3.75
				173	4.11

### Results

	Fall 2017	Spring 2018
<b>Total Number of Courses</b>	<b>6</b>	<b>8</b>
<b>Total Number of Assessments</b>	<b>166</b>	<b>173</b>
<b>Total Average Score</b>	<b>4.72</b>	<b>4.11</b>
<b>Number with Library Orientations</b>	<b>99</b>	<b>111</b>
<b>Average Score with Library Orientations</b>	<b>4.79</b>	<b>4.31</b>
<b>Number without Library Orientations</b>	<b>67</b>	<b>62</b>
<b>Average Score without Library Orientations</b>	<b>4.61</b>	<b>3.85</b>

<b>Fall 2017</b>	<b>Increase of average score with a library orientation</b>	<b>3.90%</b>
<b>Spring 2018</b>	<b>Increase of average score with a library orientation</b>	<b>11.95%</b>

**Following are the results according to the Co-Curricular Assessment Analysis Plan – fall 2017:**

<b>Goal II: Facilitate students to be basic academic library users</b>				
<b>Student Learning Outcome</b>	<b>Measurement</b>	<b>Benchmark</b>	<b>Result</b>	<b>Recommendations</b>
Students will use Library academic research databases in their research assignments	Use a rubric to evaluate works cited, bibliography, or reference pages provided by instructors of classroom assignments	50% will list a library database on their works cited page	68% Goal Met	Continue with library orientations and encourage faculty and students to use library resources.
Students will use appropriate resources of good quality in their research assignments	Use a rubric to evaluate works cited, bibliography, or reference pages provided by instructor of classroom assignments	50% of students will successfully use quality resources	93% Goal Met	Continue with library orientations and encourage faculty and students to use library resources.

### Spring 2018:

<b>Goal II: Facilitate students to be basic academic library users</b>				
<b>Student Learning Outcome</b>	<b>Measurement</b>	<b>Benchmark</b>	<b>Result</b>	<b>Recommendations</b>
Students will use Library academic research databases in their research assignments	Use a rubric to evaluate works cited, bibliography, or reference pages provided by instructors of classroom assignments	50% will list a library database on their works cited page	26% Goal Not Met	Promote library resources to faculty and students. Encourage faculty to require the use of library databases in assignments.
Students will use appropriate resources of good	Use a rubric to evaluate works cited, bibliography, or reference pages	50% of students will successfully use quality resources	93% Goal Met	Continue with library orientations and encourage faculty and students to use

quality in their research assignments	provided by instructor of classroom assignments			library resources.
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### Fall 2017

Goal III: Guide students to use resources ethically when completing written and oral assignments				
Student Learning Outcome	Measurement	Benchmark	Result	Recommendations
Students will provide proper citations using the APA or MLA format	Use a rubric to evaluate works cited, bibliography or reference pages provided by instructors of classroom assignments	65% of students will receive a passing score from the rubric	78% Goal Met	Continue library orientations and encourage faculty to require citations in assignments.

### Spring 2018

Goal III: Guide students to use resources ethically when completing written and oral assignments				
Student Learning Outcome	Measurement	Benchmark	Result	Recommendations
Students will provide proper citations using the APA or MLA format	Use a rubric to evaluate works cited, bibliography or reference pages provided by instructors of classroom assignments	65% of students will receive a passing score from the rubric	38% Goal Not Met	Encourage faculty to require citations in assignments and promote assistance for students from the library staff.

Example of the rubric used in the scoring of the works cited pages:

#### RUBRIC: SELECTION AND USE OF SOURCES

CATEGORY	UNSATISFACTORY - 0	SATISFACTORY - 1	GOOD - 2
Information Citation	Incomplete/Does not comply with format standards	Most entries conform to style; a few minor errors	All entries conform to style with no punctuation errors.
Information Sources	Does not contain any scholarly sources	Contains some scholarly sources but does not include an academic database.	Mostly scholarly sources obtained from academic databases or other trusted sources.
Information Quality	Information is does not address topic and is unverifiable, outdated and/or biased.	Information addresses topic but is not current and/or not from a trusted source.	Information addresses topic, is from a trusted source, information, can be verify by other sources, is

			<b>objective and is current for topic.</b>
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Total score \_\_\_\_\_

Person \_\_\_\_\_ had \_\_\_\_\_ did not have library orientation.

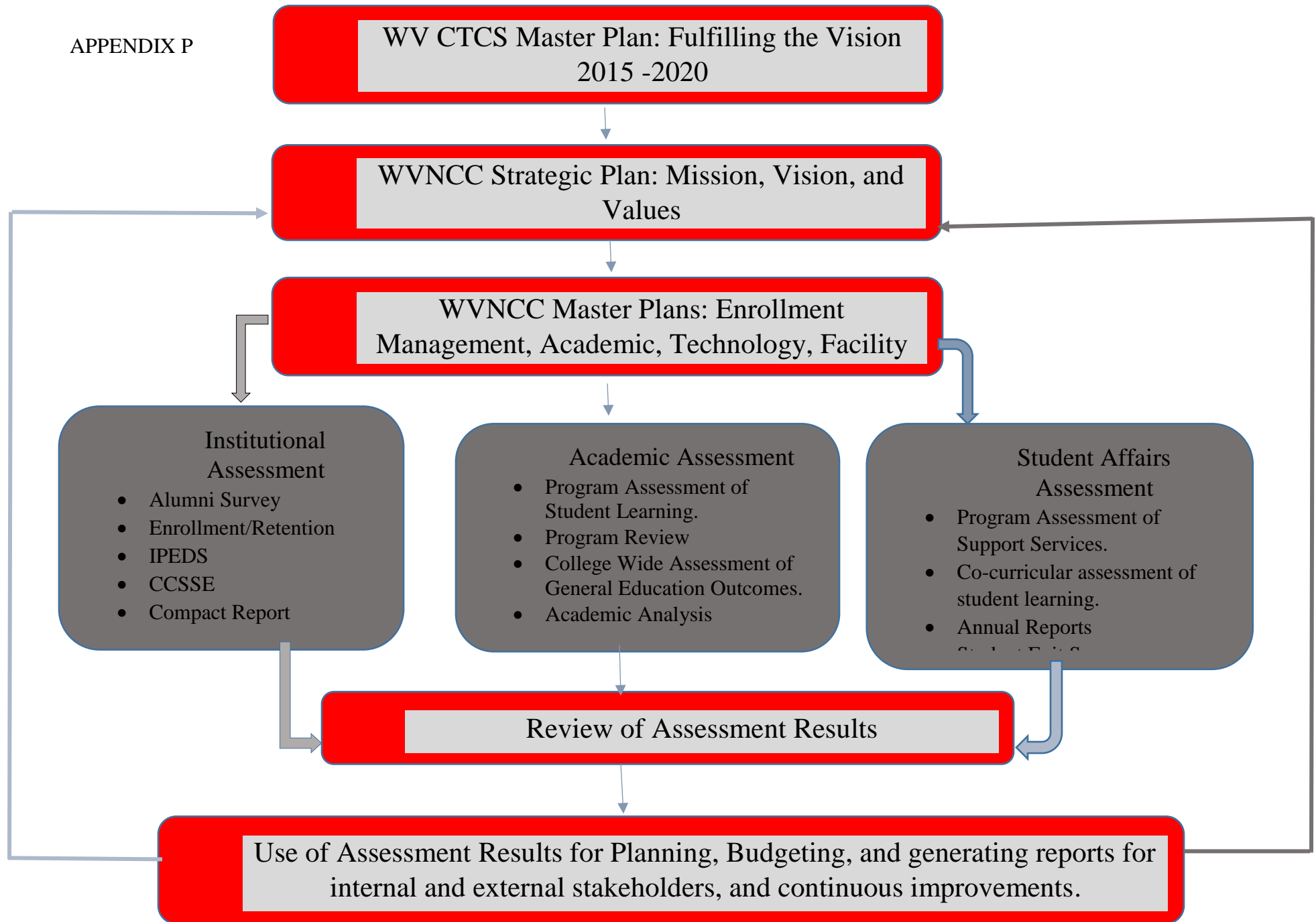
NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_

Goal I was very important for the library staff. We became aware of all of the services that we help our students with on the computers in our libraries. Not only can we see what we are helping them with but also how many times that we do help them. We succeeded in reaching our goals in this area except in one case in the spring 2018 assessment. Many times when printing the students in New Martinsville were not successful. This seems to be a result of printer, computer, and network problems. Library staff will have to work with the IT department in trying to help students be more successful in this area in the future. Staff is going to continue to document this area in future semesters.

Goals II and III were important to us by showing some of the research assignments in use in specific classes. We have seen that the use of our databases needs to be promoted more to both faculty and students. Citations were used more correctly in the English classes but dropped off in other classes and we should encourage the proper use of citations in all research projects.

The library orientation is valuable to students when doing research. Scores increased with a library orientation. Staff will need to encourage faculty to schedule a library orientation to assist with research projects in their classes.

Completed by Patricia Stroud and Lee Ann Blair – June 2018



## APPENDIX Q

### Historical Perspective of Assessment at WVNCC

Assessment at Northern had its unofficial beginnings in 1992 with the institutional self-study in preparation for a re-accreditation visit by NCA. The College was required to have an assessment plan as part of the process. Like many institutions at that time, Northern and its faculty were grappling with terminology and philosophy and attempting to develop an assessment plan to measure student learning which would also satisfy state and NCA requirements. Several of the faculty and the academic vice president had attended a workshop by Patricia Cross in 1991. Much of the faculty efforts related to assessment centered around Cross and Angelo's classroom assessment techniques. The faculty had spent considerable time between 1988 and 1991 debating, developing, and implementing a program for College entry-level assessment and placement. As a result of the self-study in preparation for the 1992-93 visit and a deeper understanding of assessment by the faculty and administration, a core group was formed to coordinate development of the assessment plan. A key element in the development of the plan was that assessment should be linked to the College's mission and this component has remained consistent throughout revisions of the plan. Assessment data and information gathered through focus group meetings held during the Fall of 1992 and the 1993 NCA team visit provided valuable guidance regarding assessment of student academic achievement. Not surprising to the institution, the NCA Team report indicated that minimal progress had been made in the area of assessment and included this concern as an area to be addressed in a focus visit scheduled for 1996-1997.

A committee comprised mainly of faculty was formed in the Fall of 1993 to develop an assessment plan. After a review of various assessment models and spirited debate within the committee, the Assessment Committee recommended that the institution begin with micro-assessment at the course level and move to a macro approach as the assessment initiative matured. The assessment plan recommended by the committee, was adopted by the institution, submitted to NCA, reviewed as part of the focus visit in 1997, and subsequently approved by NCA. The team report from the focus visit reported that "it has been determined that the concern for assessment has been addressed, since a plan is in place and is being implemented." (*Report of a Focus Visit, April 15-16, 1997, Pg. 10.*)

The Assessment Committee continued to evaluate and refine the assessment program and faculty implemented the plan by attending professional development activities, establishing Outcomes for individual courses and programs, establishing cycles for assessing courses and collecting and analyzing the data. The Assessment Committee reviewed the data and made recommendations to programs and academic divisions about



refinements in the micro-level assessment and changes that needed to be made to move to a macro-level approach. The Associate Dean for Academic Affairs facilitated much of the data compilation and provided technical assistance to the program faculty for both assessment and program review. By the Spring of 2000, outcomes had been submitted for 294 of 300 possible courses (98%). Assessment reports had been received for 166 courses by the Spring of 2001. However, 65 of the courses without assessment reports had not been offered since the outcomes had been defined or still were within the 2-year review cycle. Therefore, assessment reports had been received for 166 of the 235 possible courses (71%).

A significant impediment to complete implementation was that acquisition of data was difficult because the College did not have a functional institutional research office. Prior to 2001, institutional research was a shared function between the computer center and other offices within the College that needed the data. Recognizing the need to improve the institutional research area, the College included development of an IR office in a Title III Grant which was funded in 2001. The College established a full-time position of Director of Institutional Research in Summer 2001 and has used the Title III grant to provide financial assistance to help fund the position, to establish the IR office, and to establish systems to enhance assessment of student learning and evaluation of institutional effectiveness.

Several organizational changes occurred in the Fall of 2001 which impacted upon implementation of the assessment plan. The position of the Associate Dean of Academic Affairs was eliminated and responsibility for facilitating data collection was assigned to the Director of Institutional Research. In addition, the Assessment Committee was changed from a standing committee to a sub-committee of the Academic Affairs Committee with the goal of better linking assessment and curriculum development.

By 2001 the College was in the midst of another self-study process in preparation for a NCA re-accreditation visit in 2002-03. The self-study process made it obvious to faculty and the administration that implementation of the assessment plan was proceeding much slower than had been anticipated. The Academic Affairs Committee determined that curriculum development and assessment each required too much time for one committee and recommended that assessment once again be the responsibility of a separate assessment committee. Faculty in some divisions and programs were continuing assessment efforts but implementation was sporadic. There was limited progression to macro-level assessment. Further indication that the assessment program was lagging came from an HEPC review of student academic achievement at all State colleges and universities conducted by the National Center for Higher Education Management Systems (NCHEMS). The NCHEMS report indicated that many West Virginia institutions were struggling with assessment and expressed concern that Northern was making little progress in implementing its assessment plan.

In light of the findings of the self-study committee, the Academic Affairs Committee and the NCHEMS review, the college began the process to revitalize the assessment program.

A revised assessment plan, which built upon the previous efforts but more aggressively moved toward macro-level assessment, was presented to the faculty in August 2002. The College community moved to implement the revised plan. A new assessment committee called

the College Leadership Team for Assessment (CLTA) was established and the Faculty Senate established a General Education Committee. A new appointment to the position of Director of Institutional Research was made. A key element in the revised assessment plan was the requirement that Master Course Guides (MCG's) be developed for all courses. The MCG's were established to improve many aspects of instruction and assessment by standardizing the process and defining expectations for students. A format was developed for the MCG's and workshops were conducted for both full-time and part time faculty to explain the process. The self-study found that progress had been made in many areas but there were numerous deficiencies. Some of the problem areas were that the College had not moved to macro-level assessment as planned, feedback loops were not well developed, documentation and review of assessment activities was not systematic, general education was not assessed as a program area, and there was little connection between assessment processes and budget development. The NCA Team report verified many of the College's findings and a focus visit on assessment was scheduled for 200708.

Organizational changes in 2003 and 2004 blunted some of the momentum gained during the self-study process. In two academic administration re-organizations, academic centers were eliminated and replaced by departments and then two associate deans were established. Forms which referred to academic centers and divisions, were obsolete and there was confusion about where assessment reports were to be submitted and who was coordinating implementation. The position of Dean of Institutional Effectiveness was created for the 2003 academic year with coordination of assessment as a major responsibility. However, the search became prolonged and the Dean was not hired until spring 2004. Shortly after that the Dean of Academic Affairs office was re-organized and the Dean position was vacant from July 2004 until January 2005.

The Assessment Committee was re-constituted for the 2004-05 academic year and began working with faculty to revitalize assessment. The Committee began making reports at Faculty Senate meetings and gathering input from faculty. Some best practices in assessment were shared with faculty at a January meeting on assessment. New forms for reporting assessment activities were prepared and shared with faculty. The Committee asked all faculty to participate in an assessment activity for the 2004-05 year and submit reports on the activities. All full-time faculty indicated they were participating in an assessment activity. The Committee drafted a revised assessment plan to be presented to the faculty for discussion, revision and adoption in the fall of 2005.

In 2009, discussion began about the assessment of institutional processes and staff unit operations not considered "academic". In 2010, annual staff unit (department) assessment reports were initiated. In the following year, a co-curricular assessment report peer review form was created and 2010 staff unit reports were peer reviewed. This process is now in place and will continue on an annual basis.

After the HLC visit in 2012, a recommendation was made to include assessment of general education outcomes. General Education and Assessment Committee made a decision to conduct college wide assessment of two general education outcomes at the course level. A general

education core outcome survey (Appendix D ) was designed and emailed to faculty in fall 2014. Survey listed two general education outcomes:

1. Communicate effectively
2. Demonstrate Human and professional development skills.

Survey required faculty to report if stated general education outcomes are assessed and to provide specific examples of outcomes assessed. Faculty completed the survey during a professional development in spring 2015. General education committee created a General Education Outcomes Assessment Form (Appendix E ) to organize data. During a meeting with the VPAA, Chair of the General Education Committee Chair, Director of

Institutional Effectiveness and Liberal Arts, Communication, and Sciences division chair, it was determined; the data collected was not useful in determining the degree to which the outcomes were met. It was also determined that the same information is missing on the submitted assessment reports. A decision was made to include the degree to which the assessment is met on the assessment report. This required updating Pre-Assessment Forms, and the Assessment reports.

In October 2015, Director of Institutional Effectiveness and the Liberal Arts, Communication and Sciences division Chair attended Assessment workshop sponsored by Higher Education Public Commission (HEPC). During the workshop, a Guide for Assessing General Education Outcomes (Appendix F) was distributed. The guide included general education outcomes for students receiving a certificate, an associate, a bachelor, and a master's degree. Guide also listed Essential Traits and acceptable Benchmarks for each of the levels. Guide was approved by WV Higher Education Council. Using the guide as a framework, Assessment Reporting Form was updated to include Essential Traits, Learning Activities, Measurement instruments, and the degree to which the outcome was met.

During a professional development workshop in November 2015, the updated Pre-Assessment Form and the Assessment Reporting form was shared with faculty. A timeline and procedure for submitting Pre-Assessment and Assessment Reporting Form was shared.

During the spring semester; a total of thirty (30) Pre-Assessment Forms (Appendix G) were submitted. A review of the submitted form indicated a lack of understanding in foundation and procedural knowledge in assessing and reporting assessment of learning outcomes. This was an important finding and needed to be addressed to make the process, reporting, and using assessment data to improve student learning.

