Competency Assessment Plan:
[General Education] Core Learning Outcomes of Student Learning

Northern Virginia Community College
2023-2024

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Introduction

In 2017-2018, Northern Virginia Community College (NOVA) began implementing course embedded assessment of General Education Core Competencies, which NOVA calls "Core Learning Outcomes." Prior to 2017-2018, Virginia Community College System (VCCS) required NOVA to assess General Education Core Competencies using standardized assessments chosen by the VCCS. The State Council of Higher Education for Virginia (SCHEV) adopted the *Policy on Student Learning Assessment and Quality in Undergraduate Education in July 2017.*[1] It mandates every Virginia public institution of higher education assess six general education competencies at least once in a six-year period. Four core competencies are mandated by SCHEV to be assessed by all institutions: Critical Thinking, Written Communication, Quantitative Literacy, and Civic Engagement. Two additional educational competencies, based upon SCHEV's guidelines, were to be selected by the institutions themselves. NOVA selected Professional Readiness and Scientific Literacy as their two additional core competencies.

Based on Northern Virginia Community College's Ad Hoc Committee on General Education Assessment (Spring 2016) and recommendations from SCHEV (July 2017), NOVA employs embedded course assessment, which is a direct measure using students' course work.[2]

While the educational programs assess student learning outcomes at the programmatic level, CLO assessment goes beyond this effort to examine NOVA's collective success at engaging and educating students at the institutional level. Disciplines, which are non-degree granting educational units (e.g., Sociology, Chemistry, and History), provide general education at NOVA by teaching courses whose combined content prepares students with common educational knowledge and skills necessary in the 21st century. Educational programs, which offer students degrees and/or stand-alone certificates, enhance the general education curriculum by teaching the general education skills and knowledge in their degree/certificate focused courses. In both cases, NOVA requires CLO assessment to include every course delivery method (e.g., in-person, hybrid, online, and off-site dual enrolled sections) across the six campuses.

The VCCS Policy Manual indicates each general education competency/CLO to be assessed twice in a six-year period; therefore, NOVA established a three-year assessment schedule of the CLOs (Table 1).

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[1] State Council of Higher Education for Virginia. *Policy on Learning Assessment and Quality in Undergraduate Education.* Richmond: SCHEV, 2017. Digital.

[2] Eggen, Theo and Bernard Veldkamp. "A General Framework for the Validation of Embedded Formative Assessment." *Journal of Educational Measurement* (2019): 1-18. Digital. Gerretson, Helen and Emily Golson. "Introducing and Evaluating Course-Embedded Assessment in General Education." *Assessment Update* 16.6 (2004): 4-6. Digital. Garfolo, Blaine, et al. "The Use of Course Embedded Signature Assignments and Rubrics in Programmatic Assessment." *Academy of Business Journal* 1.1 (2016): 8-20. Digital. Kumar, Rita, et al. "Purposeful Assessment Design: Aligning Course-Embedded Assessment with Program-Level Learning Goals." *Business Education Innovation Journal* 10.1 (2018). Digital.

Table 1 Core Learning Outcome Assessment Cycle

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Civic Engagement			X			X
Critical Thinking		X			X	
Professional Readiness	X			X		
Quantitative Literacy		X			X	
Scientific Literacy	X			X		
Written Communication			X			X

NOVA Assesses the General Education Core Competencies Established by VCCS

Northern Virginia Community College's (NOVA) General Education Core Competencies are determined by VCCS General Education Policy 5.0.2, which defines the core competencies as:

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Critical Thinking is the ability to use information, ideas, and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

Operationalizing Core Learning Outcomes for Course Assessment

The definitions of VCCS's core learning outcomes are too broad to be usefully assessed using course embedded methods. To assess the core learning outcomes as set by the VCCS, program and discipline faculty operationalize them to focus on program/discipline goals. Experts in their respective disciplines, the faculty decides how a CLO translates into program/discipline-specific knowledge or skills. A subcommittee of faculty for each program/discipline discusses and drafts the operational definition of the CLO. These subcommittees ensure that their definition retains the central knowledge, skills, and competencies intended by the CLO and that it is measurable inside their courses.

At the beginning of each academic year, the Office of Planning and Assessment sends the current year's Assessment Plans template to programs and disciplines for their completion. Using this form, programs and disciplines submit their operationalized CLO for the academic year. They also provide the name and number of the course/s that they will use to assess the CLO.

When possible, program and discipline faculty use their published Student Learning Outcomes (SLOs) to operationalize a core learning outcome for assessment purposes as well (examples below). If they do not use a SLO, the program or discipline faculty will create a unique operational definition of the CLO for purposes of assessment in one of their courses.

Examples of student learning outcomes that were used to operationalize a CLO:

- **Respiratory Therapy's SLO**, "Students will appropriately interpret graphic depictions of ventilator waveforms as it applies to the patient's clinical status" was used in 2017-2018 to operationalize the quantitative literacy CLO.
- **Accounting's SLO**, "Describe and make distinctions between various accounting methods under U.S. GAAP and international financial reporting standards (IFRS)" was used in 2017-2018 to operationalize the critical thinking CLO.

Assessment Methods

NOVA measures student learning by assessing actual student products performed or completed in courses. This method allows for each program/discipline to choose their own authentic method of assessment and the course(s) that is most relevant to their students and program/discipline to assess each core competency.

First, programs and disciplines determine which core learning outcome they will assess. Next programs and disciplines determine the most relevant course(s) to assess the core competency. Finally, assessment methods (rubric/exam) and target goals are determined by programs and disciplines.

Second, NOVA assesses its effectiveness in the college-wide teaching of the CLOs using data the Office of Planning and Assessment receives from programs and disciplines in either their *Student Learning Outcomes Assessment (SLOA) Report*, or in their *Discipline Assessment Report (DAR).* This data is then compiled for each CLO into a Core Learning Outcome Assessment Report. The college-wide data compiled in these reports is analyzed in the Institutional Effectiveness Audit for each CLO to assess NOVA's continuous improvement efforts for teaching, learning, and assessing a given CLO.

The *Student Learning Outcomes Assessment (SLOA) Report* used by programs, includes three student learning outcomes assessments and one CLO assessment. The *Core Learning Outcome (CLO) Assessment Report* collects data for one SLO and one CLO. Both reports include a summarization of the assessment process, assessment results, an analysis of that data, and actions that will be taken to improve student learning. These reports are the primary tool for capturing and reporting on programs' and disciplines' annual planning and assessment process, which is aimed at promoting continuous improvement.

The program and discipline core learning outcome assessment of student learning is an annual process. This process is described in Table 2.

Table 2. Schedule for Assessing Student Learning & Core Learning Outcomes and Reporting Results for NOVA Programs/Disciplines

Month	Tasks
August 2023	**1. August 1, 2023 –** The Office of Strategic Insight (OSI) publishes 2021-22 assessment reports on its website for public viewing. 2. Program/discipline groups meet to discuss the following: • 2022-23 assessment results. • Determine actions, the 3 Student Learning Outcomes (SLOs), and one Core Learning Outcome (CLO) that will be assessed in the 2023-24 academic year. • Communicate the 2023-24 assessment plan to program faculty. • Inform instructors of the SLOs, CLO, and course sections that will be assessed. • Distribute/discuss the assessments and procedures. • Communicate the plan for collecting data at the end of the semester. • Ensure that NOVA Online, synchronous Zoom, and off-site dual enrollment sections are informed of any assessments that they should be conducting. 3. OSI provides programs/disciplines with the 2023-24 Assessment Plan form.
September & October 2023	1. Programs and disciplines complete the *Student Learning Outcomes Assessment/Discipline Assessment Report*. 2. Check-in with instructors to ensure they are conducting Fall assessments. 3. **October 13, 2023**: Programs/Disciplines submit plan for 2023-24 assessments using the form provided by OSI in August.
November 2023	**1. Submit the *Discipline Assessment Report* or the *Student Learning Outcomes Assessment Report for 2022-23* to OSI by November 1, 2023:** • Programs/Disciplines should include blank copies of the assessments and rubrics with their submissions.
December 2023	1. OSI will review the first draft of the appropriate assessment report and return it with feedback & revision requests (if needed) by December 18, 2023: • Programs/Disciplines will revise reports based on this feedback. • Revisions & final reports are due on February 1, 2024. 2. Collect Fall assessment results from faculty for 2023-24 assessment reports:
January 2024	1. Meet with the program/discipline group to discuss the assessment results from the Fall semester: • Determine actions for improvement for the Fall assessments (even if the target was met). Be sure to include (1) **what** actions will be implemented, (2) **when** they will be implemented, and (3) **who** will be responsible for implementation. This information will be included in next year's assessment report. 2. Communicate the Spring semester's assessment plan with program faculty:

Month	Tasks
	• Inform instructors of the SLO, CLO, and course sections that will be assessed. • Distribute/discuss the assessment and procedures. • Communicate the plan for collecting data at the end of the semester. • Ensure that NOVA Online, synchronous Zoom, and off-site dual enrollment sections are informed of any assessments that they should be conducting. 3. Work on revisions to the assessment report, due February 1, 2024.
February 2024	**1. Submit the final Discipline Assessment Report or the Student Learning Outcomes Assessment Report for 2022-23 to OSI by February 1, 2024.** 2. Check-in that instructors are conducting assessments for the 2023-24 reports.
March/ April 2024	The Office of Strategic Insights will send programs and disciplines feedback on the 2022-23 assessment report to include: • Feedback on the program's/discipline's final report: the feedback is meant to inform next year's report; no revisions to this document are expected. • Program/Discipline rubric score: this document provides information about the areas of the report that were complete and incomplete and work needed to improve the areas that were incomplete in next year's report. • A feedback letter with the College-wide rubric score: this document provides your programs and disciplines with their rubric scores for the past several years, the College-wide rubric score, and information about areas that all programs at the College should focus on next year.
May 2024	1. Collect Spring assessment results from faculty: • Collect, input, and analyze assessment results for reporting to the program/discipline group at the beginning of Fall semester. **All 2022-23 SLO Assessment and Discipline Core Learning Outcome Assessment Reports will be viewable on the Office of Strategic Insight's website on August 1, 2024.**

Closing the Loop

When an Assessment Lead receives the final draft of their SLO Assessment or CLO Assessment Report, along with our comments, they meet with their discipline or program to discuss future steps. In addition, NOVA forms working groups for every CLO. Each is comprised of academic and student services administrators and faculty. These groups review the assessment process and provide recommendations for improving student learning in each CLO. Recommendations from the working groups are published as a part of the *Institutional Effectiveness Audit* for each core learning competency. NOVA also publishes CLO assessment data via infographics (Appendix B) in a variety of formats: in print, on the NOVA website, and on the TV monitors across the six campuses. NOVA shares this information to create greater awareness of the importance of the core learning competencies to students' personal and professional success.

Communication and Use of Assessment Findings

Assessment findings are communicated in several ways at NOVA. First, findings are shared at the program/discipline level once results are compiled to determine actions for improvement. Then,

completed reports are submitted to the Office of Planning and Assessment, and it reviews the reports and provides feedback for any final revisions. The Office of Planning and Assessment scores the final report using a rubric. This data is then shared with program heads, discipline chairs, deans, as well as campus, provosts, and executive leadership (i.e., Administrative Council). For a detailed annual timeline, see Table 2 in the text.

The Office of Planning and Assessment then creates a compiled report that will include all assessments on each core competency assessed for a given academic year with an aggregated analysis of the report's findings for the entire institution. The first core competency reports to include course embedded assessments, Civic Engagement and Written Communication were most recently compiled.

These college-wide institutional findings on each core competency are first shared with a working group of faculty, who participated in the core learning assessment, and recommendations are developed on future assessments to share with key college committees, such as the Administrative Council and Curriculum Committee. Based on these discussions, a plan is formulated for reassessment of each core competency within a three-year period of the last assessment and shared with college and its stakeholders.

Appendix B is a sample template of the Assessment Plan for NOVA Programs that provides degree-granting programs the opportunity to identify which student learning and core learning outcomes they intend to assess during the upcoming assessment cycle. A separate form is used for nondegree-granting programs or disciplines, as these instructional programs assess only one student learning outcome and one core learning outcome during the assessment cycle. They must also indicate which courses will be utilized to assess these competencies, along with the modalities in which the courses will be offered. Additionally, programs and disciplines must explain how they will operationalize each core learning outcome.

Appendix C is a sample template of the Student Learning Outcomes Assessment report programs and disciplines use to communicate assessment results and new actions for both the student learning and core learning outcomes. In this report, programs and disciplines explain assessment strategies and methods used for each competency, and how they will use the findings to improve student learning through new actions. Programs explain in this report whether students have learned in the course and if targets and expectations were met. All Assessment Reports will be viewable on the Office of Strategic Insight's website by August 1st annually, for the prior academic year's assessment report (previously called "Annual Planning and Evaluation Report") at: Annual Planning and Evaluation Reports for Instructional Programs - Northern Virginia Community College (nvcc.edu).

APPENDIX

Appendix A Sample Curriculum Map

Curriculum Map: Student Learning Outcomes and Core Learning Outcomes								
Program/Discipline: Communication								
Submitted by: Dr. Tamara Warren Chinyani								
Date: September 30, 2019								
Courses Fulfilling SLOs/CLOs: 100, 110, 115, 126, 227, 229, 201								
		CST 100	CST 110	CST 115	CST 126	CST 227	CST 229	CST 201
Student Learning Outcomes	**Core Learning Outcomes**	Principles of Public Speaking	Intro to Comm	Small Group Comm-unication	Interpersonal Communication	Business and Professional Communication	Intercultural Communication	Intro to Comm Theory
1. Students will be able to analyze principles of communication	CE, CT	IP E, A	IP,E,A	I A	IPM E, A	IPM A, E	IPM-A, E	IPM-A, E
2. Students will be able to analyze the relationship between communication and culture	CE, CT, PR, SL	IP E, A	IP E,A	I A	IP E,A	IP A, E	IPM-A, E	IP-A, E
3. Students will be able to apply specific communication concepts or theories to their personal and professional lives	CE, CT, PR	I E,A	IP E,A	IP A,E	IPM E, A	IP A, E	IPM-A, E	IPM-A, E
4. Students will be able to articulate the benefits and challenges of communication in present day society or in their own lives	CE, CT, PR,WC	IP E, A	IP E,A, G	IP A,E	IP-P	IPM- G	IPM-G	IP-A
5. Students will be able to orally communicate ideas to a listener with verbal and nonverbal fluency	CE, CT, PR	IP E, A	IP E,A	IP , P	IPM A, E, P	IPM- A, E, P	IPM-A, E, P	IP-A,P
6. Students will analyze the various components of a public presentation and develop a written outline and/or manuscript	CE, CT,WC	IPM-E,A	IPM-E,A	I A	IPM-E, A	IP-G	IPM-A, E	IPM-A, E

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Appendix B Sample Assessment Plan for Programs

- Please complete this form by **Friday, October 13, 2023**

- E-mail the completed form to Nidhi Mittal: nmittal@nvcc.edu

- As a reminder, programs should assess:
  - o 3 Student Learning Outcomes (SLOs) – assessments can take place in Fall, Spring, or Summer semesters
  - ➢ 1 Core Learning Outcome (CLO) – in 2022-23, the college-wide CLO schedule calls for the assessment of either **Critical Thinking** or **Quantitative Literacy**. Visit the CLO website for additional **resources and rubrics**.

- If your program does not assess all sections of the course and/or all students in the sections, please contact the Office of Strategic Insights to request an appropriate sample size.

- Each program is expected to assess relevant NOVA Online and off-site dual enrollment sections.

- Contact James Williams, Director of Continuous Improvement, if you need assistance completing this form: <jlwilliams@nvcc.edu>

Program Name:		
Assessment Lead Faculty/Discipline Chair Name:		
Student Learning Outcomes		
SLO: (copy your SLO here)	Semester	Fall 2023
	Course(s) to be assessed	
	# of on-campus sections offered	
	# of synchronous remote (Zoom) sections offered	
	# of NOVA Online (asynchronous) courses offered	
	# of off-site dual enrollment sections offered	
SLO: (copy your SLO here)	Semester	Fall 2023
	Course(s) to be assessed	
	# of on-campus sections offered	
	# of synchronous remote (Zoom) sections offered	
	# of NOVA Online (asynchronous) courses offered	
	# of off-site dual enrollment sections offered	
SLO: (copy your SLO here)	Semester	Spring 2024
	Course(s) to be assessed	
	# of on-campus sections offered	
	# of synchronous remote (Zoom) sections offered	
	# of NOVA Online (asynchronous) courses offered	
	# of off-site dual enrollment sections offered	
Core Learning Outcome		
CLO (check one): [ ] Critical Thinking [ ] Quantitative Literacy	Semester	Spring 2024
	Course(s) to be assessed	
	# of on-campus sections offered	
	# of synchronous remote (Zoom) sections offered	
	# of NOVA Online (asynchronous) courses offered	
	# of off-site dual enrollment sections offered	
How will you operationalize this CLO? (Check one and explain) [ ] Use a program SLO - Write the SLO here: [ ] Other - Please write the operational definition you will use to assess the CLO here:		

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Appendix C Sample Student Learning Outcome Assessment Report: 2023-2024

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Program/Discipline Purpose Statement: [*Insert Purpose Statement here from 2023--24 College Catalog (*https://catalog.nvcc.edu/content.php?catoid=6&navoid=378*) – click on the link, choose your program, and copy the purpose statement found at the top of the webpage.*]

Learning Outcome 1:

Assessment Methods	Assessment Results	Continuous Improvement
Course Name/Number: **Direct Measure Used**: **SLO/Rubric Criteria or Question Concepts:** **Other Method (if used):** **Sample:**	**Semester/year data collected:** **Target:** **Results by Modality:** Overall Average/Mean Scores	**1. Changes put in place since previous assessment to improve student learning:** **2. Impact of changes on current results:** **3. According to current results, areas needing improvement:** **4. Based on current results, new actions to continuously improve student learning** (What? Who? How? When? Suggestions for change and improvement): **5. How will the results of this SLO assessment and any new action(s) be shared among the program members?** **6. Next assessment of this SLO:**

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL			
AN			
MA			
ME			
LO			
WO			
NOVA Online			
Off-Site Dual Enrollment			
Total			

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Semester Year	Previous Results Semester Year
All students assessed (weighted average)		
On-campus average		
Synchronous hybrid (remote) average		
NOVA Online average		
Dual Enrollment average		

Results by SLO Criteria:
[ ] Average/Mean Score per criteria
[ ] Percent of Students > target per criteria

Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Target Met: [ ] Yes [ ] No [ ] Partially
Current Results Improved vs. Previous Results:
[ ] Yes [ ] No [ ] Partially [ ] N/A

Narrative comparison of current results to previous results:
Areas where students met the target:

Areas where students did NOT meet the target:

Student Learning Outcome 2: [Insert the 2nd SLO that you assessed here]

Assessment Methods	Assessment Results	Continuous Improvement

Assessment Methods

Course Name/Number:

Direct Measure Used:

SLO/Rubric Criteria or Question Concepts:

Other Method (if used):

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL			
AN			
MA			
ME			
LO			
WO			
NOVA Online			
Off-Site Dual Enrollment			
Total			

Assessment Results

Semester/year data collected:

Target:

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Semester Year	Previous Results Semester Year
All students assessed (weighted average)		
On-campus average		
Synchronous hybrid (remote) average		
NOVA Online average		
Dual Enrollment average		

Results by SLO Criteria:
[ ] Average/Mean Score per criteria
[ ] Percent of Students > target per criteria

Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Target Met: [ ] Yes [ ] No [ ] Partially

Current Results Improved vs. Previous Results:
[ ] Yes [ ] No [ ] Partially [ ] N/A

Narrative comparison of current results to previous results:

Areas where students met the target:

Areas where students did NOT meet the target:

Continuous Improvement

1. Changes put in place since previous assessment to improve student learning:

2. Impact of changes on current results:

3. According to current results, areas needing improvement:

4. Based on current results, new actions to continuously improve student learning (What? Who? How? When? Suggestions for change and improvement):

5. How will the results of this SLO assessment and any new action(s) be shared among the program members

6. Next assessment of this SLO:

Student Learning Outcome 3: [Insert the 3rd SLO that you assessed here]

Assessment Methods	Assessment Results	Continuous Improvement

Assessment Methods

Course Name/Number:

Direct Measure Used:

SLO/Rubric Criteria or Question Concepts:

Other Method (if used):

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL			
AN			
MA			
ME			
LO			
WO			
NOVA Online			
Off-Site Dual Enrollment			
Total			

Assessment Results

Semester/year data collected:

Target:

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Semester Year	Previous Results Semester Year
All students assessed (weighted average)		
On-campus average		
Synchronous hybrid (remote) average		
NOVA Online average		
Dual Enrollment average		

Results by SLO Criteria:
[ ] Average/Mean Score per criteria
[ ] Percent of Students > target per criteria

Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Target Met: [ ] Yes [ ] No [ ] Partially

Current Results Improved vs. Previous Results:
[ ] Yes [ ] No [ ] Partially [ ] N/A

Narrative comparison of current results to previous results:

Areas where students met the target:

Areas where students did NOT meet the target:

Continuous Improvement

1. Changes put in place since previous assessment to improve student learning:

2. Impact of changes on current results:

3. According to current results, areas needing improvement:

4. Based on current results, new actions to continuously improve student learning (What? Who? How? When? Suggestions for change and improvement):

5. How will the results of this SLO assessment and any new action(s) be shared among the program members

6. Next assessment of this SLO:

Core Learning Outcome: [ ] Professional Readiness [ ] Scientific Literacy
Operationalized Definition: [Operationalize your CLO here]

Assessment Methods	Assessment Results	Continuous Improvement
Course Name/Number: **Direct Measure Used**: **CLO/Rubric Criteria or Question Concepts:** **Other Method (if used):** **Sample:**	**Semester/year data collected:** **Target:** **Results by Modality:** Overall Average/Mean Scores	**1. Changes put in place since previous assessment to improve student learning:** **2. Impact of changes on current results:** **3. According to current results, areas needing improvement:** **4. Based on current results, new actions to continuously improve student learning** (What? Who? How? When? Suggestions for change and improvement): **5. How will the results of this CLO assessment and any new action(s) be shared among the program members** **6. Next assessment of this CLO:**

Sample:

Campus/ Modality	Total # of Sections Offered	# Sections Assessed	# Students Assessed
AL			
AN			
MA			
ME			
LO			
WO			
NOVA Online			
Off-Site Dual Enrollment			
Total			

Results by Modality: Overall Average/Mean Scores

Results by Modality	Current Results Semester Year	Previous Results
All students assessed (weighted average)		
On-campus average		
Synchronous hybrid (remote) average		
NOVA Online average		
Dual Enrollment average		

Results by CLO Criteria:
[ ] Average/Mean Score per criteria or
[ ] Percent of Students > target per criteria

Results by SLO Criteria/ Question Concepts	Current Results Semester Year	Previous Results Semester Year
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Target Met: [ ] Yes [ ] No [ ] Partially

Current Results Improved vs. Previous Results:
[ ] Yes [ ] No [ ] Partially [ ] N/A

Narrative comparison of current results to previous results:

Areas where students met the target:

Areas where students did NOT meet the target:

Program Goal on Graduation: [Insert Program Goal on Graduation here]

Assessment Method	Assessment Results	Continuous Improvement
Short description of method(s) and/or source of data: **Graduation data obtained from OSI:** https://www.nvcc.edu/osi/assessment/slo-assessment/apers-data.html	**Target:**	**1. Changes put in place since previous assessment to improve graduation results:** **2. Impact of changes on current results:** **3. According to current results, areas needing improvement:** **4. Based on the results, new actions to improve graduation/productivity results** (What? Who? How? When? Suggestions for change and improvement): **5. How will the results of this goal and any new action(s) be shared among the program members** **6. Next assessment of this goal:** Assessed annually

Target:

Results for Past 5 Academic Years:

Academic Year	Number of Graduates	Percentage Increase/ Decrease
2021-22		
2020-21		
2019-20		
2018-19		
2017-18		----

VCCS Associate Degree Productivity Standards

Degree Program	Required Number of Graduates (for Institution with 5,000 or more students
Transfer (A.A., A.S., A.A.&S.)	
A.A.S. in Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies	
A.A.S. in Engineering, Mechanical, and Industrial Technologies	
A.A.S. in Health Technologies	

Source: Virginia Public Higher Education Policy on Program Productivity (schev.edu). Technical Updates: October 2019.

Results for Past 5 Academic Years - Parent Degree and Specializations:

Program	2017-18	2018-19	2019-20	2020-21	2021-22	% Change
Parent degree						
Specialization 1						
Specialization 2						
Specialization 3						
Specialization 4						
Specialization 5						

Target Met: [ ] Yes [ ] No [ ] Partially

Current Results Improved vs. Previous Results:
[ ] Yes [ ] No [ ] Partially [ ] N/A

Narrative comparison of current results to previous year's results:

For Associate-Degree Granting Programs only (N/A for Certificates): Does the 2021-22 graduation total surpass the VCCS Productivity Standards from the previous column? Please explain:

Program Goal on Program-Placed Students: [Insert Program Goal on Program-Placed Students here]		
Assessment Method	**Assessment Results**	**Continuous Improvement**

Assessment Method

Short description of method(s) and/or source of data:

Graduation data obtained from OSI:

https://www.nvcc.edu/osi/assessment/slo-assessment/apers-data.html

VCCS Associate Degree Productivity Standards

Degree Program	FTES Requirement (for Institutions with 5,000 or more students)
Transfer (A.A., A.S., A.A.&S.)	2
A.A.S. in Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies	1
A.A.S. in Engineering, Mechanical, and Industrial Technologies	1
A.A.S. in Health Technologies	1

Source: Virginia Public Higher Education Policy on Program Productivity (schev.edu). Technical Updates: October 2019.

Assessment Results

Target:

Results for Past 5 Academic Years - Headcount:

Academic Year	Number of Program-Placed Students	Percentage Increase/ Decrease
2021-22		
2020-21		
2019-20		
2018-19		
2017-18		----

Results for Past 5 Academic Years – Headcount for Parent Degree and Specializations:

Program	2017-18	2018-19	2019-20	2020-21	2021-22	% Change
Parent degree						
Specialization 1						
Specialization 2						
Specialization 3						

Target Met for Headcount: [ ] Yes [ ] No [ ] Partially

Current Results Improved vs. Previous Results:
[ ] Yes [ ] No [ ] Partially [ ] N/A

Narrative comparison of current results to previous year's results:

Results for Past 5 Academic Years - FTES:

Academic Year	Number of Program-Placed FTES	Percentage Increase/ Decrease
2021-22		
2020-21		
2019-20		
2018-19		
2017-18		----

For Associate-Degree Granting Programs only (N/A for Certificates): Does the 2021-22 FTES meet the VCCS Productivity Standards from the previous column? Please explain:

Continuous Improvement

1. Changes put in place since previous assessment to improve program placement results:

2. Impact of changes on current results:

3. According to current results, areas needing improvement:

4. Based on the results, new actions to improve program placement/productivity (What? Who? How? When? Suggestions for change and improvement):

5. How will the results of this goal and any new action(s) be shared among the program members

6. Next assessment of this goal: Assessed annually

Additional Program Goal (optional): Insert Program Goal here OR delete the rest of this table		
Assessment Method	**Assessment Results**	**Continuous Improvement**
Short description of method(s) and/or source of data:	**Target:** **Results for Past 5 Academic Years:** Table below: **Target Met:** [ ] Yes [ ] No [ ] Partially **Current Results Improved vs. Previous Results:** [ ] Yes [ ] No [ ] Partially [ ] N/A **Narrative comparison of current results to previous year's results:**	**1. Changes put in place since previous assessment to improve program goal:** **2. Impact of changes on current results:** **3. According to current results, areas needing improvement:** **4. Based on the results, new actions to improve program goal:** **5. How will the results of this goal and any new action(s) be shared among the program members** **6. Next assessment of this goal:** Assessed annually

Academic Year	[Program Goal Header]	Percentage Increase/ Decrease

![NOVA | Northern Virginia Community College]

Appendix D Sample Infographics

SCIENTIFIC LITERACY
A NOVA CORE LEARNING OUTCOME

The ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world.

Students will learn to:

1 **Collaborate** to plan, design, and conduct scientific investigations.

2 Learn about science through **non-traditional** means like art and literature.

3 **Distinguish** a scientific argument from a non-scientific argument.

4 Use systematic methods of **inquiry** that lead to evidence-based knowledge.

5 Understand the **social, ethical, and political impact** of scientific research.

6 Use **research and curiosity** to change the world.

Office of Academic Assessment

PROFESSIONAL READINESS

A NOVA Core Learning Outcome

The ability to work well with others and display situationally and culturally appropriate demeanor and behavior.

5,403 students participated in the 2019-2020 professional readiness assessment.

3,639 students participated in 100-level Courses

1,534 students participated in 200-level Courses

200-Level Students Target Results

91.8% Exceeding/ Meeting Targets

2.3% Partially Meeting Targets

5.9% Not Meeting Target

What does Professional Readiness mean at NOVA?

APPLICATION OF KNOWLEDGE **19%**

ANALYSIS **15%**

EXPERTISE IN FIELD **25%**

WRITING **11%**

Office of Institutional Effectiveness and Student Success
Data retrieved from Institutional Effectiveness Audit of Professional Readiness: 2019-2020. Images from Canva and freepix.com
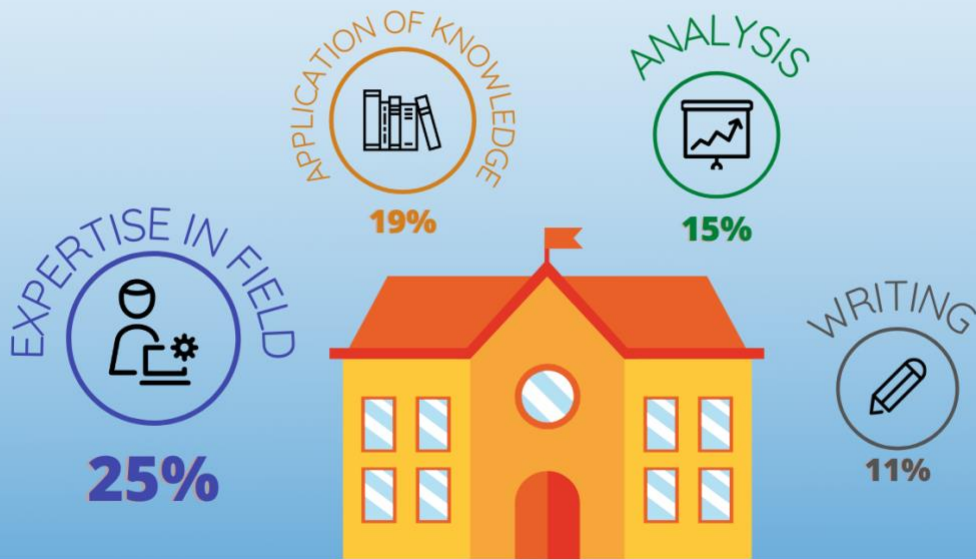
WRITTEN COMMUNICATION

4,801 students participated in the 2018-2019 Written Communication assessment.*

3,860 students participated from 100-level Courses

941 students participated from 200-level Courses

Based on the 2018-2019 Assessments,

NOVA DEFINES WRITTEN COMMUNICATION AS...

HOW WERE STUDENTS DOING IN 2018-2019?

- 75%
- 70.0% — Exceeding/Meeting Targets
- 50%
- 25%
- 8.0% — Partially Meeting Targets
- 21.8% — Not Meeting Targets
- 0%
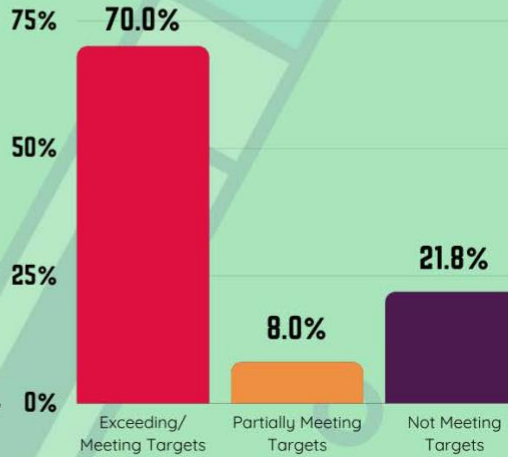
Note: one assessment removed in "Not Meeting Targets" category due to methodological issue.

23% Explanation & Description

15% Supporting Material
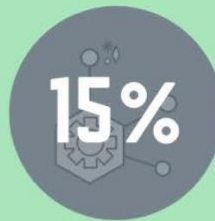
15% Organization & Structure

5% Tone

11% Analysis/Interpretation

13% Conceptual Understanding

14% Writing Mechanics

Appendix E

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023
THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES[3]

To deliver on this commitment, NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve,** and **Every Community to Prosper.** These strategic goals are grounded in our college's commitment to equity, excellence, empathy, evidence, and economic and social mobility (NOVA's 5Es).

GOAL 1: Every Student Succeeds

- **Objective 1:** Adopt a college-wide approach to advising
- **Objective 2:** Achieve equity in student outcomes

GOAL 2: Every Program Achieves

- **Objective 3:** Establish comprehensive, fully-integrated, Informed Pathways (high school to NOVA to four-year college/university) for every program
- **Objective 4:** Sustain and, where needed, establish effective, equity-minded NOVA collegewide processes, protocols, policies, and accountabilities for services and programs
- **Objective 5:** Align NOVA's culture, structure, and talent management/development with its access and equity mission and commitment to inclusive excellence
- **Objective 6:** Stabilize, grow, and sustain resources required to support mission and innovation

GOAL 3: Every Community Prospers

- **Objective 7:** Elevate and empower NOVA as the region's leading workforce provider across all essential and high demand industry sectors

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[3] Strategic Plan Objectives were revised in Fall 2020.