Southern West Virginia Community and Technical College
Academic Affairs Assessment
Semester Report
Fall 2024 (202501)

Introduction

The Fall 2024 assessment summary report assists the College in documenting assessment progress by providing:

1. The faculty with the data needed to assess course and program quality, including student learning outcomes, and to complete academic program review and accreditation requirements.
2. The departments with the data needed for evaluation and continuous improvement to meet quality standards, accreditation requirements, and student success initiatives.
3. The division with data needed toward strategic alignment of human, fiscal, and physical resources to support our mission of student steps.

This summary report and the steps listed below are based on the College's formal assessment process as required by the Higher Learning Commission (HLC). The steps are as follows:

1. Summary of milestones
2. Evaluation methods used
3. Evidence of Students achieving the learning outcomes (charts, graphs, etc.)
4. Summary of action plans developed to enhance student learning based on gathered evidence
5. Steps taken to ensure shared responsibility by faculty, staff, students, and advisory boards/committees for student learning and assessment of student learning

Summary of Milestones

Under the new and current assessment process, the College has participated in five semesters of course assessments, reassessments, five semesters or more of Program learning outcomes for each program/major/certificate, and implementation of Student Learning Outcomes for the general education courses, and using rubrics to assess.

Table 1: Course Assessment Fall 2023-Spring 2024			
	Allied Health and Nursing	Professional and Technical, not excluding Business, Engineering, and Information Technologies	Business, Engineering, and Information Technologies
Program/Majors/Certificates			

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	Allied Health and Nursing	**Professional and Technical, not excluding Business, Engineering, and Information Technologies**	**Business, Engineering, and Information Technologies**
Affected by the courses this year	**11/11=100%**	**12/12=100%**	**7/7=100%**
Departments are participating in the course assessment this year.	**7/7=100%**	**2/2=100%**	**4/4=100%**
Courses Assessed	**20/87=22.98%**	**42/186=22.58%**	**18/64=28.12%**
Faculty Participation (N=63)	**100%**	**100%**	**100%**

Evaluation Methods Used

Evidence of Students Achieving the Learning Outcomes (charts, graphs)

This past Fall, faculty have continued to review, revise, and/or assess their student learning outcomes. Faculty maintain all course-level assessments, changing the Loop (reassessment), and evaluating general education outcomes. Faculty, directors, deans, and others monitor the program outcomes and student learning outcomes.
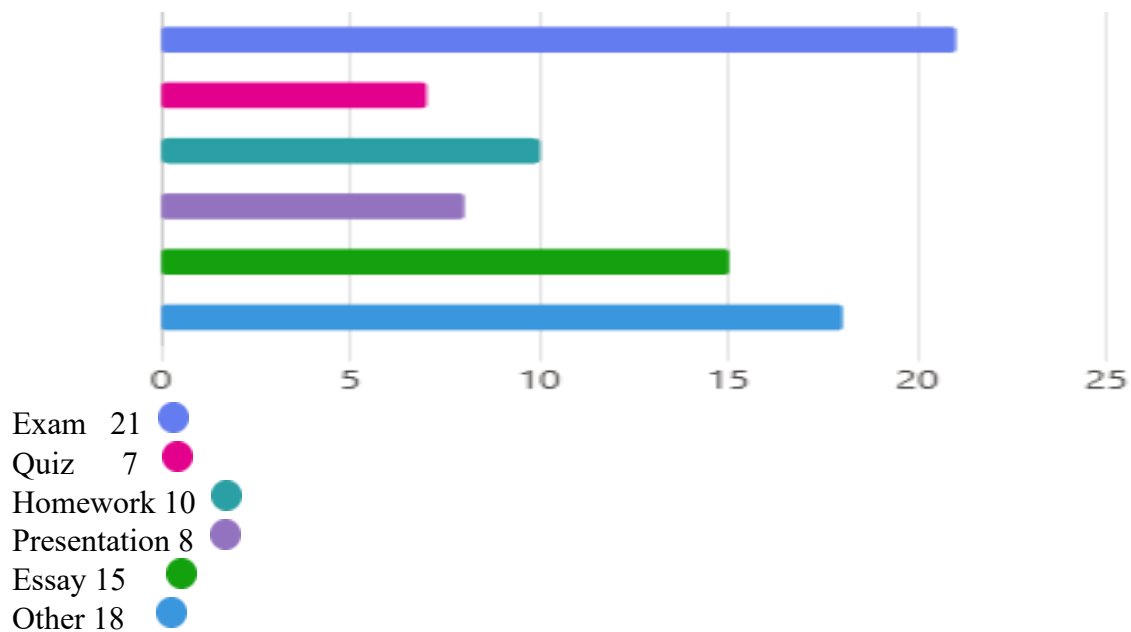
The faculty follows a process for assessing and communicating the General Education Outcomes. Some of the things they do include:

Review the General Education Outcomes
Evaluate students' work utilizing the General Education Outcomes Rubrics
Utilize the syllabus template and update the student learning outcomes as needed
Identify the course objectives that support the general education outcomes
Review and revise evaluation methods

In addition, faculty have been setting individual benchmarks, but a college-wide benchmark should be set to determine the minimum acceptable. Moving forward to the next academic year, the plans include determining a universal benchmark for all instructors.

The various evaluation methodologies reported this past semester include:
- **Presentations**
- **Homework**
- **Essay**
- **Exams**
- **Quizzes**

Assessment Tools Used in Fall 2024

Exam 21
Quiz 7
Homework 10
Presentation 8
Essay 15
Other 18

When faculty were verbally polled regarding what "other" meant, the following responses were made:

- Application exercises
- Article reviews
- Capstone
- Concept maps
- Case studies
- Clinical practice evaluation tool
- Community service hours
- Computer documentation
- Critical thinking exercises
- Data Analysis
- Discussion forums, posts, and blogs
- Drug calculations
- Demonstrations
- Interpretation of Data
- Lab exercises
- National exams
- Participation
- Portfolio
- Presentations
- Physical Assessments
- Rapid scene assessment

Evidence of students achieving the learning outcomes

During the Fall 2024 (202501) term, faculty continued to review, revise, and/or develop their student learning outcomes for courses and Program Outcomes for programs. Each area continues to maintain course assessment and annual assessment summary reports. The course-level evaluations completed by faculty provide evidence of how the students complete their outcomes. Furthermore, faculty use the General Education Rubrics in Brightspace to assess the General Education Outcomes. The Director of Accreditation and Assessment prepares this report illustrating college-wide student achievement of the learning outcomes. The Program Outcomes and Course Student Learning Outcomes depend on each program and certificate and are not listed in this report; they are maintained within each department and on the website. Click here for a list of all Program Outcomes. The following graph explains how many students met the course's student learning outcomes.

8

19%

6%

75%

- ● Yes
- ● No
- ● Partially
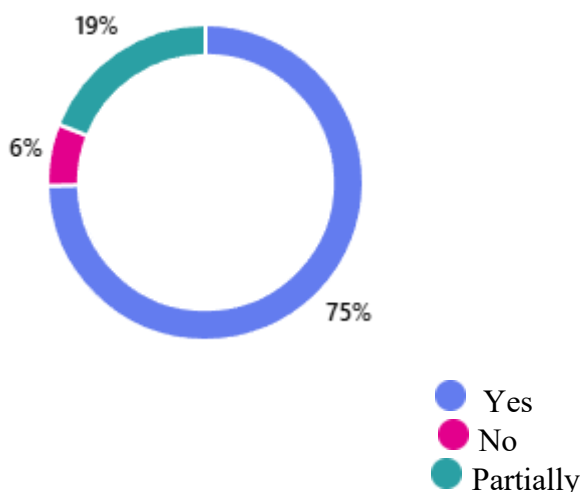
The table below summarizes the percentage of students in all academic divisions who demonstrate proficiency in each General Learning Outcome for the Fall term. Based on the results of the data obtained, the majority of the students demonstrated proficiency in the General education outcomes.

Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Written Communication	Verbal Communication	Qualitative Literacy	Intercultural	Critical Thinking
86.2%	86.43%	79.18%	100%	83.21%

Strategies to address and maintain proficiency are described in the next session. Moving forward, Southern will begin comparing previous years' data and note improvements and downturns.

My students were able to effectively improve their speech delivery using the tool I implemented in their classes. I Posted a better example and made a video.

At this time, there are no changes to be made as most of my students seem to have improved with the revisions I made

I plan to incorporate flowchart action steps in the case scenarios to assist students' critical thinking skills.

I plan to change my discussion threads.

I plan to change the assignment as needed.

Offer APA resources for students to reference

The instructor will send a reminder email with a delivery and read receipt, so I can get a notification if the student receiv

Add more detailed instructions on requirements for the successful completion of clinical paperwork.

I plan to add assignments that allow students more opportunity for critical thinking, pushing them to solve
more complex issues.

I plan to add small daily homework assignments to be completed using the online Cengage MindTap resource
for a more interactive approach.

I plan to add more videos and incidents for students to review, requiring them to participate in verbal or online discussio

I plan to add more labs and issue smaller, more frequent assignments on all mathematical concepts.

I plan on incorporating Multi-SIM and Automation Studio to add some additional labs.

I plan to utilize more of the online Cengage MindTap resources. Two students were unable to obtain these this
semester.

I plan to teach this course in person next semester and add in more lecture content.

Send a reminder email with a delivery and read receipt to ensure students receive and read their email.

Add quizzes to the course for Fall 2024.

I plan to change my evaluation method, specifically in Discussions.

I plan to restructure the layout and assignment setup.

I plan to add class time to these topics earlier in the semester.

I do not plan to change the method I am using because it seems to be working well.

I plan to change the sequence of labs to match lecture topics more closely.

I plan to introduce prelab orientation and stricter compliance with safety protocols.

The instructor will send a reminder email with a delivery and read receipt so I can
get a notification if the student has received and read the message.

Send emails reminding students to complete the study time estimator with added read/delivered receipts.

I plan to provide more videos on completing assignments leading to the exam.

I plan to change the exam next semester.

At this point, I do not feel the need to make any changes because all participants have reached the benchmark.

I plan to change some of the deliverables that were used for the course.

I plan to change my exam.

I may use a variety of exams.

I plan to change the assignment to increase the breadth of material covered.

More explicit instructions about the final exam's formatting would improve this goal.

Several students missed the information about the final exam (despite many announcements), and some
took it very late when I reached out to them directly. In the future, even if the final is unavailable
until the end of the semester, I will create a placeholder assignment for it earlier.

More hands-on opportunities to practice the steps of venipuncture

I plan to change assignments about sources; most students have issues with in-text citations and proper citation entries on the Works Cited page.

I plan to contribute my opinions or outlooks on the old texts, compared to having the students discuss them
.

Changing the teachings from less history to more on the text (how the instructor delivers lessons). Make the course more "fascinating" for students.

I plan to add more assignments to make sure the processes are showing improvement in the students' writings. More feedback and different lessons for my effective writing.

I plan to add an extra mock presentation.

I plan to change "75% of students will score 75% or more on the AWA" to "85% of students will score 85% or more on th Or more on the AWA."

85% of students will score 85% or higher.

75% of students will score 75% or more on the FTP.

Although they met the benchmark, the assignment is done in a lab setting. I want to do a more independent form of th

This is my first year teaching this course, and I used the previous instructor's syllabus. She covered four chapters in a single day, but the chapters were dense with content. As a result, the students struggled with these heavy topics on the midterm. Next year, I plan to reduce the number of chapters covered at one time so I can teach the material in greater depth.

While 88% of students applied this definition correctly, to improve, I will provide more examples in class of how the positive and negative feedback loop definitions apply to different physiological examples.

With the advent of AI and its increasing accessibility, I've noticed a significant increase in students who are no longer formulating their interpretations, conclusions, and opinions of the literature but simply using AI will answer quiz questions and even discussion questions. I will create more personalized discussion prompts and quiz questions, making it more challenging to use AI to do their thinking for them.

I intend to provide more materials, especially examples, of what a properly formatted MLA research essay looks like.

This assignment, which I created to meet this goal, was to help the students understand Native American oral traditions in a way that became meaningful to them personally. The assignment included watching a A Ted Talk by Seth Fairchild in class that utilized recorded videos of leaders and everyday folks from the Choctaw tribe. Fairchild shares a well-known saying in his TED talk: "Every time an elder dies, a library burns with them." As a way for the student to understand Native American storytelling, I had them embark on their quest to preserve a story from their own family or community by interviewing someone over 40 and then synthesizing that infor

I plan to change my exam to include more arithmetical, algebraic, geometric, and statistical methods to solve problems.

I plan to change the approach in my lecture and course resources to further enhance the students' understanding of properly using transitions.

The class went fully online, which removed the face-to-face discussion. At that point, students used AI almost exclusively to do their work. I don't believe they took away the information and knowledge I was trying to conve

Add more detailed instructions on requirements for successful clinical paperwork.

We met the goal with an 80.2%. I plan to continue to do what I did this semester. I quizzed students for two weeks before the lab practical, preparing them for the test.

I do not plan to make any changes because they all met the benchmark.

I plan to adapt my homework assignments to better prepare students for exams.

I plan to review the proper citation of sources and PowerPoint slides.

Nothing, the goal was met.

Incorporate more hands-on activities in the lab so there can be groups rotating to various stations and have smaller groups rotating to practice positioning

Create case studies geared toward skeletal pathology.

We made a change last year that implemented a lab check-off related to patient care, and it's already.

showing improvement

Havilah and I pushed communication in our labs because we had seen a decrease in the ease with which students could talk to patients. We used different tactics in a lab, and we have seen those improvements carry over into the clinical setting.

During the semester, I cut down on the number of prompts students needed to respond to to streamline the process and mitigate feedback that wasn't useful. Moving forward, I will continue to use only these necessary prompts and further monitor students' engagement and responses to make the process as simple as possible. Portions of the Review assignment can also be reworded to clarify what is expected.

The instructor will send a reminder email with a delivery and read receipt, so I get a notification if the email was sent and read by students.

Adjust the schedule to spend more time on this section.

I will email students a "read receipt" and a reminder to complete the assignment.

We plan to examine the course content to determine how to improve this area.

Reinforcement in the lab.

I plan to provide additional examples of how to complete a tax return, including how to use the 1040 Tax Tables to determine tax liability.

Add a written exam to the practical exam.

I reviewed the quiz due to a lower passage rate than expected. I modified the quiz to clarify one of the questions, notified the students, and gave them an additional attempt to improve their score.

I plan to increase the amount of content delivery by addressing the concept for a more extended period in the MT123 prerequisite class.

I plan to change the teaching approach and incorporate video instruction.

I want to incorporate a lab so students can see this process for themselves.

Better instruction

No changes at this time

I may monitor the essay's progress by adding specific assignment deadlines for each reading and writing section instead

I have no plans to change anything on this specific assessment. It went precisely as planned and incorporated primary documents to evaluate historical events, which is lacking in many college-level history courses.

Steps taken to ensure responsibility by faculty, staff, students, and advisory boards/committees for student learning and assessment of student learning.

The assessment plan continues with our current plan for all three assessment levels.   Training was provided for the faculty, department directors, and deans during meetings throughout the year. We also provided individual one-on-one help as needed in filling out the forms.

To maintain assessment sustainability, the Assessment Academy Committee encourages other governance committees to put Assessment on the agenda. For example, the Curriculum Committee reviews the Program Reviews now and makes recommendations to the President's Cabinet. Also, the Chair encourages discussion on student learning outcomes for new courses.

An area of concern is how the General Education Outcomes are discussed by faculty during their courses. The students are reminded they will be evaluated using the General Education Outcome Rubrics, but as far as they are specifically mentioned, Southern needs to ensure this is being done.