



# **STUDENT LEARNING ASSESSMENT GUIDE FOR FACULTY**

**2021-2022**

(Updated 071422)

**IMPORTANT NOTE:**

All Southern West Virginia Community and Technical College faculty must use their @southernwv.edu email address for ALL assessment related correspondence throughout the semester.

If you have any questions or concerns, please contact:

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## INTRODUCTION

The *Student Learning Assessment Guide for Faculty* has been prepared by the Academic Assessment Subcommittee (appendix A) for all full-time and adjunct faculty wherever, and however, they teach for Southern West Virginia Community and Technical College. This practical guide to student learning assessment is developed and overseen by the Academic Assessment Subcommittee (AAS). The *Student Learning Assessment Guide for Faculty* is meant to serve as a quick start, user-friendly manual to assist all faculty in implementing and documenting assessment of student learning.

Assessment can be defined as the process of determining the quality and quantity of student learning in order to make improvements. It is critical that all faculty members at Southern meaningfully capture and document what they are teaching, what students are learning and how this information is used to improve the teaching-learning relationship. The ultimate goal of assessing student learning is to improve student learning and success. Southern is committed to creating a culture of assessment while establishing a robust, sustainable assessment process

Southern encourages all faculty to take “ownership” of their courses in terms of whether or not students are learning what faculty say they are learning as identified in the course, program, and general education outcomes. Clearly defined course, program, and general education outcomes are Southern’s contract with all students and stakeholders and reflect those learning outcomes that students will possess and demonstrate upon graduation. These outcomes reflect the knowledge, skills and professional dispositions valued by workplace employers and other interested parties and represent the most deeply held values of the College. These outcomes also drive the teaching-learning relationships inherent to success at Southern.

## COURSE SYLLABI

Current, up-to-date course syllabi are critical to student learning and success. The course syllabi should be viewed as a contract between the student, faculty, and College that documents expectations between the three parties. Most importantly, the course syllabus specifically identifies what the faculty member requires and expects from the student during the duration of the course as well as what the student should expect from the faculty member teaching the course. Course syllabi must be updated every semester prior to the first day of class.

There are three (3) parts to a Southern West Virginia Community and Technical College course syllabus. All three parts must be distributed to all students in the course.

- 1) **Part 1** of the course syllabus is specific to the course instructor of record and reflects that instructor's own processes and procedures for teaching the course. Part 1 of the course syllabus can and should be changed every semester.
  - a. Directions for part 1 of the course syllabus are located in appendix M. Use the exact formatting and design of the template when creating/updating your part 1 of the syllabus. This ensures a consistent Southern syllabus "look".
  - b. Once you complete part 1 of your course syllabus, email it as an attachment to your Department Dean. Name the document as follows:
    - first initial of your first name
    - last name
    - course-specific CRN (if applicable, list all CRNs separated by an underscore)
    - course abbreviation
    - course number followed by an underscore
    - add "part1" to identify the document as the Syllabus Part 1
    - for example: ldangelo646en101\_part1
    - for example: cpuckett370\_423bs102\_part1
- 2) **Part 2** of the course syllabus is the **Course Outcome Matrix**. Part 2 identifies the course prefix, number, and title, credit hours, course description, course prerequisites and/or co-requisites, and required textbooks. In addition, it links the specific course outcomes to the program and general education outcomes and is used to assist the course instructor in the assessment of student learning. It also helps students identify how this specific course relates to both the program and general education outcomes.
  - a. Part 2/Course Outcome Matrix of the course syllabus must be obtained from Southern's website at [Academic Catalog and Course Syllabi | Southern West Virginia Community and Technical College \(southernwv.edu\)](https://www.southernwv.edu/academic/catalog-and-course-syllabi).

- 3) **Part 3** of the course syllabus contains standardized syllabus information and reflects a formal record of the Southern course. Part 3 of the course syllabus will be the same for all course.
- a. Part 3 of the course syllabus must be obtained from Southern's website at [Academic Catalog and Course Syllabi | Southern West Virginia Community and Technical College \(southernwv.edu\)](https://southernwv.edu/academic/catalog-and-course-syllabi).

### **Course Syllabi for New Course**

If you are teaching a course that has no syllabus or if your course syllabus does not employ the above-mentioned parts 1, 2, and/or 3, you will need to update it accordingly. Please contact your department Dean for instructions on how to proceed with updating a syllabus. Directions to complete the following syllabi parts are identified below.

- Part 1 (Appendix L)
- Part 2 (Appendix M)
- Part 3/Course Outcome Matrix (Appendix N)

## ASSESSMENT RESPONSIBILITIES REQUIRED OF ALL FACULTY

Below are the required steps all full-time and adjunct faculty and Program Directors must take to help improve student learning and success and to assist Southern in maintaining high academic standards. Submitting all course assessments **electronically** at the end of each semester is a requirement under your contractual obligations with the College. As with all assessment-related information you are required to complete, forms must be submitted **electronically** at the end of the semester. In order to submit the forms electronically, you will need to save the form on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu). It is critical that the electronic forms be submitted using the correct naming conventions outlined below. Electronic forms not named appropriately will not be accepted.

Processes for assessing student learning at the course, program, and institutional-level (general education outcomes) are identified below.



## COURSE-LEVEL OUTCOME ASSESSMENT

**Responsible Parties:** All full-time and adjunct faculty teaching at least one course

**Directions:** Appendix I (page 58)

The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. All full-time and adjunct faculty are required to complete and submit the *Student Learning Assessment Course-Level Report* (Appendix G) at the end of each fall and spring semester for every course they teach. This *Student Learning Assessment Course-Level Report* provides a means to document what specific course learning outcomes listed in the course syllabus are not being achieved. The *Report* also requires faculty to develop and implement an action plan to improve upon those outcomes not being met.

The following describes the process the College uses to assess student learning at the course-level.

- 1) Faculty are required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Only those outcomes that need improvement are reported on using the above-mentioned *Student Learning Assessment Course-Level Report*.
- 3) Completed forms are submitted to the Director of Accreditation and Assessment at the completion of the fall and spring semesters.

Southern encourages faculty to take “ownership” of their specific courses in terms of whether or not students are learning what faculty say they are learning as identified in the course objectives.

## ASSESSING COURSE ASSESSMENT

In order to improve the plan→do→study→adjust cycle of course assessment and making it more meaningful, all *Student Learning Assessment Course-Level Report* forms submitted by faculty at the end of the fall and spring semesters are assessed by the Director of Accreditation and Assessment using the *Student Learning Assessment Course Report Assessment Rubric* (Appendix H).

The goals of assessing course assessment are twofold.

- Assessing assessment of student learning at the course level is an important part of helping faculty facilitate meaningful, positive changes to student performance while documenting what is working and addressing what is not working in the classroom. Feedback from this assessment of course assessment is shared annually with faculty.
- This report will help the College identify how it can better support faculty with their assessment efforts with the ultimate goal of improving student success.

## PROGRAM-LEVEL OUTCOME ASSESSMENT

**Responsible Parties:** Program Directors and program faculty  
**Directions:** Appendix J (page 61)

The purpose of program-level assessment is to document how well students are accomplishing the program specific outcomes. The program outcomes are Southern's contract with all stakeholders and reflect those competencies that students will possess and demonstrate upon graduation. These program outcomes reflect those knowledge, skills and professional dispositions valued by the College community, workplace employers and other interested parties and represent the most deeply held values of the College, thereby driving much of what occurs at Southern. Degree programs (other than the Associate in Arts and Associate in Science) are required to assess both general education and program outcomes. Certificate programs are required to measure program outcomes only.

Program directors, working along with program faculty, are required to complete and submit the *Student Learning Assessment Program-Level Report* (Appendix E) at the end of each spring semester for every graduating cohort. This *Student Learning Assessment Program-Level Report* documents the individual programs' attempt to more succinctly and comprehensively identify and measure program outcomes attainment and to use this information to improve teaching and learning. It is critically important to remember that program assessment is an ongoing process utilizing a plan-do-study-adjust cycle to improve learning. Therefore, program directors must use assessment to "close the loop" on the previous academic year's Action Plan by explaining how data was used to improve attainment of the program objectives year in and year out.

The *Report* requires Program Directors to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program-level.

1. Program faculty are required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. That outcome is assessed using the plan-do-study-adjust cycle of assessment and reported on the above-mentioned *Student Learning Assessment Program-Level Report*.
3. Program Directors and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).
4. Completed forms are submitted to the Director of Accreditation and Assessment at the completion of the spring semester.
5. All *Student Learning Assessment Program-Level Report* forms submitted by program directors at the end of the spring semesters are assessed using the *Student Learning Assessment Program Report Assessment Rubric* (Appendix F).

Program assessment processes identified above are in addition to those program reviews required by regional and national accreditation agencies.

**Program Review**

Each defined program at Southern will also undergo a program review (including a self-study and external consultant review) according to the Program Review Schedule five-year cycle. The program review process is detailed in the document *Program Review Process*.

Southern encourages program directors and faculty to take “ownership” of their specific programs in terms of whether or not students are learning what faculty say they are learning as identified in the program objectives.

## GENERAL EDUCATION ASSESSMENT

**Responsible Parties:** Program Directors and program faculty  
**Directions:** Appendix K (page 64)

In addition to the course and program outcomes identified in the Course Outcome Matrices (Part 3 of the course syllabi), the College has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. As stated previously, these outcomes represent the most deeply held values of the College and are as follows:

<b>Communication</b> (3 outcomes total)	Students will utilize <u>verbal</u> and <u>written</u> language to discuss and comprehend information, incorporating a variety of <u>technologies</u> , such as texts, data, and images.
<b>Critical Thinking</b>	Students will identify and interpret relevant information in order to formulate an opinion or conclusion.
<b>Quantitative Literacy and Fluency</b>	Students will demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate).
<b>Intercultural Competency</b>	Students will communicate in appropriate ways with those who are culturally diverse.

The College has developed rubrics to assist you in evaluating the general education outcomes (appendix C).

Assessment of the general education competencies occurs based on the following General Education Outcome Assessment Process and Assessment Schedule:

## General Education Outcome Assessment Process

(updated 092721)

Assessment Cycle	Timeframe	Responsible Party	Activity
<b>Plan</b>	Prior to fall semester	<ul style="list-style-type: none"> <li>Director of Accreditation and Assessment (DAA)</li> </ul>	<p>Based on Program Maps and Course Outcome Matrices, identify specific, end-of-program (capstone) courses where general education (GE) outcome will be assessed.</p> <ul style="list-style-type: none"> <li>Program directors and faculty will be notified of general education outcome to be assessed.</li> <li>Only those outcomes identified as “Included and Measurable” will be assessed using the appropriate College rubric.</li> </ul>
<b>Plan</b>	Prior to fall semester	<ul style="list-style-type: none"> <li>Academic Assessment Subcommittee (AAS)</li> </ul>	Train faculty on use of GE rubric.
<b>Plan</b>	Prior to fall semester	<ul style="list-style-type: none"> <li>Faculty</li> </ul>	Program directors/faculty develop plan to assess GE outcome using rubric.
<b>Do</b>	During fall semester	<ul style="list-style-type: none"> <li>Faculty</li> </ul>	Implement plan, teach to outcomes, and assess outcome using pertinent portions of the rubric.
<b>Do</b>	End of fall semester	<ul style="list-style-type: none"> <li>Faculty</li> </ul>	Report GE outcome assessment results to DAA and Program Directors (PD) using Table 1 of General Education Outcome Assessment Report.
<b>Study</b>	Between fall/spring semesters	<ul style="list-style-type: none"> <li>DAA</li> <li>PD</li> </ul>	Aggregate GE outcome assessment results data.
<b>Study</b>	Prior to spring semester	<ul style="list-style-type: none"> <li>AAS</li> <li>Faculty</li> <li>PD</li> </ul>	Reviews and analyzes GE outcome assessment results and identify ‘opportunities for improvement (OFI)’.
<b>Study</b>	Prior to spring semester	<ul style="list-style-type: none"> <li>AAS</li> <li>Faculty</li> <li>PD</li> </ul>	AAS presents/discusses possible interventions and action plans for improvement of identified OFI
<b>Adjust</b>	Prior to spring semester	<ul style="list-style-type: none"> <li>Faculty</li> <li>PD</li> </ul>	Program Director/faculty develop own data-driven action plan to improve identified GE Outcome. Completes Table 1 of General Education Outcome Assessment Report.

<b>Adjust</b>	During spring semester	<ul style="list-style-type: none"> <li>• Faculty</li> </ul>	Faculty implements data-driven action plan to improve identified GE outcome and collects data regarding efforts
<b>Close the Loop</b>	End of spring semester	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• PD</li> <li>• DAA</li> </ul>	Evaluates effectiveness of action plan, document results using Table 2 of General Education Outcome Assessment Report, and reports to DAA
<b>Close the Loop</b>	Summer semester	<ul style="list-style-type: none"> <li>• DAA</li> </ul>	Generates report on effectiveness of action plan/closing the loop
<b>Close the Loop</b>	Prior to fall semester	<ul style="list-style-type: none"> <li>• DAA</li> </ul>	Shares results with faculty, PD, and Deans and identifies if further adjustments are necessary

### Assessment Schedule: Two (2) General Education Outcomes per Academic Year

(GE Outcome assessed every third year)

General Education Outcome	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Written Language	Plan & Do	Study, Adjust, & Close the Loop					Plan & Do	Study, Adjust, & Close the Loop
Verbal Language			Plan & Do	Study, Adjust, & Close the Loop				
Technology			Plan & Do	Study, Adjust, & Close the Loop				
Critical Thinking	Plan & Do	Study, Adjust, & Close the Loop					Plan & Do	Study, Adjust, & Close the Loop
Quantitative Literacy and Fluency (Math)					Plan & Do	Study, Adjust, & Close the Loop		
Intercultural Competence					Plan & Do	Study, Adjust, & Close the Loop		
Matrix Review			Review					Review

Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester (capstone) courses that identify a general education competency as “Included and Measurable” are required to use the appropriate College rubrics (Appendix C). These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Program Leads and clustered faculty (e.g., all EN 101 or BS 124) decide what specific evaluation activity is used to assess the general education outcome. In those cases where a number of general education competencies are identified for a given course, what general education competency is to be evaluated will be randomly assigned to that faculty group and their courses. Courses will be required to assess up to a maximum of two general education competencies a semester while using the specific rubric(s). Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form (Appendix K).



## **PROGRAM REVIEW and POST-APPROVAL AUDIT PROCESSES**

**Responsible Parties:** Program Directors and program faculty  
**Directions:** Appendix O (page 119)

The following Southern West Virginia Community and Technical College Program Review process is in compliance with the following:

- Southern West Virginia Community and Technical College Board of Governors SCP-3620 Policy Regarding Program Review
- Title 133 Procedural Rule West Virginia Higher Education Policy Commission; Series 10 Policy Regarding Program Review
- Title 135 Procedural Rule West Virginia Council for Community and Technical College Education; Series 10 Policy Regarding Program Review
- Two-Year Institutional Program Review Information & Checklist (HEPC website)

### **Summary:**

The Board of Governors (BOG) of Southern West Virginia Community and Technical College (Southern or the College) has the responsibility to review at least every five years all programs offered at the College and in the review to address the viability, adequacy, necessity and consistency with the mission of the academic certificate and degree programs and non-credit, Workforce Training programs to the institutional master plan, the institutional compact and the education and workforce needs of Boone, Lincoln, Logan, Mingo, and Wyoming counties. Additionally, the BOG as part of the review is to require the College to conduct periodic studies of graduates and their employers to determine placement practices and the effectiveness of the education experience.

West Virginia Higher Education Policy Commission has the responsibility for review of academic certificate and degree programs, including the use of the institutional mission as a template to assure the appropriateness of existing programs and the authority to implement needed changes.

### **General Overview: Program Review**

Each defined program at Southern will perform a two-part program review according to the Program Review Schedule five-year cycle (appendix A). The program review will comprise of the two following parts:

- completion of HEPC's Two-Year Institutional Program Review Information & Checklist form located in appendix C
- completion of the internal Program Review template below. This template provides specific and detailed guidelines while at the same time being flexible enough to allow for differences inherent between programs. Certain sections of this Program Review template may or may not be applicable to the evaluation of different programs, e.g., Arts and Sciences, Professional and Technical Studies, and non-accredited Allied Health and Nursing programs. 'Prompts' under each

section should be addressed only if they pertain to the program under review. The 'prompts' are not all encompassing and additional information can and should be included in the pertinent sections should the self-study authors' feel it important to the review process. Please respond to each item if only to indicate not applicable (N/A).

Programs that require/maintain regional and/or national accreditation will **NOT** be required to complete the internal program review template. The reports and processes mandated by various accrediting agencies will be accepted in lieu of the completed template. These accredited programs will be required to complete HEPC's Two-Year Institutional Program Review Information & Checklist form located in appendix C.

The Program Review is ultimately intended as a self-study. It provides the opportunity for the program and associated faculty and stakeholders to closely examine how the program contributes to student success and employer needs. The goals of the program review are as follows:

- Improve student learning and success
- Strengthen student preparation for employment and/or continued academic preparation
- Enhance program quality
- Ensure relevant curriculum
- Inform program budgeting and maximize resources
- Spur innovative thinking
- Meet challenges with new initiatives
- Inform Southern's strategic plan

The review process will contribute to program success by:

- identifying the programs strengths while also pinpointing weaknesses and opportunities for improvement.
- evaluating program effectiveness and health

### **General Overview: Post-Approval Audit**

The following Southern Post-Approval Audit is in compliance with the following:

- Title 133 Procedural Rule West Virginia Higher Education Policy Commission; Series 11 Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs
- Title 135 Procedural Rule West Virginia Council for Community and Technical College Education; Series 11 Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs
- Post-Approval Audit Community and Technical College System of West Virginia (HEPC website)

Summary:

All new programs approved by the Commission shall be reviewed via a post-approval audit three (3) years after the initial approval was received by the State. The structure of the audit will be determined by the

Commission staff (see appendix D) and will include a review of such issues as enrollment, retention, adequacy, necessity, viability and consistency with mission.

Three years after approval of a new certificate and/or Associate of Applied Sciences Degree, each new program at Southern will perform a post-approval audit according to the Program Review Schedule five-year cycle (appendix A). The Post-Approval Audit will be subject to the Program Review Process template as well as completion of HEPC's Post-Approval Audit form located in appendix D.

### **West Virginia Higher Education Policy Commission (HEPC) Mandatory Reports**

As stated above, the information collected on the Program Review Template during the Southern program review process will be used to complete those report requirements set forth by the West Virginia Higher Education Policy Commission and the West Virginia Higher Education Policy Commission (HEPC). Information and data contained in areas highlighted in yellow will be used to complete the formal Program Review (PR) report due to HEPC on May 31 (see appendix C). Information and data contained in areas highlighted in blue will be used to complete the formal Post-Approval Audit (PAA) report due to HEPC on August 31 (see appendix D). Therefore, it is critical to fully complete those sections and 'prompts' highlighted in yellow and blue.

In addition to this fillable report, those documents (appendix C and appendix D) must also be fully completed and should accompany this Program Review Report as designated above.

### **Timeline (appendix B) and Delineation of Responsibilities**

1. All designated certificate and degree programs will undergo a Program Review every five years on a cyclic basis.
  - a. All new programs approved by the Commission shall be reviewed via a post-approval audit three (3) years after the initial approval was received from the State and will adhere to this timeline and delineation of responsibilities.
2. Program Dean, Program Director, and Director of Accreditation and Assessment (DAA) will meet to discuss Program Review process. DAA will provide “Success Indicators” and “Student and Employer Feedback” results to Program Dean and Program Director. Every attempt to provide the previous five-years’ worth of data will be made. DAA will request this data from the Director of Institutional Research (DIR) (June-August).
3. Program Dean and Program Director establish an action plan to complete the Program Review process and Two-Year Institutional Program Review Information & Checklist form located in appendix C by November 19 (August-September).
4. Program Dean, Program Director, and program faculty prepare Self-Study portion of the Program Review and Two-Year Institutional Program Review Information & Checklist form (September to November 19).
5. Completed Self-Study and Two-Year Institutional Program Review Information & Checklist form sent to DAA and Academic Assessment Subcommittee (a.k.a. the Institutional Program Review Committee) for review (December-January).
6. Program Review sent back to Program Dean, Program Lead, and program faculty for review, and if necessary, updates (January-February).
7. HEPC’s Two-Year Institutional Program Review Information & Checklist form located in appendix C submitted to Academic and Student Affairs Council (ASAC) for approval (February-March).
  - a. Program Review Template document is maintained in Dean’s office and is for internal use only.
8. If necessary, Program Review sent back to Program Dean and Program Director for changes/updates (February-March).
9. HEPC’s Two-Year Institutional Program Review Information & Checklist (form located in appendix C) submitted to President’s Cabinet for approval (April-May).
10. If necessary, HEPC’s Two-Year Institutional Program Review Information & Checklist (form located in appendix C) sent back to Program Dean and Program Director for changes/updates (April-May).
11. HEPC’s Two-Year Institutional Program Review Information & Checklist (form located in appendix C) portion of the Program Review submitted to Board of Governors (BOG) for approval (May).
12. HEPC’s Two-Year Institutional Program Review Information & Checklist (form located in appendix C) portion of the Program Review submitted to Chancellor of Higher Education Policy Commission (HEPC) (May 31).

13. HEPC's Post-Approval Audit (form located in appendix D) submitted to Chancellor of Higher Education Policy Commission (HEPC) (August 31).<sup>1</sup>

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<sup>1</sup> The same timeline (appendix B) and delineation of responsibilities will be used to complete the Post-Approval Audit.

**APPENDIX A**  
Academic Assessment Subcommittee Membership

The Academic Assessment Subcommittee (also the acting HLC Assessment Academy Team and formerly the Academic Assessment Committee) consists of the following members:

Tom Morris	Chair, Director of Accreditation and Assessment
Bill Alderman Vice-Chair,	Accreditation Liaison Officer,
	Professor of Business Administration and
	Entrepreneurship
Regina Bias	Professor of Nursing
Tamara Browning	Associate Professor of Nursing
Larry D'Angelo	Assistant Professor of English
Russel Saunders	Dean, Division of Allied Health and Nursing
Chad Scott	Director of Institutional Research
Darrell Taylor	Chief Student Services Officer
Chris Ward	Assistant Professor of Mathematics, Faculty
	Senate President
Jennifer Dove, Recorder	Executive Assistant to the President and Board of
	Governors
Dr. Pamela Alderman, Advisor	President

**APPENDIX B**  
**Program Curriculum Map**  
(See Department Dean for Approved Program Curriculum Maps)



[illegible]

**APPENDIX C**  
General Education Rubrics

## General Education Outcome Communication – Written Language

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Introduction/Thesis	<input type="checkbox"/> Introduction contains detailed background information that engages the reader and creates interest.  <input type="checkbox"/> Thesis clearly states a significant and compelling position.	<input type="checkbox"/> Introduction contains background information related to the thesis.  <input type="checkbox"/> Thesis states the position.	<input type="checkbox"/> Introduction does not contain background information, or background information is unclear or unrelated to the thesis.  <input type="checkbox"/> Thesis is vague or unclear.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Organization	<input type="checkbox"/> Essay contains a logical progression of ideas with a clear structure that enhances the thesis.  <input type="checkbox"/> Transitions are mature and graceful and are present equally throughout essay.	<input type="checkbox"/> Essay contains a logical progression of ideas related to the thesis.  <input type="checkbox"/> Transitions are present throughout the essay.	<input type="checkbox"/> Essay is difficult to follow.  <input type="checkbox"/> Transitions are not present.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Development	<input type="checkbox"/> Main points are well developed and directly related to the thesis.	<input type="checkbox"/> Main points are adequately developed and directly related to the thesis.	<input type="checkbox"/> Main points have little or poor development and may not be related to the thesis.	<input type="checkbox"/> N/A

Sentence Formation	<input type="checkbox"/> Writing is smooth, skillful, and coherent with varied sentence structure.	<input type="checkbox"/> Writing is clear and coherent with sentences that have varied structure.	<input type="checkbox"/> Writing is confusing and hard to follow.	<input type="checkbox"/> N/A
Grammar/Mechanics	<input type="checkbox"/> Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.	<input type="checkbox"/> Essay contains some (6-9) grammatical and/or mechanical errors but not enough to interfere with readability.	<input type="checkbox"/> Essay contains numerous (10+) grammatical and/or mechanical errors that interfere with readability.	<input type="checkbox"/> N/A
Outside Sources	<input type="checkbox"/> All outside sources used in the essay are documented correctly.	<input type="checkbox"/> All outside sources used in the essay are documented but not correctly.	<input type="checkbox"/> Some or all sources used in the essay are not documented.	<input type="checkbox"/> N/A

### Score Overview

**Exemplary (2)** Introduction contains detailed background information that engages the reader and creates interest. Thesis clearly states a significant and compelling position. Essay contains a logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful and are present equally throughout essay. Main points are well developed and directly related to the thesis. Writing is smooth, skillful, and coherent with varied sentence structure. Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability. All outside sources used in the essay are documented correctly.

**Met (1)** Introduction contains background information related to the thesis. Thesis states the position. Essay contains a logical progression of ideas related to the thesis. Transitions are present throughout the essay. Main points are adequately developed and directly related to the thesis. Writing is clear and coherent with sentences that have varied structure. Essay contains some (6-9) grammatical and/or mechanical errors but not enough to interfere with readability. All outside sources used in the essay are documented but not correctly.

**Unmet (0)** Introduction does not contain background information, or background information is unclear or unrelated to the thesis. Thesis is vague or unclear. Essay is difficult to follow. Transitions are not

present. Main points have little or poor development and may not be related to the thesis. Writing is confusing and hard to follow. Essay contains numerous (10+) grammatical and/or mechanical errors that interfere with readability. Some or all sources used in the essay are not documented.

## General Education Outcome Communication – Oral Communication

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Introduction/Thesis	<input type="checkbox"/> Introduction contains an excellent attention getter.  <input type="checkbox"/> Main points are previewed in the speech.  <input type="checkbox"/> Credibility is effectively established by speaker.  <input type="checkbox"/> Detailed background information is given when needed.  <input type="checkbox"/> Speaker gives a persuasive incentive to listen.  <input type="checkbox"/> Thesis clearly states a significant and compelling central idea of the topic.	<input type="checkbox"/> Introduction contains a weak attention getter that does not compliment the topic of the speech.  <input type="checkbox"/> Some main points are previewed in the speech.  <input type="checkbox"/> Credibility is established by speaker.  <input type="checkbox"/> Background information is given when needed.  <input type="checkbox"/> Speaker gives an incentive to listen.  <input type="checkbox"/> Thesis is clear.	<input type="checkbox"/> Introduction does not contain an attention getter.  <input type="checkbox"/> Main points in the speech are not previewed.  <input type="checkbox"/> Credibility is not established.  <input type="checkbox"/> No background information is given when needed.  <input type="checkbox"/> Speaker does not give an incentive to listen.  <input type="checkbox"/> Thesis is vague or unclear.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A

Body	<input type="checkbox"/> Speech contains a minimum of 3 main points accompanied by 2 supporting points for each main point.	<input type="checkbox"/> Speech contains 1 or 2 main points accompanied by 2 supporting points for each main point.	<input type="checkbox"/> Speech does not contain any main points nor support for main points.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Speech maintains flow when transitioning to different points.	<input type="checkbox"/> Speech maintains some flow when transitioning to different points.	<input type="checkbox"/> Speech does not maintain flow when transitioning to different points.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Speech contains a minimum of 3 Scholarly Sources.	<input type="checkbox"/> Speech contains 1 or 2 Scholarly Sources.	<input type="checkbox"/> Speech does not contain any Scholarly Sources.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Speech contains at least one visual aid that effectively compliments the presentation to help the audience better understand the topic.	<input type="checkbox"/> Speech contains at least one visual aid that compliments the presentations topic.	<input type="checkbox"/> Speech does not have any visual aids or contains a visual aid that does not compliment the presentation topic.	<input type="checkbox"/> N/A
Delivery	<input type="checkbox"/> Speech is given with care for non-verbal distractions, voice clarity, and other elements of speech delivery (i.e. no verbal fillers, no distracting hand gestures or swaying, appropriate voice projection, appropriate speech for the audience, etc.).	<input type="checkbox"/> Speech is given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. few verbal fillers, few distracting hand gestures or swaying, voice projects well, appropriate speech for the audience, etc.).	<input type="checkbox"/> Speech is not given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. many verbal fillers, distracting hand gestures or swaying, voice does not project well, speech not appropriate for the audience, etc.).	<input type="checkbox"/> N/A

Conclusion	<input type="checkbox"/> Main points are reviewed.	<input type="checkbox"/> A few but not all of the main points are reviewed.	<input type="checkbox"/> Main points are not reviewed.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Conclusion has a compelling clincher to the central idea.	<input type="checkbox"/> Conclusion has a clincher to the central idea.	<input type="checkbox"/> Conclusion does not have an appropriate clincher to the central idea.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Speaker initiates Q&A.	<input type="checkbox"/> Speaker has Q&A but is initiated by student.	<input type="checkbox"/> No Q&A.	<input type="checkbox"/> N/A

## Score Overview

### Exemplary (2)

Introduction contains an excellent attention getter. Main points are previewed in the speech. Credibility is effectively established by speaker. Detailed background information is given when needed. Speaker gives a persuasive incentive to listen. Thesis clearly states a significant and compelling central idea of the topic. Speech contains a minimum of 3 main points accompanied by 2 supporting points for each main point. Speech maintains flow when transitioning to different points. Speech contains a minimum of 3 Scholarly Sources. Speech contains at least one visual aid that effectively compliments the presentation to help the audience better understand the topic. Speech is given with care for non-verbal distractions, voice clarity, and other elements of speech delivery (i.e. no verbal fillers, no distracting hand gestures or swaying, appropriate voice projection, appropriate speech for the audience, etc.). Main points are reviewed. Conclusion has a compelling clincher to the central idea. Speaker initiates Q&A.

### Met (1)

Introduction contains a weak attention getter that does not compliment the topic of the speech. Some main points are previewed in the speech. Credibility is established by speaker. Background information is given when needed. Speaker gives an incentive to listen. Thesis is clear. Speech contains 1 or 2 main points accompanied by 2 supporting points for each main point. Speech maintains some flow when transitioning to different points. Speech contains 1 or 2 Scholarly Sources. Speech contains at least one visual aid that compliments the presentations topic. Speech is given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. few verbal fillers, few distracting hand gestures or swaying, voice projects well, appropriate speech for the



audience, etc.). A few but not all of the main points are reviewed. Conclusion has a clincher to the central idea. Speaker has Q&A but is initiated by student.

**Unmet (0)**

Introduction does not contain an attention getter. Main points in the speech are not previewed. Credibility is not established. No background information is given when needed. Speaker does not give an incentive to listen. Thesis is vague or unclear. Speech does not contain any main points nor support for main points. Speech does not maintain flow when transitioning to different points. Speech does not contain any Scholarly Sources. Speech does not have any visual aids or contains a visual aid that does not compliment the presentation topic. Speech is not given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. many verbal fillers, distracting hand gestures or swaying, voice does not project well, speech not appropriate for the audience, etc.). Main points are not reviewed. Conclusion does not have an appropriate clincher to the central idea. No Q&A.

## General Education Outcome Communication – Technology

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Basic Computer Literacy	<input type="checkbox"/> Accurately uses appropriate computer/internet terminology.  <input type="checkbox"/> Demonstrates the ability to identify, open and close the appropriate program to utilize for a task.  <input type="checkbox"/> Efficiently store/retrieve files from specific locations.	<input type="checkbox"/> Uses appropriate computer/internet terminology.  <input type="checkbox"/> Demonstrates the ability to locate and open/close a specific program.  <input type="checkbox"/> Does not store/retrieve files from specific locations.	<input type="checkbox"/> Does not demonstrate an understanding of computer/internet terminology.  <input type="checkbox"/> Does not locate or utilize specific programs.  <input type="checkbox"/> Does not store/retrieve files.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Use of Electronic or Online Communication Tools	<input type="checkbox"/> Effectively uses email or other electronic tools to communicate with others.  <input type="checkbox"/> Includes the use of attachments.  <input type="checkbox"/> Frequently utilizes electronic course tools,	<input type="checkbox"/> Uses email or other electronic tools to communicate with others.  <input type="checkbox"/> Does not include attachments.  <input type="checkbox"/> Occasionally uses electronic course tools,	<input type="checkbox"/> Does not use any electronic communication tools.  <input type="checkbox"/> Does not include attachments.  <input type="checkbox"/> Does not use any electronic course tools	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A

	such as registration or course management programs.	such as registration or course management programs.	such as registration or course management programs.	
Use of Electronic or Online Resources to Retrieve Information	<input type="checkbox"/> Demonstrates a high-level ability to use multiple tools to navigate the internet to locate information relevant to the task.	<input type="checkbox"/> Demonstrates a basic ability to navigate the internet and locate information weakly related to the task.	<input type="checkbox"/> Does not navigate the internet to successfully locate information related to a specific topic.	<input type="checkbox"/> N/A
Use of a Variety of Electronic Resources to Advance Professional or Personal Life	<input type="checkbox"/> Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills unaided or without instruction.  <input type="checkbox"/> Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills unaided or without instruction.	<input type="checkbox"/> Demonstrates an ability or understanding of how to use new technology to complete assignments.  <input type="checkbox"/> Completes tasks with instruction.	<input type="checkbox"/> Does not use new technology to complete assignments.  <input type="checkbox"/> Does not use new technology to assist in completion of assignments.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Preparing documents using word processing software	<input type="checkbox"/> Create a document using a template(s), select text, use basic formatting commands save the document, add, edit and change text using [text placeholders].	<input type="checkbox"/> Start a new document, save a new document (file path), print a new document, Close a document, and proper use of terminology.	<input type="checkbox"/> Lacks understanding of Word Processing software or the editing window. Open the editor with instructor assistance.	<input type="checkbox"/> N/A

	<input type="checkbox"/> Use the Find and Replace dialogue box to edit text in a document, use AutoCorrect to automatically correct misspellings, and use the right-click to check spelling and grammar.	<input type="checkbox"/> Utilize all aspects of command features to include manual commands, icons, and shortcuts.	<input type="checkbox"/> Lacks understanding of the menu bar, toolbar, and status bar. Utilize menu, toolbar, and status bar with instructor assistance	<input type="checkbox"/> N/A
	<input type="checkbox"/> Divides a document into sections (section breaks), change the page layout settings for each section, insert page breaks, understand automatic pagination.	<input type="checkbox"/> Demonstrates the use of fonts, format text using font list arrow, font style, font size list arrow, and font color gallery document margins and the default document settings, change orientation, margin settings, and paper size. Cut, Copy, and Paste	<input type="checkbox"/> Lacks understanding of fonts, format text using font list arrow, font style, font size list arrow, and font color gallery. Does not understand basic EDIT features.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Understands and utilizes the print options to include print dialogue box, print drivers, and select a printer.	<input type="checkbox"/> Utilizes print preview prior to printing document. Ability to print a specific range of pages and a specific amount of documents.	<input type="checkbox"/> Lacks understanding of the basic process of how a document gets printed. This includes choosing the print option.	<input type="checkbox"/> N/A

## Score Overview

<b>Exemplary (2)</b>	Accurately uses appropriate computer/ internet terminology. Demonstrates the ability to identify, open and close the appropriate program to utilize for a task. Efficiently store/retrieve files from specific locations. Effectively uses email and other electronic tools to communicate with others. Includes the use of attachments. Frequently utilizes electronic course tools, such as registration or course management programs. Demonstrates a high-level ability to use multiple tools to navigate the internet to locate information relevant to the task. Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills unaided or without instruction. Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills unaided or without instruction. Create a document using a template(s), select text, use basic formatting commands save the document, add, edit and change text using [text placeholders]. Use the Find and Replace dialogue box to edit text in a document, use AutoCorrect to automatically correct misspellings, and use the right-click to check spelling and grammar. Divides a document into sections (section breaks), change the page layout settings for each section, insert page breaks, understand automatic pagination. Understands and utilizes the print options to include print dialogue box, print drivers, and select a printer.
<b>Met (1)</b>	Uses appropriate computer/internet terminology. Demonstrates the ability to locate and open/close a specific program. Does not store/retrieve files from specific locations. Uses email or other electronic tools to communicate with others. Does not include attachments. Occasionally uses electronic course tools, such as registration or course management programs. Demonstrates a basic ability to navigate the internet and locate information weakly related to the task. Demonstrates an ability or understanding of how to use new technology to complete assignments. Completes tasks with instruction. Start a new document, save a new document (file path), print a new document, Close a document, and proper use of terminology. Utilize all aspects of command features to include manual commands, icons, and shortcuts. Demonstrates the use of fonts, format text using font list arrow, font style, font size list arrow, and font color gallery document margins and the default document settings, change orientation, margin settings, and paper size. Cut, Copy, and Paste Utilizes print preview prior to printing document. Ability to print a specific range of pages and a specific amount of documents.
<b>Unmet (0)</b>	Does not demonstrate an understanding of computer/internet terminology. Does not locate or utilize specific programs. Does not store/retrieve files. Does not use any electronic communication tools.

Does not include attachments. Does not use any electronic course tools such as registration or course management programs. Does not navigate the internet to successfully locate information related to a specific topic. Does not use new technology to complete assignments. Does not use new technology to assist in completion of assignments. Lacks understanding of Word Processing software and the Word program window. Open MS word with instructor assistance. Lacks understanding of the menu bar, toolbar, and status bar. Utilize menu, toolbar, and status bar with instructor assistance. Lacks understanding of fonts, format text using font list arrow, font style, font size list arrow, and font color gallery. Does not understand basic EDIT features. Lacks understanding of the basic process of how a document gets printed. This includes choosing the print option.

## General Education Outcome Critical Thinking

(Identify and interpret relevant information  
in order to formulate an opinion or conclusion.)

### Rubric\*

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Remember/Identification	<input type="checkbox"/> Identifies relevant information and sources.	<input type="checkbox"/> Identifies relevant information and sources with some mistakes.	<input type="checkbox"/> Does not identify relevant information or sources; may identify incorrect information or unreliable sources.	<input type="checkbox"/> N/A
Understand/Interpret	<input type="checkbox"/> Uses deductive and/inductive reasoning consistently and with ease.	<input type="checkbox"/> Uses deductive and/inductive reasoning competently.	<input type="checkbox"/> Unable or infrequently uses deductive and/inductive reasoning.	<input type="checkbox"/> N/A
Apply	<input type="checkbox"/> Integrates most or all relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> Integrates some relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> Does not integrate relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> N/A
Analyze	<input type="checkbox"/> Analyzes key information, questions, and problems clearly and precisely.	<input type="checkbox"/> Analyzes some key information, questions, and problems clearly and precisely.	<input type="checkbox"/> Does not analyze key information, questions, and problems clearly and precisely; often comes to wrong conclusions.	<input type="checkbox"/> N/A
Evaluate	<input type="checkbox"/> Makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer.	<input type="checkbox"/> Makes judgments or forms opinions about a topic where there may or may not be a clear or correct answer.	<input type="checkbox"/> Does not form judgments or opinions.	<input type="checkbox"/> N/A

	<input type="checkbox"/> Supports the judgement or opinion with reasons and evidence from various, relevant sources.	<input type="checkbox"/> Supports the judgement or opinion with few reasons and little evidence from few, relevant sources.	<input type="checkbox"/> Forms judgments or opinions without relevant supporting reasons and evidence and/or uses reasons or evidence from invalid sources.	<input type="checkbox"/> N/A
Create	<input type="checkbox"/> Uses knowledge from multiple areas to create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> Uses knowledge from limited areas to create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> Does not create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> N/A

\*This rubric is primarily based on Bloom's Revised Taxonomy. Critical thinking increases as you go from the top to the bottom of the rubric.

## DEFINITIONS:

**Deductive Reasoning:** The process of reasoning from one or more statements to reach a logical conclusion. Care must be taken that the premise is logical and true and that invalid deductive reasoning does not occur.

### **Example:**

All mammals have hair at some point in their life. This cat has hair, so therefore, this cat is a mammal.

### **Invalid example:**

Anyone who lives Dublin, Ireland lives on an island in the North Atlantic Ocean. Ken lives on an island in the North Atlantic Ocean so therefore Ken lives in Dublin, Ireland.



**Inductive Reasoning:** The process of making broad generalizations from specific observations identified by patterns supported by formal and informal data.

**Example:**

Between 1990 and 2000 the population of the world grew by approximately 12.6%, between 2000 and 2010 the population of the world grew by approximately 10.7%, between 2010 and 2020 the population of the world grew by 8.7%. We could expect the population of the world to grow by approximately 6.7% between 2000 and 2030.

**Score Overview**

<b>Exemplary (2)</b>	Identifies relevant information and sources. Uses deductive and/inductive reasoning consistently and with ease. Integrates most or all relevant information during the formulation of opinions or conclusions. Analyzes key information, questions, and problems clearly and precisely. Makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer. Supports the judgement or opinion with reasons and evidence from various, relevant sources. Uses knowledge from multiple areas to create a new idea or approach a topic from a different perspective.
<b>Met (1)</b>	Identifies relevant information and sources with some mistakes. Uses deductive and/inductive reasoning competently. Integrates some relevant information during the formulation of opinions or conclusions. Analyzes some key information, questions, and problems clearly and precisely. Makes judgments or forms opinions about a topic where there may or may not be a clear or correct answer. Supports the judgement or opinion with few reasons and little evidence from few, relevant sources. Uses knowledge from limited areas to create a new idea or approach a topic from a different perspective.
<b>Unmet (0)</b>	Does not identify relevant information or sources; may identify incorrect information or unreliable sources. Unable or infrequently uses deductive and/inductive reasoning. Does not integrate relevant information during the formulation of opinions or conclusions. Does not analyze key information, questions, and problems clearly and precisely; often comes to wrong conclusions. Does not form judgments or opinions. Forms judgments or opinions without

relevant supporting reasons and evidence and/or uses reasons or evidence from invalid sources. Does not create a new idea or approach a topic from a different perspective.

## General Education Outcome Quantitative Literacy and Fluency

(Demonstrate and communicate computational methods and mathematical reasoning.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Extrapolate information	<input type="checkbox"/> Information is extracted correctly from the application.  <input type="checkbox"/> Information is used in correct formulas.	<input type="checkbox"/> Information is extracted from the application with minor errors in copying data.  <input type="checkbox"/> Information is used in correct formulas with minor errors in copying data.	<input type="checkbox"/> Information is extracted with major errors in understating the application.  <input type="checkbox"/> Information is used in wrong formulas.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Demonstration	<input type="checkbox"/> The process demonstrates full comprehension of mathematical concepts or procedures.	<input type="checkbox"/> The process demonstrates knowledge of mathematical concepts or procedures with minor errors in computations, sign errors, or copying errors.	<input type="checkbox"/> The process demonstrates little or no knowledge of mathematical concepts or procedures.	
Solution	<input type="checkbox"/> The solution is complete & correct.	<input type="checkbox"/> The solution is complete and aligns with the concepts but might contain errors from coping data wrong or rounding.	<input type="checkbox"/> The solution is missing or not indicated properly.	
Interpretation	<input type="checkbox"/> The response effectively applies the solution to the problem.	<input type="checkbox"/> The response applies the solution to the problem with minor errors in concepts or missing units.	<input type="checkbox"/> The response is missing, doesn't effectively apply, or shows serious flaws in the applying the solution.	<input type="checkbox"/> N/A

## DEFINITIONS:

**Process:** The steps the student followed to arrive at the solution.

**Solution:** The final computational answer.

**Response:** The applying of the solution.

## Score Overview

<b>Exemplary (2)</b>	Information is extracted correctly from the application. Information is used in correct formulas. The process demonstrates full comprehension of mathematical concepts or procedures. The solution is complete & correct. The response effectively applies the solution to the problem
<b>Met (1)</b>	Information is extracted from the application with minor errors in copying data. Information is used in correct formulas with minor errors in copying data. The process demonstrates knowledge of mathematical concepts or procedures with minor errors in computations, sign errors, or copying errors. The solution is complete and aligns with the concepts but might contain errors from coping data wrong or rounding. The response applies the solution to the problem with minor errors in concepts or missing units
<b>Unmet (0)</b>	Information is extracted with major errors in understating the application. Information is used in wrong formulas. The process demonstrates little or no knowledge of mathematical concepts or procedures. The solution is missing or not indicated properly. The response is missing, doesn't effectively apply, or shows serious flaws in the applying the solution

## General Education Outcome Intercultural Competence

(Ability to communicate in appropriate ways  
with those who are culturally diverse)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Communication and Attitude	<input type="checkbox"/> Communicates in effective ways with those who are culturally diverse.  <input type="checkbox"/> Actively seeks an overall shared understanding with those of different cultures, worldviews, and values for positive outcomes and/or an empathetic, educated perspective.  <input type="checkbox"/> Expresses an awareness of cultural differences and proactively suspends personal biases.  <input type="checkbox"/> Asks questions and/or communicates with the intention to establish a shared understanding for	<input type="checkbox"/> Communicates in appropriate ways with those who are culturally diverse.  <input type="checkbox"/> Generally seeks a neutral understanding with those of different cultures, worldviews, and values for favorable outcomes and/or a pragmatic perspective.  <input type="checkbox"/> Demonstrates some awareness of cultural differences and makes clear attempt to suspend personal biases.  <input type="checkbox"/> Asks questions and/or communicates with the intention to establish a general understanding for	<input type="checkbox"/> Does not communicate in appropriate ways with those who are culturally diverse.  <input type="checkbox"/> Does not seek to understand those of different cultures, worldviews, and values and/or develop a nuanced perspective.  <input type="checkbox"/> Demonstrates no awareness of cultural differences and/or makes no attempt to suspend personal biases.  <input type="checkbox"/> Does not ask questions and/or does not communicate with any intent to establish shared	<input type="checkbox"/> N/A   <input type="checkbox"/> N/A   <input type="checkbox"/> N/A   <input type="checkbox"/> N/A

	<p>empathetic, positive communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Asks questions and/or establishes a shared understanding of nonverbal interaction and physical interaction for positive, empathetic communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>pragmatic communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Asks questions and/or establishes a general understanding of nonverbal interaction and physical interaction for pragmatic communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Demonstrates minimal understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>understanding with others of difference cultures and/or values.</p> <p><input type="checkbox"/> Does not ask questions and/or seek to establish any understanding of nonverbal interaction and physical interaction for communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Demonstrates no understanding in learning about other cultures.</p>	<p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A</p>
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## DEFINITIONS:

### Culture:

The customs, arts, social institutions, and achievements of a particular nation, people, or other social group, including, but not limited to ethnicity, race, gender, sexual orientation, gender identification, socioeconomic status, religion, educational-level, political beliefs, age, etc.

## Score Overview

### **Exemplary (2)**

Communicates in effective ways with those who are culturally diverse. Actively seeks an overall shared understanding with those of different cultures, worldviews, and values for positive outcomes and/or an empathetic, educated perspective. Expresses an awareness of cultural differences and proactively suspends personal biases. Asks questions and/or communicates with the intention to establish a shared understanding for empathetic, positive communication with others of different cultures and/or values. Asks questions and/or establishes a shared understanding of nonverbal interaction and physical interaction for positive, empathetic communication with others of different cultures and/or values. Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

### **Met (1)**

Communicates in appropriate ways with those who are culturally diverse. Generally seeks a neutral understanding with those of different cultures, worldviews, and values for favorable outcomes and/or a pragmatic perspective. Demonstrates some awareness of cultural differences and makes clear attempt to suspend personal biases. Asks questions and/or communicates with the intention to establish a general understanding for pragmatic communication with others of different cultures and/or values. Asks questions and/or establishes a general understanding of nonverbal interaction and physical interaction for pragmatic communication with others of different cultures and/or values. Demonstrates minimal understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

### **Unmet (0)**

Does not communicate in appropriate ways with those who are culturally diverse. Does not seek to understand those of different cultures, worldviews, and values and/or develop a nuanced perspective. Demonstrates no awareness of cultural differences and/or makes no attempt to suspend personal biases. Does not ask questions and/or does not communicate with any intent to establish shared understanding with others of difference cultures and/or values. Does not ask questions and/or seek to establish any understanding of nonverbal

interaction and physical interaction for communication with others of different cultures and/or values. Demonstrates no understanding in learning about other cultures.



## **APPENDIX D**

General Education Outcome Assessment Report  
(Example: Communication – Written Language)

# SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

## GENERAL EDUCATION OUTCOME ASSESSMENT REPORT

### COMMUNICATION - WRITTEN LANGUAGE

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

<b>Course Number</b>	
<b>Course Title</b>	
<b>Faculty Name</b>	
<b>Semester/Year</b>	

**Table 1**

PLAN	PLAN	DO	STUDY	ADJUST
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>List the communication - <u>written language</u> - general education competency rubric criteria and/or pertinent exemplary description that was not met and needs to be improved.</li> </ul>	<b>Performance Goals/Benchmarks:</b> <ul style="list-style-type: none"> <li>How well should students be able to do on the assessment based on the rubric?</li> </ul>	<b>Assessment Methods/Measures/Tools:</b> <ul style="list-style-type: none"> <li>Explain the who, what, where, when, how, why, and to what extent was the data collected on whether this outcome was met?                             <ul style="list-style-type: none"> <li>How many students were assessed?</li> </ul> </li> </ul>	<b>Assessment Results and Data Analysis:</b> <ul style="list-style-type: none"> <li>How well did the students actually do?</li> <li>What does the data based on the rubric scores show?</li> <li>Be specific when analyzing and describing the data/results.</li> </ul>	<b>Action Plan (The Action Plan should be specific, measurable, attainable, realistic, and timely (SMART)):</b> <ul style="list-style-type: none"> <li>What specific changes will be made to improve performance on this outcome based on these assessment results and data interpretations?</li> <li>How will you follow-up (using the rubric) to measure improvement?</li> <li>What, if any, financial or additional resources will be required to achieve your Action Plan?</li> </ul>

**GENERAL EDUCATION COMPETENCY ASSESSMENT REPORT  
COMMUNICATION - WRITTEN LANGUAGE  
“CLOSING THE LOOP” ON PREVIOUS ACTION PLAN**

**Table 2**

ADJUST	CLOSING THE LOOP
<p><b>Previous Action Plan</b> (Copy last semester's or last year's <b>Action Plan</b> section and paste it into this column):</p> <ul style="list-style-type: none"> <li>• What specific changes were made based on the previous assessment results and data interpretation?</li> <li>• How did you follow-up to measure improvement?</li> </ul>	<p><b>Action Plan Results:</b></p> <ul style="list-style-type: none"> <li>• What were the results of the specific changes you made?</li> <li>• Did these changes improve student learning and success? <ul style="list-style-type: none"> <li>◦ Why or why not?</li> </ul> </li> <li>• If applicable, what previously requested financial or additional resources were approved and used? <ul style="list-style-type: none"> <li>◦ How effective were these resources in accomplishing the results?</li> </ul> </li> <li>• List any additional changes you will make to further address this learning outcome.</li> </ul>

**APPENDIX E**  
Student Learning Assessment Program-Level Report

## SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE STUDENT LEARNING ASSESSMENT PROGRAM-LEVEL REPORT

<b>Course Number</b>	
<b>Course Title</b>	
<b>Faculty Name</b>	
<b>Semester/Year</b>	

**Table 1**

PLAN	PLAN	DO	STUDY	ADJUST
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>List one student program learning outcome that was assessed. (Note: assess 20% of the program outcomes per academic year. All programs outcomes should be assessed a minimum of one time during the five-year program review process.)</li> </ul>	<b>Performance Goals/Benchmarks:</b> <ul style="list-style-type: none"> <li>How well should students be able to do on the assessment?</li> </ul>	<b>Assessment Methods/Measures/Tools:</b> <ul style="list-style-type: none"> <li>Explain the who, what, where, when, how, why, and to what extent was the data collected on whether this outcome was met?                             <ul style="list-style-type: none"> <li>How many students were assessed?</li> </ul> </li> <li>If appropriate, does the measurement tool used to assess this outcome align with the Bloom's Domain and Category?</li> </ul>	<b>Assessment Results and Data Analysis:</b> <ul style="list-style-type: none"> <li>How well did the students actually do?</li> <li>What does the data show?</li> <li>Be specific when analyzing and describing the data/results.</li> </ul>	<b>Action Plan</b> (The Action Plan should be specific, measurable, attainable, realistic, and timely (SMART)): <ul style="list-style-type: none"> <li>What specific changes will be made to improve performance on this outcome based on these assessment results and data interpretations?</li> <li>How will you follow-up to measure improvement?</li> <li>What, if any, fiscal, human, and/or physical resources will be required to achieve your Action Plan?</li> </ul>

## STUDENT LEARNING ASSESSMENT PROGRAM REPORT; “CLOSING THE LOOP” ON PREVIOUS ACTION PLAN

**Table 2**

ADJUST	CLOSING THE LOOP
<p><b>Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column):</b></p> <ul style="list-style-type: none"> <li>• What specific changes were made based on the previous assessment results and data interpretation?</li> <li>• How did you follow-up to measure improvement?</li> </ul>	<p><b>Action Plan Results:</b></p> <ul style="list-style-type: none"> <li>• What were the results of the specific changes you made?</li> <li>• Did these changes improve student learning and success? <ul style="list-style-type: none"> <li>◦ Why or why not?</li> </ul> </li> <li>• If applicable, what previously requested financial or additional resources were approved and used? <ul style="list-style-type: none"> <li>◦ How effective were these resources in accomplishing the results?</li> </ul> </li> <li>• List any additional changes you will make to further address this learning outcome.</li> </ul>

**APPENDIX F**  
Student Learning Assessment Program Report  
Assessment Rubric

## STUDENT LEARNING ASSESSMENT PROGRAM REPORT

### ASSESSMENT RUBRIC (Bloom's Taxonomy)

<b>Course:</b>	
<b>Semester/Year:</b>	
<b>Program Director:</b>	
<b>Reviewer(s):</b>	
<b>Date of Review:</b>	

	Undeveloped (0)	Developing (1)	Established (2)	Exemplary (3)
<b>Plan</b>	Does not identify appropriate program learning outcome.	Only identifies program learning outcome with no meaningful clarification of performance goal, benchmarks, or assessment tool.	Identifies appropriate outcome while explaining performance goal and/or benchmark as it relates to assessment tool.	Identifies appropriate outcome while fully and completely explaining performance goal and/or benchmark as it relates to assessment tool.
<b>Do</b>	Lacks any coherent explanation of the data collected on whether this outcome was met.	Partially explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met. Missing some pertinent detail.	Mostly explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.	Precisely explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.
<b>Assessment Tool &amp; Bloom's Taxonomy</b>	Does not identify or unclear what assessment/ measurement tool is	Identifies assessment tool but instrument does not align with Bloom's taxonomy.	Assessment tool aligns with Bloom's taxonomy.	Describes why specific assessment tool was used based on Bloom's taxonomy



	used to collect results.			
<b>Study</b>	No or minimal analysis of data.	Partial analysis of data.	Analysis of all pertinent data.	Detailed analysis of all data resulting in full understanding of student performance.
<b>Adjust</b>	No coherent action plan for improving and/or further assessing course outcome (no measurable outcomes and/or no assessment plan in place).	Some evidence of action plan but not entirely specific, measurable, attainable, realistic and/or timely (SMART).	Action plan is clear, well-defined, and is mostly specific, measurable, attainable, realistic and timely (SMART).	Action plan is clear, concise, well-defined and highly specific, measurable, attainable, realistic and timely (SMART).
<b>Requested financial or additional resources:</b>	<b>YES / NO</b>		<b>Requested resources:</b>	<b>Type:</b> <b>Amount:</b>

	<b>Undeveloped (0)</b>	<b>Developing (1)</b>	<b>Established (2)</b>	<b>Exemplary (3)</b>	<b>N/A</b>
<b>Closing the Loop</b>	No actions to “close the loop” identified and/or taken.	Actions plan to “close the loop” not fully implemented and/or documented.	Action plan to “close the loop” is implemented and documented.	Action plan to “close the loop” is fully implemented and fully documented.	
<b>Improvement in student learning</b>	No actions to “close the loop” taken, identified or reported.	Reports results but unclear if goals were met  Results of action plan’s closing the loop did not lead to an improvement in student learning.	Results of action plan’s closing the loop led to an increase in student learning but not to the degree identified by the stated goal.	Results of action plan’s closing the loop led to an increase in student learning as identified by the stated goal.	

**APPENDIX G**  
Student Learning Assessment Course-Level Report

# SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

## STUDENT LEARNING ASSESSMENT COURSE-LEVEL REPORT

<b>Course Number</b>	
<b>Course Title</b>	
<b>Faculty Name</b>	
<b>Semester/Year</b>	

**Table 1**

PLAN	PLAN	DO	STUDY	ADJUST
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>List one course student learning outcome that was not met and needs to be improved. or</li> <li>Address a problematic response to the end-of-semester student survey. or</li> <li>Address another course-related result needing improvement not included above.</li> </ul>	<b>Performance Goals/Benchmarks:</b> <ul style="list-style-type: none"> <li>How well should students be able to do on the assessment?</li> </ul>	<b>Assessment Methods/Measures/Tools:</b> <ul style="list-style-type: none"> <li>Explain the who, what, where, when, how, why, and to what extent was the data collected on whether this outcome was met?                             <ul style="list-style-type: none"> <li>How many students were assessed?</li> </ul> </li> <li>Does the measurement tool used to assess this outcome align with the Bloom's Domain and Category?</li> </ul>	<b>Assessment Results and Data Analysis:</b> <ul style="list-style-type: none"> <li>How well did the students actually do?</li> <li>What does the data show?</li> <li>Be specific when analyzing and describing the data/results.</li> </ul>	<b>Action Plan</b> (The Action Plan should be specific, measurable, attainable, realistic, and timely (SMART)): <ul style="list-style-type: none"> <li>What specific changes will be made to improve performance on this outcome based on these assessment results and data interpretations?</li> <li>How will you follow-up to measure improvement?</li> <li>What, if any, fiscal, human, and/or physical resources will be required to achieve your Action Plan?</li> </ul>

## STUDENT LEARNING COURSE-LEVEL ASSESSMENT; “CLOSING THE LOOP” ON PREVIOUS ACTION PLAN

**Table 2**

ADJUST	CLOSING THE LOOP
<p><b>Previous Action Plan (Copy last semester's or last year's Action Plan section and paste it into this column):</b></p> <ul style="list-style-type: none"> <li>• What specific changes were made based on the previous assessment results and data interpretation?</li> <li>• How did you follow-up to measure improvement?</li> </ul>	<p><b>Action Plan Results:</b></p> <ul style="list-style-type: none"> <li>• What were the results of the specific changes you made?</li> <li>• Did these changes improve student learning and success? <ul style="list-style-type: none"> <li>◦ Why or why not?</li> </ul> </li> <li>• If applicable, what previously requested financial or additional resources were approved and used? <ul style="list-style-type: none"> <li>◦ How effective were these resources in accomplishing the results?</li> </ul> </li> <li>• List any additional changes you will make to further address this learning outcome.</li> </ul>

**APPENDIX H**  
Student Learning Assessment Course Report  
Assessment Rubric

## STUDENT LEARNING ASSESSMENT PROGRAM REPORT

### ASSESSMENT RUBRIC (Bloom's Taxonomy)

<b>Course:</b>	
<b>Semester/Year:</b>	
<b>Program Director:</b>	
<b>Reviewer(s):</b>	
<b>Date of Review:</b>	

	<b>Undeveloped (0)</b>	<b>Developing (1)</b>	<b>Established (2)</b>	<b>Exemplary (3)</b>
<b>Plan</b>	Does not identify appropriate program learning outcome.	Only identifies program learning outcome with no meaningful clarification of performance goal, benchmarks, or assessment tool.	Identifies appropriate outcome while explaining performance goal and/or benchmark as it relates to assessment tool.	Identifies appropriate outcome while fully and completely explaining performance goal and/or benchmark as it relates to assessment tool.
<b>Do</b>	Lacks any coherent explanation of the data collected on whether this outcome was met.	Partially explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met. Missing some pertinent detail.	Mostly explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.	Precisely explains the who, what, where, when, how, why, and to what extent the data collected on whether this outcome was met.
<b>Assessment Tool &amp; Bloom's Taxonomy</b>	Does not identify or unclear what assessment/ measurement tool is	Identifies assessment tool but instrument does not align with Bloom's taxonomy.	Assessment tool aligns with Bloom's taxonomy.	Describes why specific assessment tool was used based on Bloom's taxonomy

	used to collect results.			
<b>Study</b>	No or minimal analysis of data.	Partial analysis of data.	Analysis of all pertinent data.	Detailed analysis of all data resulting in full understanding of student performance.
<b>Adjust</b>	No coherent action plan for improving and/or further assessing course outcome (no measurable outcomes and/or no assessment plan in place).	Some evidence of action plan but not entirely specific, measurable, attainable, realistic and/or timely.	Action plan is clear, well-defined, and is mostly specific, measurable, attainable, realistic and timely (SMART).	Action plan is clear, concise, well-defined and highly specific, measurable, attainable, realistic and timely (SMART).
<b>Requested financial or additional resources:</b>	<b>YES / NO</b>		<b>Requested resources:</b>	<b>Type:</b> <b>Amount:</b>

	<b>Undeveloped (0)</b>	<b>Developing (1)</b>	<b>Established (2)</b>	<b>Exemplary (3)</b>	<b>N/A</b>
<b>Closing the Loop</b>	No actions to “close the loop” identified and/or taken.	Actions plan to “close the loop” not fully implemented and/or documented.	Action plan to “close the loop” is implemented and documented.	Action plan to “close the loop” is fully implemented and fully documented.	
<b>Improvement in student learning</b>	No actions to “close the loop” taken, identified or reported.	Reports results but unclear if goals were met.  Results of action plan’s closing the loop did not lead to an improvement in student learning.	Results of action plan’s closing the loop led to an increase in student learning but not to the degree identified by the stated goal.	Results of action plan’s closing the loop led to an increase in student learning as identified by the stated goal.	

**APPENDIX I**  
Directions for Completing  
Student Learning Assessment Course-Level Report



Guidelines for completing both Table 1 and Table 2 of the *Student Learning Assessment Course-Level Report* (appendix G) are as follows:

**Table 1**

- Address only one student learning outcome listed in the course syllabus that was not met during the semester. You can also address a problematic response to your end-of-semester course survey or another course-related result needing improvement not included above.
  - Copy that student learning outcome (or problem area) that needs to be improved upon directly from your course syllabus and paste it into the first column of Table 1 labeled “Outcomes”.
- Complete the remaining four (4) columns in detail. All information presented in this report should be specific, measurable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially important when identifying the Action Plan in the last column.

**Table 2**

- Completion of Table 2 involves reporting on the implementation of your previous semester’s action plan and then “closing the loop”. In other words, you will copy and paste the right-hand column action plan from Table 1 of your previous *Student Learning Assessment Course-Level Report*, paste it into the left-hand column of current Table 2 of newest *Student Learning Assessment Course-Level Report* and report on the action plan results in the right-hand column labeled “closing the loop.”
  - Please contact Tom Morris at [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu) if you do not have a copy of your previous *Student Learning Assessment Course-Level Report*.

Complete the *Student Learning Course-Level Assessment Report* electronically for each and every course you teach. Again, submit one form per course; if you are teaching 5 courses this semester, you will submit 5 separate reports. In the case that you aggregate data from numerous sections of the same course into one report, submit just one report but name it according (see below).

In order to submit the form electronically, you will need to save the form on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to Tom Morris at [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu). When saving and submitting the forms, use the following naming convention/file name format:

- first initial of your first name
- last name
- course (indicating course-level assessment)

- course-specific CRN (if applicable, list all CRNs separated by an underscore)
- course abbreviation
- course number
- for example: cpuckettcourse370\_423bs102

Hundreds of forms will be submitted each semester. Please name documents accordingly. Electronic forms not named correctly will be returned. Contact Tom Morris, Director of Accreditation and Assessment, at either 304.896.7407 or [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu) should you have any questions.

**APPENDIX J**  
Directions for Completing  
Student Learning Assessment Program-Level Report

Guidelines for completing both Table 1 and Table 2 of the *Student Learning Assessment Program-Level Report* (appendix E) are as follows:

### Table 1

- Program faculty are required to assess 20% of identified program outcomes per academic year. All programs outcomes should be assessed at least once during the five-year program review process. Therefore, different program outcomes are assessed every academic year.
  - Copy those program objectives that were assessed directly from the program curriculum matrix and paste them into the first column labeled “Outcomes”.
  - Address only those program objectives that were assessed during the semesters in question.
    - Program faculty are required to assess 20% of program outcomes per academic year. All programs outcomes should be assessed a minimum of one time during the five-year program review process.
- Complete the four (4) remaining columns in detail. All information presented in this report should be specific, measurable, attainable, realistic, and timely (SMART). Your write-up must be data-driven. This is especially true when identifying the Action Plan in the last column.

### Table 2

- Table 2 is completed based on the previous year’s Action Plan.
  - If applicable, copy the previously identified “Action Plan” column from last year’s report (right hand column) from Table 1 and paste that information into the left-hand column of Table 2 labeled “Previous Action Plan” of this year’s report.
  - In detail, describe the results of the implementation of the Action Plan per the second column’s directions. Use data when describing your results.
    - It is critical that you contact Tom Morris if you do not have your previous *Student Learning Assessment Program Report*. He can send you that report so you can copy the previously identified Action Plan and report on it.

A completed *Student Learning Assessment Program Report* (Appendix E) must be submitted electronically one week after the spring semester Finals Week prior to faculty leaving for the summer. Submit them via e-mail to Tom Morris at [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu). In order to submit the forms electronically, you will need to save the form (using the naming convention below) on your computer as a .doc file. Once you have saved the form, you will send it as an attachment to

Tom Morris at [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu). When saving and submitting the forms, use the following naming convention/file name format:

- first initial of first name
- last name
- program name
- programassessment
- academic year
- for example: jdoeweldingprogramassessmentt2020-21

It is critically important to remember that program assessment is an ongoing process utilizing a plan-do-study-adjust cycle to improve learning. Program directors/lead instructors must use assessment to “close the loop” on the previous academic year’s Action Plan by explaining how data was used to improve attainment of the program objectives year in and year out.

Electronic forms not named correctly will not be accepted. Contact Tom Morris, Director of Accreditation and Assessment, at either 304.896.7407 or [tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu) should you have any questions.

**APPENDIX K**  
Directions for Completing  
General Education Outcome Assessment Report  
(Generic Directions)

End-of-semester (capstone) courses that identify a general education (GE) competency as “Included and Measurable” are required to use the appropriate College rubrics (Appendix C) to assess attainment of that GE competency. The GE competency to be assessed will be determined by the Director of Accreditation and Assessment (DAA). Program Directors (PD) and clustered faculty (e.g., all EN 101 or BS 124) decide what specific evaluation activity is used to assess the GE outcome. The College rubric will be used to assess the competency in questions.

Distribute a copy of the rubric to each student prior to assignment of the GE work to be completed. Review the rubric with the students as well. This will identify to the student what is expected of them and how the assignment will be graded.

Once the assignment is assessed using the rubric, results should be reported for each individual student by circling or somehow identifying the descriptor under the Level of Achievement that the student scored. For example:

<b>Criteria</b>	<b>Exemplary (2)</b>	<b>Met (1)</b>	<b>Unmet (0)</b>	<b>N/A</b>
Grammar/ Mechanics	<input type="checkbox"/> Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.	<input type="checkbox"/> Essay contains some (6-9) grammatical and/or mechanical errors but not enough to interfere with readability.	<input type="checkbox"/> Essay contains numerous (10+) grammatical and/or mechanical errors that interfere with readability.	<input type="checkbox"/> N/A
Outside Sources	<input type="checkbox"/> All outside sources used in the essay are documented correctly.	<input type="checkbox"/> All outside sources used in the essay are documented but not correctly.	<input type="checkbox"/> Some or all sources used in the essay are not documented.	<input type="checkbox"/> N/A

Completed rubrics for each student will be submitted to either your PD or DAA who will aggregate the data. The aggregated data will be presented to the faculty prior to the following semester for analysis and recommendations for further actions. The same plan-do-study-adjust cycle of assessment with development and implementation of an action plan and closing the loop activities will be followed and reported per those processes outlined in appendix D and the General Education Assessment Process tables on pages 11-14 of this document.

**APPENDIX L**  
Directions to Complete  
Syllabus Part 1 of 3



## **Directions to Complete Syllabus Part 1 of 3**

Documents accompanying this Directions to Complete Syllabus Part 1:

- 1) Syllabus Part 1 of 3 Template
- 2) Syllabus Part 2 of 3 Course Outcome Matrix
- 3) Bloom's Revised Taxonomy
- 4) Example Faculty Office and Class Schedule  
(updated 032422)

**HELPFUL NOTE: An approved Part 2/Course Outcome Matrix should be used when completing this activity. This Matrix can be found on Southern's website.**

### **Syllabus (general information)**

- Each credit course at Southern West Virginia Community and Technical College (Southern) is required to have a completed syllabus in a standardized format.
- Each course syllabus is comprised of three parts: Part 1, Part 2, and Part 3.
  - This document discusses Part 1.
  - Each faculty member is required to follow the directions below to ensure consistency and accuracy of syllabi format and content.
- Approved syllabi Part 1 and Part 3 are stored in the Dean's office.
- Each individual instructor is responsible for generating an updated syllabus for each one of the courses they teach every semester.

### **Parts 1, 2, and 3 (Overview)**

- Parts 1, 2, and 3 of the course syllabi are distributed to all students enrolled in the course.
  - Syllabi should be considered the faculty and Southern's agreement with students outlining what is expected of the students during the progression of the course as well as what students should expect from the faculty member.

### **Directions for Completing Part 1 of the Course Syllabus**

**Part 1** of the course syllabus is specific to the course instructor of record and reflects that instructor's own processes and procedures for teaching the course. Part 1 of the course syllabus can and should be changed every semester. Part 1 of the course syllabus includes, but is not limited to, instructor contact information, course schedule, course evaluations, alignment of program and course outcomes with course assessments, etc.

The following directions will outline what can and should be included and changed on the attached Syllabus Part 1 Template. It is suggested that you read the following bullet point directions, while at the same time, reviewing the attached Syllabus Part 1 Template. Use the exact formatting and design of the Template when creating/updating your syllabi. This ensures a consistent Southern syllabus "look".

### **Course (Part 1)**

- Course prefix, number and title exactly as it appears in Southern Catalog, e.g., EN 101: English Composition I

### **Instructor Contact Information (Part 1)**

- Please use the same format presented in the Syllabus Part 1 Template but with your information added.

### **Faculty Office and Class Schedule (Part 1)**

- See the **suggested** Faculty Office and Class Schedule that accompanies this document. Faculty do not have to use this specific form and can use another form that meets their course needs. Per SIP-3600 Revision Notes, the document must meet the following guidelines:

Faculty are to create their own professional looking Office and Class Schedule and post a copy in a conspicuous location near the faculty member's office entrance. The Office Schedule will include the following details in the header:

- faculty's name
- current term
- office location
- office phone number
- email

### **Course Schedule (Part 1)**

- This section can address the course on a week by week basis including, but not limited to, what topics will be covered, which course outcomes will be introduced on a class by class basis, specific due dates, etc. Use whatever format works best for you and your students. The information in this section is individually generated for each course.

### **Course Evaluation/Grading Scale (Part 1)**

- This section should clearly communicate to the student exactly how the course grades will be determined, the value of each test or assignment, the grading scale, how participation and attendance figure into the grade, etc. Use whatever format works best for you and your students. The information in these sections are individually generated for each course.
- The information presented in this section should align with the information presented in the *Alignment of Program Outcomes with Course Assessments* and *Alignment of Course Outcomes with Course Assessments* sections cited in the next two sections.

### **Alignment of Program Outcomes with Course Assessments (Part 1)**

- Using the same tables listed on the template, identify (with an "X") what course assessment/measurement tools (instructor identified in the left-hand column) you will use to assess accomplishment of the specific program outcomes. Be as descriptive as possible when listing the course assessments, e.g., instead of listing "tests", be more descriptive by listing "Fill-in-the-blank upper extremity-bone lab test."
  - The program outcomes numbered across the top row of the template correspond to those program outcomes listed on the course outcome matrix/part 3 of the course syllabus.

- It is critical that the assessment tool you identify and use corresponds to both the action verbs used in the program outcomes and to the Bloom's Taxonomy Domain Category identified on the attached *Bloom's Revised Taxonomy* document. For example, if your program outcome states "identify the five stages of human development", the corresponding Cognitive Domain Category should be "remembering" while the assessment tools will most likely include multiple-choice or fill-in-the-blank questions. Again, the assessment tool should be appropriate to the Domain Category you are measuring. A multiple-choice question would not be the ideal assessment tool when measuring the Domain Category of "analyzing" or "evaluating." Use appropriate action verbs that correspond to and link your stated program outcomes, your taxonomy category, and your assessment/measurement tool.

### **Alignment of Course Outcomes with Course Assessments (Part 1)**

- Using the same table listed on the template, identify (with an "X") what course assessment/measurement tools (instructor identified in the left-hand column) you will use to assess accomplishment of the specific course outcomes. Be as descriptive as possible when listing the course assessments. For example, instead of listing "quizzes", be more descriptive by listing the specific type and content/topic of the quiz.
  - The course outcomes numbered across the top row of the template correspond to those program outcomes listed on the course outcome matrix/part 3 of the course syllabus.
- It is critical that the assessment tool you identify and use corresponds to both the action verbs used in the course outcome and to the Bloom's Taxonomy Domain Category identified on the Course Outcome Matrix document. For example, if your course outcome states "list the three types of diabetes", the corresponding Cognitive Domain Category should be "remembering" while the assessment tools will most likely include fill-in-the-blank questions. Again, the assessment tool should be appropriate to the Domain Category you are measuring. A multiple-choice question would not be the ideal assessment tool when measuring the Domain Category of "applying" or "analyzing." Use appropriate action verbs that correspond to and link your stated course outcomes, your taxonomy category, and your assessment/measurement tool.

### **Student Responsibilities (Part 1)**

- This section will contain information from the instructor regarding what is expected from the student in the course including, but not limited to, class participation, attendance, behavior, etc. This section is instructor specific and generated individually for each course.

### **Miscellaneous (Part 1)**

- This section can include additional, pertinent instructor and/or course specific information not included above.

**Information presented in this syllabus communicates the course expectations of the faculty instructor, student, and Southern West Virginia Community and Technical College. Southern reserves the right to change, amend, alter, and/or modify the contents of this syllabus as deemed necessary and approved by the College. (Part 1)**

- This statement should be included verbatim at the end of each syllabus.

### **Naming the Document**

- Name the Syllabus Part 1 document as follows:
  - first initial of your first name
  - last name
  - course-specific CRN (if applicable, list all CRNs separated by an underscore)
  - course abbreviation
  - course number followed by an underscore
  - add “part1” to identify the document as the Syllabus Part 1
  - for example: cpuckett370\_423bs102\_part1
  - for example: ldangelo646en101\_part1
- An updated copy of syllabus part 1 should be sent to your Dean’s office each and every semester.

**Please contact either Tom Morris, Director of Accreditation and Assessment at either [tom.morris@southerwv.edu](mailto:tom.morris@southerwv.edu) or 304.896.7407, or your Department Dean with any questions.**

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**  
**COURSE SYLLABUS**  
**PART 1 of 3**

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**COURSE** Course prefix, number and title exactly as it appears in Southern Catalog, e.g., EN 101: English Composition I

**INSTRUCTOR CONTACT INFORMATION**

**INSTRUCTOR'S NAME** Jane Doe  
**TELEPHONE NUMBER** 304.896.1234  
**EMAIL ADDRESS** jane.doe@southernwv.edu  
**OFFICE LOCATION** Logan Campus, B233  
**OFFICE HOURS/DAYS** Phone or email for appointment time/date. Include electronic/Zoom office hours if applicable.

**FACULTY OFFICE AND CLASS SCHEDULE**

See directions.

**COURSE SCHEDULE**

WEEK	TOPIC	READING ASSIGNMENTS	ASSIGNMENTS*
1-2	Course Introduction;	Chapter 1 Highlight 1	Submit a rough draft of the... Quiz #1: Topic
3			
4			
5			

**COURSE EVALUATION**

Quizzes (total of 14)	70%
Writing Assignment	10%
Mid-Semester Exam	10%
Final Exam	10%

**GRADING SCALE**

<b><u>GRADE</u></b>	<b><u>TOTAL POINTS</u></b>	<b><u>DESCRIPTIONS</u></b>	<b><u>GPA</u></b>
A	90-100	Superior	4.0
B	80-89	Good	3.0
C	70-79	Average	2.0
D	60-69	Below-average	1.0
F	<60	Failure	0.0
F*		Failure due to non-attendance	N/A
I		Incomplete	N/A
W		Withdraw	N/A
CR		Credit	N/A
NC		No Credit	N/A
AU		Audit	N/A

**ALIGNMENT OF PROGRAM OUTCOMES WITH COURSE ASSESSMENTS**

<b>Assessment Tool</b>	<b>Program Outcome</b>									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**ALIGNMENT OF COURSE OUTCOMES WITH COURSE ASSESSMENTS**

<b>Assessment Tool</b>	<b>Course Outcome</b>									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**STUDENT RESPONSIBILITIES**

## **MISCELLANEOUS**

**Information presented in this syllabus communicates the course expectations of the faculty instructor, student, and Southern West Virginia Community and Technical College. Southern reserves the right to change, amend, alter, and/or modify the contents of this syllabus as deemed necessary and approved by the College.**

# COURSE OUTCOME MATRIX COURSE SYLLABUS PART 2 of 3

Course Number and Title	
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Credit Hours	
--------------	--

Course Description	
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Prerequisite(s) and/or Corequisite(s)	
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Required Textbooks/Reference Resources/Course Materials:

	General Education Outcomes
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).
2	Identify and interpret relevant information in order to formulate an opinion or conclusion (critical thinking).
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

	Program/Department Outcomes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



	Course Outcomes (CO)	Bloom's Domain for CO (C, A, P), Category, and Level	Program/ Department Outcome(s)	Written Language	Verbal Language	Information Technology	Critical Thinking	Quantitative Literacy and Fluency	Intercultural Competence
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Bloom's Domain Legend

C = Cognitive

A = Affective

P = Psychomotor

General Education Outcome Legend

2 = Included and Measurable

1 = Introduced and/or Minimally Addressed and Not Measurable

0 = Not included

Approved: October 14, 2021  
Updated: March 24, 2022  
Reviewed:

# BLOOM'S REVISED TAXONOMY

## COGNITIVE DOMAIN

(Anderson, et. al., 2000)

The cognitive domain deals with the mental processes involved in gaining knowledge.

Category (Level)	Examples	Action Verbs Used to Assess Learning Outcomes
<b>Remembering (1):</b> <ul style="list-style-type: none"> <li>Recall previously learned information.</li> </ul>	<ul style="list-style-type: none"> <li>Recite a policy.</li> <li>Quote prices from memory to a customer.</li> <li>Know the safety rules.</li> </ul>	Define, describe, identify, know, label, list, match, name, outline recall, recognize, reproduce, select, state
<b>Understanding (2):</b> <ul style="list-style-type: none"> <li>Comprehend the meaning, translation, and interpretation of instructions or problems.</li> <li>State a problem in one's own words.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the stages of some process.</li> <li>Explain in own words the steps for performing a complex task.</li> <li>Translate an equation into a computer spreadsheet.</li> </ul>	Classify, compare, comprehend, convert, defend, distinguish, estimate, exemplify, explain, extend, generalize, give an example, infer, interprets, paraphrases, predicts, rewrites, summarizes, translates.
<b>Applying (3):</b> <ul style="list-style-type: none"> <li>Use a concept in a new situation or unprompted use of an abstraction.</li> <li>Apply what was learned in the classroom into a novel situation in the work place.</li> </ul>	<ul style="list-style-type: none"> <li>Use a manual to calculate an employee's vacation time.</li> <li>Apply laws of statistics to evaluate the reliability of a written test.</li> </ul>	Apply, change, compute, construct, demonstrate, discover execute, implement, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.
<b>Analyzing (4):</b> <ul style="list-style-type: none"> <li>Separates material or concepts into component parts so its organizational structure is understood.</li> <li>Distinguish between facts and inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Trouble shoot a piece of equipment by using logical deduction.</li> <li>Recognize logical fallacies in reasoning.</li> <li>Gather information from a department and select the require tasks for training.</li> </ul>	Analyze, attribute, break down, compare and contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, organize, outline, relate, select, separate
<b>Evaluating (5):</b> <ul style="list-style-type: none"> <li>Make judgement about the value of ideas or materials.</li> </ul>	<ul style="list-style-type: none"> <li>Select and defend the most effective solution.</li> <li>Hire the most qualified candidate.</li> <li>Explain and justify a new budget.</li> </ul>	Appraise, check, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support.
<b>Creating (6):</b> <ul style="list-style-type: none"> <li>Build a structure or pattern from diverse elements.</li> <li>Put parts together to form a new whole, with emphasis on creating a new meaning or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Write a company operations or process manual.</li> <li>Design a machine to perform a specific task.</li> <li>Integrate training from several sources to solve a problem.</li> <li>Revise a process to improve the outcome.</li> </ul>	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, produce, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write.

## BLOOM'S REVISED TAXONOMY AFFECTIVE DOMAIN

(Krathwohl, et. al., 1973)

The affective domain includes the manner in which we deal with things emotional, such as feeling, values, appreciation, enthusiasm, motivations, and attitudes.

Category (Level)	Examples	Action Verbs Used to Assess Learning Outcomes
<b>Receiving Phenomena (1):</b> <ul style="list-style-type: none"> <li>Awareness, willingness to hear, selected attention.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others with respect.</li> <li>Listen for and remember the names of newly introduce people.</li> </ul>	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erects, reply, use.
<b>Responding to Phenomena (2):</b> <ul style="list-style-type: none"> <li>Active participation on part of learner.</li> <li>Attends and reacts to a particular phenomenon.</li> <li>Compliance in responding.</li> <li>Willingness to respond.</li> <li>Motivation in responding.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class discussion.</li> <li>Gives a presentation.</li> <li>Questions new ideas, concepts, models, etc., in order to fully understand them.</li> <li>Knows and follows safety rules.</li> </ul>	Answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write.
<b>Valuing (3):</b> <ul style="list-style-type: none"> <li>Worth or value a person attaches to a particular object, phenomenon, behavior.               <ul style="list-style-type: none"> <li>Simple acceptance to high state of commitment.</li> <li>Values expressed and identifiable in person's overt behavior.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates belief in democratic process.</li> <li>Is sensitive towards individual and cultural difference (value diversity).</li> <li>Shows ability to solve problems.</li> <li>Proposes a plan for social improvement and implements it.</li> <li>Inform management on matters that one feels strongly about.</li> </ul>	Complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work.
<b>Organization (4):</b> <ul style="list-style-type: none"> <li>Organizes values into priorities by contrasting different values, resolving conflict between them, and creating a unique value system.               <ul style="list-style-type: none"> <li>Emphasis on comparing, relating, and synthesizing values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognizes need to balance between freedom and responsible behavior.</li> <li>Accepts responsibility for own behavior.</li> <li>Explains role of systematic planning in solving problems.</li> <li>Accepts professional ethical standards.</li> <li>Creates a life plan in harmony with abilities, interests, and beliefs.</li> <li>Prioritizes time effectively to meet needs of organization, family, and self.</li> </ul>	Adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize.

<p><b>Internalizing values (characterization) (5):</b></p> <ul style="list-style-type: none"> <li>• Has value system that displays consistent, pervasive, predictable, and characteristic behavior.</li> <li>• Can make personal, social, and emotional adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows self-reliance when working independently.</li> <li>• Displays teamwork.</li> <li>• Displays consistent commitment of ethical practices.</li> <li>• Revises judgments and changes behavior in light of new evidence.</li> <li>• Values people for who they are.</li> </ul>	<p>Act, discriminate display influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify.</p>
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# DAVES TAXONOMY PSYCHOMOTOR DOMAIN

(Daves, 1970)

The psychomotor domain is the coordination of cognitive function and gross and fine physical/motor movement including the manipulation of tools, lab equipment, digital tools, software, etc., guided by signals, prompts, and cues from the environment one is working in.

Category (Level)	Examples	Action Verbs Use to Assess Learning Outcomes
<b>Imitate (1):</b> <ul style="list-style-type: none"> <li>Learner observes and copies action of another. <ul style="list-style-type: none"> <li>Behavior may be crude, imperfect, and/or inefficient.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Watch teacher/trainer and repeat action, process, or activity.</li> </ul>	Adhere, align, copy, execute, follow, identify, imitate, match, mimic, observe, reenact, repeat, replicate, try.
<b>Manipulate (2):</b> <ul style="list-style-type: none"> <li>Reproduce/repeat activity from memory or written/verbal instruction. <ul style="list-style-type: none"> <li>Action may be crude and awkward.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Based on written or verbal cues only, reproduce an action, process, or activity.</li> </ul>	Same as verbs as above: adhere, align, copy, execute, follow, identify, imitate, match, mimic, observe, reenact, repeat, replicate, try.
<b>Perfect (3):</b> <ul style="list-style-type: none"> <li>Execute skill reliably, independent of help. <ul style="list-style-type: none"> <li>Activity should be performed with controlled actions and minimal mistakes.</li> </ul> </li> <li>a.k.a. precision.</li> </ul>	<ul style="list-style-type: none"> <li>Perform activity independent of written, verbal, or visual help with minimal errors.</li> <li>Demonstrate an activity to other learners.</li> </ul>	(Accurately, independently, and/or proficiently...) complete, demonstrate, show, teach.
<b>Articulate (4):</b> <ul style="list-style-type: none"> <li>Formulate and apply in different context.</li> <li>Relate and combine associated activities to develop methods to meet varying, novel requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Display a series of coordinated acts.</li> <li>Sequence activities accurately, with control, speed, and timing.</li> </ul>	Adapt, combine, coordinate, construct, improve, integrate, master, modify, solve, teach.
<b>Embody (5):</b> <ul style="list-style-type: none"> <li>Automated, unconscious mastery of activity and related skills at a strategic-level.</li> <li>Performed at high level of proficiency and efficiency.</li> <li>a.k.a. naturalize.</li> </ul>	<ul style="list-style-type: none"> <li>Define aim, approach, and strategy to meet strategic goal.</li> </ul>	(Automatically, professionally, routinely, and/or effortlessly...) design, invent, manage, organize, produce, specify.

# SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

## FACULTY OFFICE AND CLASS SCHEDULE

<b>Semester</b>	
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Faculty Name	
Office Location	
Telephone and extension	
Email	

	8- 9:15 am	9:30- 10:45 am	11- 12:15 pm	12:30- 1:45 pm	2- 3:15 pm	3:30- 4:45 pm	5- 6:15 pm	6:30- 7:45 pm	6:30- 9 pm
<b>Monday</b>									
<b>Tuesday</b>									
<b>Wednesday</b>									
<b>Thursday</b>									
<b>Friday</b>									
<b>Saturday</b>									

**Notes:**

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**APPENDIX M**  
Directions to Complete  
Syllabus Part 2 of 3  
Course Outcome Matrix

## **Directions to Complete Syllabus Part 2 of 3 Course Outcome Matrix**

Documents included with this Directions to Complete Syllabus Part 2 Course Outcome Matrix.

- 1) Course Outcome Matrix
- 2) Revised Taxonomy
- 3) General Education Rubrics  
(updated 032422)

### **Syllabus (general information)**

- Each credit course at Southern West Virginia Community and Technical College (Southern) is required to have a completed syllabus in a standardized format.
- Each course syllabus is comprised of three parts: Part 1, Part 2, and Part 3.
  - This document discusses Part 2.
  - Each faculty member is required to follow the directions below to ensure consistency and accuracy of syllabi format and content.
- Approved syllabi Part 2 and Part 3 are located on Southern's website.
- Each individual instructor is responsible for generating an updated syllabus for each one of the courses they teach every semester.

### **Parts 1, 2, and 3 (Overview)**

- Parts 1, 2, and 3 of the course syllabi are distributed to all students enrolled in the course.
  - Syllabi should be considered the faculty and Southern's agreement with students outlining what is expected of the students during the progression of the course as well as what students should expect from the faculty member.

### **Syllabus Part 2 (Course Outcome Matrix (general information))**

- Part 2 of the course syllabus is the Course Outcome Matrix. Part 2 identifies the course prefix, number, and title, credit hours, course description, course prerequisites and/or co-requisites, and required textbooks. In addition, this Matrix maps the specific course outcomes to the rest of the curriculum. It specifically links the course outcomes to the program and general education outcomes and is used to assist the course instructor in the assessment of student learning. It also helps students identify how this specific course relates to both the program and general education outcomes.
  - Part 2 is standardized for each credit course.
  - Part 2 must be distributed to all students enrolled in the course.
  - Part 2 can be accessed from Southern's website or from the Director of Accreditation and Assessment.

### **Directions for Completing Part 2 of the Course Syllabus**

Only one Syllabus Part 2 Course Outcome Matrix will be submitted per course. For example, although numerous faculty teach EN 101, only one Course Outcome Matrix will be generated for all EN 101 courses; therefore, faculty teaching the same course should work together and develop a single Course Outcome Matrix for said course.



The following set of directions will outline how to complete the attached Syllabus Part 2 Course Outcome Matrix. Read the bullet point directions as you complete the Syllabus Part 2 Course Outcome Matrix. Use the exact Matrix word document that accompanies this Directions document when completing the Matrix. This will ensure consistency of all Southern Course Outcome Matrices.

**Course Number**

- Include course number and title as it appears in course catalog.

**Credit Hours:**

- Include as it appears in course catalog.

**Course Description:**

- Include the entire course description as it appears in the course catalog.

**Prerequisites/Corequisites:**

- Include as it appears in course catalog. Identify which are prerequisites vs. corequisites.

**Required Textbooks/Reference Resources/Course Materials**

- Lists those required textbooks, reference resources, and/or other course materials compulsory for this course identified on the Official Textbook List.
  - Changes to textbooks can be made in accordance to SCP-5074.

**General Education Outcomes:**

- Do not change or modify this section.

**Program/Department Outcomes:**

- Write down each approved Program Outcome.
  - Program Outcomes will be reviewed to ensure they are measurable and use action verbs.
  - This information should be copy and pasted from the updated Program Curriculum Map available from the Department Dean.

**Course Outcomes (CO):**

- Write down each approved Course Outcome.
- Course Outcomes should exactly match those Course Outcomes identified on the approved course syllabus Part 1 found on the S-Drive.
  - Course Outcomes will be reviewed to ensure they are measurable and use action verbs.

**Bloom's Domain for CO (C, A, P), Category, and Level**

- See the *Bloom's Revised Taxonomy* document attached to these directions for help when completing this portion of the Course Outcome Matrix.
- In this space provided, identify the following three things:
  - (1) The Bloom's Domain being used to assess the Course Outcome (use this Bloom's Domain Legend)

- C = Cognitive Domain
  - A = Affective Domain
  - P = Psychomotor Domain
- (2) The Category of attainment for the course outcome (corresponding to the identified domain).
- (3) List the level (i.e., the number) associated with the Taxonomy Category.
- For example, if your Course Outcome states “Explain the processes of cellular reproduction”, you would fill in ‘**C – Understanding (2)**’ in the space provided.
  - ‘**C**’ represents the Course Outcome’s **Cognitive** Domain.
  - ‘**Understanding**’ represents the category of attainment corresponding to the Cognitive Domain.
  - **(2)** is the level that corresponds to the “understanding” category.
- Second example: if your Course Outcome states “Create caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics”, you would fill in ‘**A – Valuing (3)**’ in the space provided.
  - ‘**A**’ represents the Course Outcome’s **Affective** Domain.
  - ‘**Valuing**’ represents the category of attainment corresponding to the Affective Domain.
  - **(3)** is the level that corresponds to the “valuing” category.
- Third example: if your Course Outcome states “Demonstrate laboratory procedures used to examine anatomical structures and evaluate physiological functions of the human body”, you could fill in ‘**P- Perfect (3)**’ in the space provided.
  - ‘**P**’ represents the Course Outcome’s **Psychomotor** Domain.
  - ‘**Perfect**’ represents the category of attainment corresponding to the Psychomotor Domain.
  - **(3)** is the level that corresponds to the “perfect” category.
- Again, see the attached *Bloom’s Revised Taxonomy* document for assistance in filling out this portion of the Course Outcome Matrix.
  - Contact either your Department Dean or Tom Morris, Director of Accreditation and Assessment ([tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu) or 304.896.7407) for assistance.
- It is critical that your Domain Category correspond with the assessment tool you plan to use to determine attainment of the course outcome. For example, if your course outcome states “identify the five stages of human development”, the corresponding Cognitive Domain Category should be “remembering” while the assessment tools will most likely include multiple-choice or fill-in-the-blank questions. Again, the assessment tool should be appropriate to the Domain Category you are measuring. A multiple-choice question would not be the ideal assessment tool when measuring the Domain Category of “analyzing” or “evaluating.” Use appropriate action verbs that correspond to and link your stated

course outcome, your taxonomy category, and your assessment/measurement tool.

- This information will be important when completing your course syllabi Part 2.

### **Program/Department Outcome(s)**

- Identify what Program Outcome(s) are addressed in the specific Course Outcome.
  - For example, if a specific Course Outcome addresses Program/Department Outcomes 1, 2, 3, and 7, identify as much in the space provided.
  - Every Course Outcome should address a minimum of one Program/Department Outcome. If not, consideration needs to be made as to whether or not that Course Outcome is pertinent to the course and program possibly needing to be deleted or changed in the syllabus.

### **General Education Outcomes** (Written Language, Verbal Language, Information Technology, Critical Thinking, Quantitative Literacy and Fluency, and Intercultural Competence)

- Using the General Education Outcome Legend located below the table, numerically identify the degree that the gen ed outcome is incorporated in the Course Outcome and whether or not it is/should be measured/assessed in the course.
  - For example, if Quantitative Literacy (i.e. math) is not included what-so-ever in the Course Outcome, place a '0' in the corresponding cell indicating 'not included'.
    - General Education Outcomes identified as a '0' will not be assessed.
  - If the course discussions and discussion board etiquette are included in the Course Outcome but are not/cannot be formally assess using the *Verbal Language Rubric*, place a '1' in the corresponding cell indicating 'introduced and/or minimally addressed and not measurable'.
    - General Education Outcomes identified as a '1' will not be assessed.
  - If graded written papers are included to measure the Course Outcome and can be/are formally assessed using the *Written Language Rubric*, place a '2' in the corresponding cell indicating 'included and measurable'.
    - General Education Outcomes identified as a '2' will need to be formally assessed using the corresponding rubric on a rotating basis.
- See the attached *General Education Rubrics* to determine their compatibility with the Course Outcome in question.
  - Contact either your Dean or Tom Morris, Director of Accreditation and Assessment ([tom.morris@southernwv.edu](mailto:tom.morris@southernwv.edu) or 304.896.7407) for assistance.

### **Naming the Document**

- Name the Course Outcome Matrix document as follows:
  - Course abbreviation and number (no spaces) as it appears in the course catalog followed by an underscore “\_”, e.g.,
    - EN101\_
    - BS124\_
  - Add “CourseMatrix” to identify the document as the Course Outcome Matrix, e.g.,
  - The document should be saved as a .doc file and will look as follows:
    - EN101\_CourseMatrix
    - BS124\_CourseMatirx

**Please contact either Tom Morris, Director of Accreditation and Assessment at either [tom.morris@southerwv.edu](mailto:tom.morris@southerwv.edu) or 304.896.7407, or your Department Dean with any questions.**

# COURSE OUTCOME MATRIX

## COURSE SYLLABUS

### PART 2 of 3

Course Number and Title	
-------------------------	--

Credit Hours	
--------------	--

Course Description	
--------------------	--

Prerequisite(s) and/or Corequisite(s)	
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General Education Outcomes	
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4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

	Program Outcomes
1	
2	
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4	
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6	
7	

8	
9	
10	

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2									
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4									
5									
6									
7									
8									
9									
10									

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A = Affective

P = Psychomotor

**General Education Outcome Legend**

2 = Included and Measurable

1 = Introduced and/or Minimally Addressed and Not Measurable

0 = Not included

Approved:      October 14, 2021  
Updated:      March 24, 2022  
Reviewed:

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<b>Understanding (2):</b> <ul style="list-style-type: none"> <li>Comprehend the meaning, translation, and interpretation of instructions or problems.</li> <li>State a problem in one's own words.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite the stages of some process.</li> <li>Explain in own words the steps for performing a complex task.</li> <li>Translate an equation into a computer spreadsheet.</li> </ul>	Classify, compare, comprehend, convert, defend, distinguish, estimate, exemplify, explain, extend, generalize, give an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
<b>Applying (3):</b> <ul style="list-style-type: none"> <li>Use a concept in a new situation or unprompted use of an abstraction.</li> <li>Apply what was learned in the classroom into a novel situation in the work place.</li> </ul>	<ul style="list-style-type: none"> <li>Use a manual to calculate an employee's vacation time.</li> <li>Apply laws of statistics to evaluate the reliability of a written test.</li> </ul>	Apply, change, compute, construct, demonstrate, discover execute, implement, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use.
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<b>Evaluating (5):</b> <ul style="list-style-type: none"> <li>Make judgement about the value of ideas or materials.</li> </ul>	<ul style="list-style-type: none"> <li>Select and defend the most effective solution.</li> <li>Hire the most qualified candidate.</li> <li>Explain and justify a new budget.</li> </ul>	Appraise, check, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support.
<b>Creating (6):</b> <ul style="list-style-type: none"> <li>Build a structure or pattern from diverse elements.</li> <li>Put parts together to form a new whole, with emphasis on creating a new meaning or structure.</li> </ul>	<ul style="list-style-type: none"> <li>Write a company operations or process manual.</li> <li>Design a machine to perform a specific task.</li> <li>Integrate training from several sources to solve a problem.</li> <li>Revise a process to improve the outcome.</li> </ul>	Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, produce, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write.

# BLOOM'S REVISED TAXONOMY

## AFFECTIVE DOMAIN

(Krathwohl, et. al., 1973)

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<b>Receiving Phenomena (1):</b> <ul style="list-style-type: none"> <li>Awareness, willingness to hear, selected attention.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others with respect.</li> <li>Listen for and remember the names of newly introduce people.</li> </ul>	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erects, reply, use.
<b>Responding to Phenomena (2):</b> <ul style="list-style-type: none"> <li>Active participation on part of learner.</li> <li>Attends and reacts to a particular phenomenon.</li> <li>Compliance in responding.</li> <li>Willingness to respond.</li> <li>Motivation in responding.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class discussion.</li> <li>Gives a presentation.</li> <li>Questions new ideas, concepts, models, etc., in order to fully understand them.</li> <li>Knows and follows safety rules.</li> </ul>	Answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write.
<b>Valuing (3):</b> <ul style="list-style-type: none"> <li>Worth or value a person attaches to a particular object, phenomenon, behavior.               <ul style="list-style-type: none"> <li>Simple acceptance to high state of commitment.</li> <li>Values expressed and identifiable in person's overt behavior.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates belief in democratic process.</li> <li>Is sensitive towards individual and cultural difference (value diversity).</li> <li>Shows ability to solve problems.</li> <li>Proposes a plan for social improvement and implements it.</li> <li>Inform management on matters that one feels strongly about.</li> </ul>	Complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work.
<b>Organization (4):</b> <ul style="list-style-type: none"> <li>Organizes values into priorities by contrasting different values, resolving conflict between them, and creating a unique value system.               <ul style="list-style-type: none"> <li>Emphasis on comparing, relating, and synthesizing values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognizes need to balance between freedom and responsible behavior.</li> <li>Accepts responsibility for own behavior.</li> <li>Explains role of systematic planning in solving problems.</li> <li>Accepts professional ethical standards.</li> <li>Creates a life plan in harmony with abilities, interests, and beliefs.</li> <li>Prioritizes time effectively to meet needs of organization, family, and self.</li> </ul>	Adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize.



<p><b>Internalizing values (characterization) (5):</b></p> <ul style="list-style-type: none"> <li>• Has value system that displays consistent, pervasive, predictable, and characteristic behavior.</li> <li>• Can make personal, social, and emotional adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows self-reliance when working independently.</li> <li>• Displays teamwork.</li> <li>• Displays consistent commitment of ethical practices.</li> <li>• Revises judgments and changes behavior in light of new evidence.</li> <li>• Values people for who they are.</li> </ul>	<p>Act, discriminate display influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify.</p>
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# DAVES TAXONOMY PSYCHOMOTOR DOMAIN

(Daves, 1970)

The psychomotor domain is the coordination of cognitive function and gross and fine physical/motor movement including the manipulation of tools, lab equipment, digital tools, software, etc., guided by signals, prompts, and cues from the environment one is working in.

Category (Level)	Examples	Action Verbs Use to Assess Learning Outcomes
<b>Imitate (1):</b> <ul style="list-style-type: none"> <li>Learner observes and copies action of another. <ul style="list-style-type: none"> <li>Behavior may be crude, imperfect, and/or inefficient.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Watch teacher/trainer and repeat action, process, or activity.</li> </ul>	Adhere, align, copy, execute, follow, identify, imitate, match, mimic, observe, reenact, repeat, replicate, try.
<b>Manipulate (2):</b> <ul style="list-style-type: none"> <li>Reproduce/repeat activity from memory or written/verbal instruction. <ul style="list-style-type: none"> <li>Action may be crude and awkward.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Based on written or verbal cues only, reproduce an action, process, or activity.</li> </ul>	Same as verbs as above: adhere, align, copy, execute, follow, identify, imitate, match, mimic, observe, reenact, repeat, replicate, try.
<b>Perfect (3):</b> <ul style="list-style-type: none"> <li>Execute skill reliably, independent of help. <ul style="list-style-type: none"> <li>Activity should be performed with controlled actions and minimal mistakes.</li> </ul> </li> <li>a.k.a. precision.</li> </ul>	<ul style="list-style-type: none"> <li>Perform activity independent of written, verbal, or visual help with minimal errors.</li> <li>Demonstrate an activity to other learners.</li> </ul>	(Accurately, independently, and/or proficiently...) complete, demonstrate, show, teach.
<b>Articulate (4):</b> <ul style="list-style-type: none"> <li>Formulate and apply in different context.</li> <li>Relate and combine associated activities to develop methods to meet varying, novel requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Display a series of coordinated acts.</li> <li>Sequence activities accurately, with control, speed, and timing.</li> </ul>	Adapt, combine, coordinate, construct, improve, integrate, master, modify, solve, teach.
<b>Embody (5):</b> <ul style="list-style-type: none"> <li>Automated, unconscious mastery of activity and related skills at a strategic-level.</li> <li>Performed at high level of proficiency and efficiency.</li> <li>a.k.a. naturalize.</li> </ul>	<ul style="list-style-type: none"> <li>Define aim, approach, and strategy to meet strategic goal.</li> </ul>	(Automatically, professionally, routinely, and/or effortlessly...) design, invent, manage, organize, produce, specify.

## General Education Outcome Communication – Written Language

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Introduction/Thesis	<input type="checkbox"/> Introduction contains detailed background information that engages the reader and creates interest.  <input type="checkbox"/> Thesis clearly states a significant and compelling position.	<input type="checkbox"/> Introduction contains background information related to the thesis.  <input type="checkbox"/> Thesis states the position.	<input type="checkbox"/> Introduction does not contain background information, or background information is unclear or unrelated to the thesis.  <input type="checkbox"/> Thesis is vague or unclear.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Organization	<input type="checkbox"/> Essay contains a logical progression of ideas with a clear structure that enhances the thesis.  <input type="checkbox"/> Transitions are mature and graceful and are present equally throughout essay.	<input type="checkbox"/> Essay contains a logical progression of ideas related to the thesis.  <input type="checkbox"/> Transitions are present throughout the essay.	<input type="checkbox"/> Essay is difficult to follow.  <input type="checkbox"/> Transitions are not present.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Development	<input type="checkbox"/> Main points are well developed and directly related to the thesis.	<input type="checkbox"/> Main points are adequately developed and directly related to the thesis.	<input type="checkbox"/> Main points have little or poor development and may not be related to the thesis.	<input type="checkbox"/> N/A

Sentence Formation	<input type="checkbox"/> Writing is smooth, skillful, and coherent with varied sentence structure.	<input type="checkbox"/> Writing is clear and coherent with sentences that have varied structure.	<input type="checkbox"/> Writing is confusing and hard to follow.	<input type="checkbox"/> N/A
Grammar/Mechanics	<input type="checkbox"/> Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.	<input type="checkbox"/> Essay contains some (6-9) grammatical and/or mechanical errors but not enough to interfere with readability.	<input type="checkbox"/> Essay contains numerous (10+) grammatical and/or mechanical errors that interfere with readability.	<input type="checkbox"/> N/A
Outside Sources	<input type="checkbox"/> All outside sources used in the essay are documented correctly.	<input type="checkbox"/> All outside sources used in the essay are documented but not correctly.	<input type="checkbox"/> Some or all sources used in the essay are not documented.	<input type="checkbox"/> N/A

## General Education Outcome Communication – Oral Communication

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Introduction/Thesis	<input type="checkbox"/> Introduction contains an excellent attention getter.  <input type="checkbox"/> Main points are previewed in the speech.  <input type="checkbox"/> Credibility is effectively established by speaker.  <input type="checkbox"/> Detailed background information is given when needed.  <input type="checkbox"/> Speaker gives a persuasive incentive to listen.  <input type="checkbox"/> Thesis clearly states a significant and compelling central idea of the topic.	<input type="checkbox"/> Introduction contains a weak attention getter that does not compliment the topic of the speech.  <input type="checkbox"/> Some main points are previewed in the speech.  <input type="checkbox"/> Credibility is established by speaker.  <input type="checkbox"/> Background information is given when needed.  <input type="checkbox"/> Speaker gives an incentive to listen.  <input type="checkbox"/> Thesis is clear.	<input type="checkbox"/> Introduction does not contain an attention getter.  <input type="checkbox"/> Main points in the speech are not previewed.  <input type="checkbox"/> Credibility is not established.  <input type="checkbox"/> No background information is given when needed.  <input type="checkbox"/> Speaker does not give an incentive to listen.  <input type="checkbox"/> Thesis is vague or unclear.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A

Body	<input type="checkbox"/> Speech contains a minimum of 3 main points accompanied by 2 supporting points for each main point.  <input type="checkbox"/> Speech maintains flow when transitioning to different points.  <input type="checkbox"/> Speech contains a minimum of 3 Scholarly Sources.  <input type="checkbox"/> Speech contains at least one visual aid that effectively compliments the presentation to help the audience better understand the topic.	<input type="checkbox"/> Speech contains 1 or 2 main points accompanied by 2 supporting points for each main point.  <input type="checkbox"/> Speech maintains some flow when transitioning to different points.  <input type="checkbox"/> Speech contains 1 or 2 Scholarly Sources.  <input type="checkbox"/> Speech contains at least one visual aid that compliments the presentations topic.	<input type="checkbox"/> Speech does not contain any main points nor support for main points.  <input type="checkbox"/> Speech does not maintain flow when transitioning to different points.  <input type="checkbox"/> Speech does not contain any Scholarly Sources.  <input type="checkbox"/> Speech does not have any visual aids or contains a visual aid that does not compliment the presentation topic.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Delivery	<input type="checkbox"/> Speech is given with care for non-verbal distractions, voice clarity, and other elements of speech delivery (i.e. no verbal fillers, no distracting hand gestures or swaying, appropriate voice projection, appropriate speech for the audience, etc.).	<input type="checkbox"/> Speech is given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. few verbal fillers, few distracting hand gestures or swaying, voice projects well, appropriate speech for the audience, etc.).	<input type="checkbox"/> Speech is not given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. many verbal fillers, distracting hand gestures or swaying, voice does not project well, speech not appropriate for the audience, etc.).	<input type="checkbox"/> N/A

Conclusion	<input type="checkbox"/> Main points are reviewed.  <input type="checkbox"/> Conclusion has a compelling clincher to the central idea.  <input type="checkbox"/> Speaker initiates Q&A.	<input type="checkbox"/> A few but not all of the main points are reviewed.  <input type="checkbox"/> Conclusion has a clincher to the central idea.  <input type="checkbox"/> Speaker has Q&A but is initiated by student.	<input type="checkbox"/> Main points are not reviewed.  <input type="checkbox"/> Conclusion does not have an appropriate clincher to the central idea.  <input type="checkbox"/> No Q&A.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A
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## General Education Outcome Communication – Technology

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Basic Computer Literacy	<input type="checkbox"/> Accurately uses appropriate computer/internet terminology.  <input type="checkbox"/> Demonstrates the ability to identify, open and close the appropriate program to utilize for a task.  <input type="checkbox"/> Efficiently store/retrieve files from specific locations.	<input type="checkbox"/> Uses appropriate computer/internet terminology.  <input type="checkbox"/> Demonstrates the ability to locate and open/close a specific program.  <input type="checkbox"/> Does not store/retrieve files from specific locations.	<input type="checkbox"/> Does not demonstrate an understanding of computer/internet terminology.  <input type="checkbox"/> Does not locate or utilize specific programs.  <input type="checkbox"/> Does not store/retrieve files.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Use of Electronic or Online Communication Tools	<input type="checkbox"/> Effectively uses email or other electronic tools to communicate with others.  <input type="checkbox"/> Includes the use of attachments.  <input type="checkbox"/> Frequently utilizes electronic course tools,	<input type="checkbox"/> Uses email or other electronic tools to communicate with others.  <input type="checkbox"/> Does not include attachments.  <input type="checkbox"/> Occasionally uses electronic course tools,	<input type="checkbox"/> Does not use any electronic communication tools.  <input type="checkbox"/> Does not include attachments.  <input type="checkbox"/> Does not use any electronic course tools	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A



	such as registration or course management programs.	such as registration or course management programs.	such as registration or course management programs.	
Use of Electronic or Online Resources to Retrieve Information	<input type="checkbox"/> Demonstrates a high-level ability to use multiple tools to navigate the internet to locate information relevant to the task.	<input type="checkbox"/> Demonstrates a basic ability to navigate the internet and locate information weakly related to the task.	<input type="checkbox"/> Does not navigate the internet to successfully locate information related to a specific topic.	<input type="checkbox"/> N/A
Use of a Variety of Electronic Resources to Advance Professional or Personal Life	<input type="checkbox"/> Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills unaided or without instruction.  <input type="checkbox"/> Demonstrates an initiative to use and develop new technology skills to complete assignments or improve skills unaided or without instruction.	<input type="checkbox"/> Demonstrates an ability or understanding of how to use new technology to complete assignments.  <input type="checkbox"/> Completes tasks with instruction.	<input type="checkbox"/> Does not use new technology to complete assignments.  <input type="checkbox"/> Does not use new technology to assist in completion of assignments.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Preparing documents using word processing software	<input type="checkbox"/> Create a document using a template(s), select text, use basic formatting commands save the document, add, edit and change text using [text placeholders].	<input type="checkbox"/> Start a new document, save a new document (file path), print a new document, Close a document, and proper use of terminology.	<input type="checkbox"/> Lacks understanding of Word Processing software or the editing window. Open the editor with instructor assistance.	<input type="checkbox"/> N/A

	<input type="checkbox"/> Use the Find and Replace dialogue box to edit text in a document, use AutoCorrect to automatically correct misspellings, and use the right-click to check spelling and grammar.	<input type="checkbox"/> Utilize all aspects of command features to include manual commands, icons, and shortcuts.	<input type="checkbox"/> Lacks understanding of the menu bar, toolbar, and status bar. Utilize menu, toolbar, and status bar with instructor assistance	<input type="checkbox"/> N/A
	<input type="checkbox"/> Divides a document into sections (section breaks), change the page layout settings for each section, insert page breaks, understand automatic pagination.	<input type="checkbox"/> Demonstrates the use of fonts, format text using font list arrow, font style, font size list arrow, and font color gallery document margins and the default document settings, change orientation, margin settings, and paper size. Cut, Copy, and Paste	<input type="checkbox"/> Lacks understanding of fonts, format text using font list arrow, font style, font size list arrow, and font color gallery. Does not understand basic EDIT features.	<input type="checkbox"/> N/A
	<input type="checkbox"/> Understands and utilizes the print options to include print dialogue box, print drivers, and select a printer.	<input type="checkbox"/> Utilizes print preview prior to printing document. Ability to print a specific range of pages and a specific amount of documents.	<input type="checkbox"/> Lacks understanding of the basic process of how a document gets printed. This includes choosing the print option.	<input type="checkbox"/> N/A

## General Education Outcome Critical Thinking

(Identify and interpret relevant information  
in order to formulate an opinion or conclusion.)

### Rubric\*

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Remember/Identification	<input type="checkbox"/> Identifies relevant information and sources.	<input type="checkbox"/> Identifies relevant information and sources with some mistakes.	<input type="checkbox"/> Does not identify relevant information or sources; may identify incorrect information or unreliable sources.	<input type="checkbox"/> N/A
Understand/Interpret	<input type="checkbox"/> Uses deductive and/inductive reasoning consistently and with ease.	<input type="checkbox"/> Uses deductive and/inductive reasoning competently.	<input type="checkbox"/> Unable or infrequently uses deductive and/inductive reasoning.	<input type="checkbox"/> N/A
Apply	<input type="checkbox"/> Integrates most or all relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> Integrates some relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> Does not integrate relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> N/A
Analyze	<input type="checkbox"/> Analyzes key information, questions, and problems clearly and precisely.	<input type="checkbox"/> Analyzes some key information, questions, and problems clearly and precisely.	<input type="checkbox"/> Does not analyze key information, questions, and problems clearly and precisely; often comes to wrong conclusions.	<input type="checkbox"/> N/A
Evaluate	<input type="checkbox"/> Makes valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer.	<input type="checkbox"/> Makes judgments or forms opinions about a topic where there may or may not be a clear or correct answer.	<input type="checkbox"/> Does not form judgments or opinions.	<input type="checkbox"/> N/A

	<input type="checkbox"/> Supports the judgement or opinion with reasons and evidence from various, relevant sources.	<input type="checkbox"/> Supports the judgement or opinion with few reasons and little evidence from few, relevant sources.	<input type="checkbox"/> Forms judgments or opinions without relevant supporting reasons and evidence and/or uses reasons or evidence from invalid sources.	<input type="checkbox"/> N/A
Create	<input type="checkbox"/> Uses knowledge from multiple areas to create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> Uses knowledge from limited areas to create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> Does not create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> N/A

\*This rubric is primarily on Bloom's Revised Taxonomy. Critical thinking increases as you go from the top to the bottom of the rubric.

## DEFINITIONS:

**Deductive Reasoning:** The process of reasoning from one or more statements to reach a logical conclusion. Care must be taken that the premise is logical and true and that invalid deductive reasoning does not occur.

### Example:

All mammals have hair at some point in their life. This cat has hair, so therefore, this cat is a mammal.

### Invalid example:

Anyone who lives Dublin, Ireland lives on an island in the North Atlantic Ocean. Ken lives on an island in the North Atlantic Ocean so therefore Ken lives in Dublin, Ireland.

**Inductive Reasoning:** The process of making broad generalizations from specific observations identified by patterns supported by formal and informal data.

### Example:

Between 1990 and 2000 the population of the world grew by approximately 12.6%, between 2000 and 2010 the population of the world grew by approximately 10.7%, between 2010 and 2020 the population of the world grew by 8.7%. We could expect the population of the world to grow by approximately 6.7% between 2000 and 2030.

## General Education Outcome Quantitative Literacy and Fluency

(Demonstrate and communicate computational methods and mathematical reasoning.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Extrapolate information	<input type="checkbox"/> Information is extracted correctly from the application.  <input type="checkbox"/> Information is used in correct formulas.	<input type="checkbox"/> Information is extracted from the application with minor errors in copying data.  <input type="checkbox"/> Information is used in correct formulas with minor errors in copying data.	<input type="checkbox"/> Information is extracted with major errors in understating the application.  <input type="checkbox"/> Information is used in wrong formulas.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Demonstration	<input type="checkbox"/> The process demonstrates full comprehension of mathematical concepts or procedures.	<input type="checkbox"/> The process demonstrates knowledge of mathematical concepts or procedures with minor errors in computations, sign errors, or copying errors.	<input type="checkbox"/> The process demonstrates little or no knowledge of mathematical concepts or procedures.	
Solution	<input type="checkbox"/> The solution is complete & correct.	<input type="checkbox"/> The solution is complete and aligns with the concepts but might contain errors from coping data wrong or rounding.	<input type="checkbox"/> The solution is missing or not indicated properly.	
Interpretation	<input type="checkbox"/> The response effectively applies the solution to the problem.	<input type="checkbox"/> The response applies the solution to the problem with minor errors in concepts or missing units.	<input type="checkbox"/> The response is missing, doesn't effectively apply, or shows serious flaws in the applying the solution.	<input type="checkbox"/> N/A

**DEFINITIONS:**

**Process:** The steps the student followed to arrive at the solution.

**Solution:** The final computational answer.

**Response:** The applying of the solution.

## General Education Outcome Intercultural Competence

(Ability to communicate in appropriate ways  
with those who are culturally diverse)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Communication and Attitude	<input type="checkbox"/> Communicates in effective ways with those who are culturally diverse.  <input type="checkbox"/> Actively seeks an overall shared understanding with those of different cultures, worldviews, and values for positive outcomes and/or an empathetic, educated perspective.  <input type="checkbox"/> Expresses an awareness of cultural differences and proactively suspends personal biases.  <input type="checkbox"/> Asks questions and/or communicates with the intention to establish a shared understanding for	<input type="checkbox"/> Communicates in appropriate ways with those who are culturally diverse.  <input type="checkbox"/> Generally seeks a neutral understanding with those of different cultures, worldviews, and values for favorable outcomes and/or a pragmatic perspective.  <input type="checkbox"/> Demonstrates some awareness of cultural differences and makes clear attempt to suspend personal biases.  <input type="checkbox"/> Asks questions and/or communicates with the intention to establish a general understanding for	<input type="checkbox"/> Does not communicate in appropriate ways with those who are culturally diverse.  <input type="checkbox"/> Does not seek to understand those of different cultures, worldviews, and values and/or develop a nuanced perspective.  <input type="checkbox"/> Demonstrates no awareness of cultural differences and/or makes no attempt to suspend personal biases.  <input type="checkbox"/> Does not ask questions and/or does not communicate with any intent to establish shared	<input type="checkbox"/> N/A   <input type="checkbox"/> N/A   <input type="checkbox"/> N/A   <input type="checkbox"/> N/A

	<p>empathetic, positive communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Asks questions and/or establishes a shared understanding of nonverbal interaction and physical interaction for positive, empathetic communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>pragmatic communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Asks questions and/or establishes a general understanding of nonverbal interaction and physical interaction for pragmatic communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Demonstrates minimal understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>understanding with others of difference cultures and/or values.</p> <p><input type="checkbox"/> Does not ask questions and/or seek to establish any understanding of nonverbal interaction and physical interaction for communication with others of different cultures and/or values.</p> <p><input type="checkbox"/> Demonstrates no understanding in learning about other cultures.</p>	<p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> N/A</p>
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## DEFINITIONS:

**Culture:** The customs, arts, social institutions, and achievements of a particular nation, people, or other social group, including, but not limited to ethnicity, race, gender, sexual orientation, gender identification, socioeconomic status, religion, educational-level, political beliefs, age, etc.



**APPENDIX N**  
Directions to Complete  
Syllabus Part 3 of 3

## Directions to Complete Syllabus Part 3 of 3

Documents accompanying this Directions to Complete Syllabus Part 3:  
5) Syllabus Part 3 of 3 Template  
(updated 032422)

### Syllabus (general information)

- Each credit course at Southern West Virginia Community and Technical College (Southern) is required to have a completed syllabus in a standardized format.
- Each course syllabus is comprised of three parts: Part 1, Part 2, and Part 3.
  - This document discusses Part 3.
  - Each faculty member is required to follow the directions below to ensure consistency and accuracy of syllabi format and content.
- Approved syllabi Part 2 and Part 3 are located on Southern's website.
- Each individual instructor is responsible for generating an updated syllabus for each one of the courses they teach every semester.

### Parts 1, 2, and 3 (Overview)

- Parts 1, 2, and 3 of the course syllabi are distributed to all students enrolled in the course.
  - Syllabi should be considered the faculty and Southern's agreement with students outlining what is expected of the students during the progression of the course as well as what students should expect from the faculty member.

### Directions for Completing Part 3 of the Course Syllabus

**Part 3** of the course syllabus contains standardized syllabus information and reflects a formal record of the Southern course. Part 3 of the course syllabus will be the same for all courses and **CANNOT** be changed without prior approval of the Curriculum and Instruction Committee.

The following directions will outline how to complete the attached Syllabus Part 3 Template. It is suggested that you read the following bullet point directions while, at the same time, reviewing the attached Syllabus Part 3 Template. Use the exact formatting and design of the Template when creating/updating your syllabi. This ensures a consistent Southern syllabus "look".

#### Academic Integrity (Part 3)

- This section narrative should be included verbatim in your course syllabi.

#### Disability Services (Part 3)

- This section narrative should be included verbatim in your course syllabi.

#### Emergency Notification Procedures (Part 3)

- This section narrative should be included verbatim in your course syllabi.

#### Inclement Weather (Part 3)

- This section narrative should be included verbatim in your course syllabi.

**SSConnect (Part 3)**

- This section narrative should be included verbatim in your course syllabi.

**Student Concerns (Part 3)**

- This section narrative should be included verbatim in your course syllabi.

**Student Grievance Procedure (Part 3)**

- This section narrative should be included verbatim in your course syllabi.

**Title IX (Part 3)**

- This section narrative should be included verbatim in your course syllabi.

**Tutoring (Part 3)**

- This section narrative should be included verbatim in your course syllabi.

**Withdrawal from Class (Part 3)**

- This section narrative should be included verbatim in your course syllabi.

**Information presented in this syllabus communicates the course expectations of the faculty instructor, student, and Southern West Virginia Community and Technical College. Southern reserves the right to change, amend, alter, and/or modify the contents of this syllabus as deemed necessary and approved by the College. (Part 3)**

- Statement should be included verbatim at the end of each syllabus.

**Naming the Document**

- Name the Syllabus Part 3 document as follows:
  - Course abbreviation and number (no spaces) as it appears in the course catalog followed by an underscore “\_”, e.g.,
    - EN101\_
    - BS124\_
  - Add “Part3” to identify the document as the Syllabus Part 3.
    - The document should be saved as a .doc file and will look as follows:
      - EN101\_Part3
      - BS124\_Part3

**Please contact either Tom Morris, Director of Accreditation and Assessment at either [tom.morris@southerwv.edu](mailto:tom.morris@southerwv.edu) or 304.896.7407, or your Department Dean with any questions.**

# **SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**

## **COURSE SYLLABUS**

### **PART 3 of 3**

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#### **ACADEMIC INTEGRITY**

Because academic integrity is the cornerstone of the College's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their area of study. The policy regarding academic integrity, which include topics such as academic dishonesty, plagiarism, cheating, fraud, and misconduct, is strictly enforced and can be found in the current catalog.

#### **DISABILITY SERVICES**

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Southern West Virginia Community and Technical College ensures that qualified individuals with disabilities are afforded equal opportunity to participate in its programs and services. Reasonable modifications in policies, practices, and procedures are affected to assure equal access to individuals with disabilities. Each semester a student needs academic accommodations, the qualified student is required to work with Disability Services to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through Disability Services.

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations or adjustments. Reasonable accommodations are established through an interactive process between the student, the faculty member, and Disability Services; and only those adjustments or accommodations granted by Disability Services are recognized by the College. It is the policy and practice of Southern to create inclusive and accessible learning environments consistent with federal and state law.

See the current catalog for more information.

#### **EMERGENCY NOTIFICATION PROCEDURES**

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the emergency evacuation route or shelter. If a College official orders us to evacuate the classroom or building, proceed in an orderly manner to your emergency assembly area. Campus Crisis Management Team members will be wearing a red or yellow vest. Please follow their directions.

- **Dial 911** from all campus phones to activate emergency services.
- *Southern's Emergency Flip Chart* should be periodically reviewed and referenced for all emergencies. These are located near all campus phones.

- Become familiar with *Southern's Emergency Plan* which can be found on the web by clicking on the Emergency Plan link (<https://www.southernwv.edu/emergency-plan/>) on the bottom of the home page.
- **Fire alarms** mean to immediately evacuate the building and proceed to your emergency assembly area. Do not stand near any exit or in the path of a responding emergency vehicle.
- An **all hazard warning** via our phone paging system will provide you with the appropriate emergency response.
- **Shelter in place** means seeking immediate shelter inside the building. This course of action may need to be taken during a weather emergency, a natural disaster, a release of hazardous chemicals in the outside air, or a civil disturbance.
- If there is a **disturbance or active shooter** and you are directed to exit, leave all your belongings behind, keep your hands above your head with nothing in them. Classroom doors can be locked from the inside if you decide it is not safe to evacuate. Turn off the lights, close the blinds and move away from exposed areas.
- Enroll in **Southern Alerts** to receive notifications of emergencies at Southern. You can choose to be contacted by an email, other than your Southern email, mobile phone, text messaging and/or by social media. Enroll on the link (<https://www.southernwv.edu/current-students/technology-services/>) found on Southern's homepage, <https://www.southernwv.edu/>.
- Follow Southern on Facebook and/or Twitter for announcements.

## INCLEMENT WEATHER

Unusual situations, such as severe weather, may require that Southern delay, cancel classes or close the institution. Announcements regarding such delays, cancellations or closings will be posted on the college web site and announced through selected local media, including radio and television stations, as well as social media. Students are individually responsible for decisions regarding safe travel. Students should notify the instructors in advance of an expected absence due to inclement weather.

## SSCONNECT

Students may connect with Student Services and Business Office employees immediately Monday through Thursday from 9:00 AM to 5:00 PM using SSConnect. For students with a Zoom account, use the SSConnect link (<https://zoom.us/my/ssconnect>) to connected with Student Success Advisors, Financial Aid Counselors, Business Office employees, the Registrar, Gear Up, TANF, and more.

Students who do not have a Zoom account can phone 1.646.876.9923, Meeting ID: 949 650 1957 for the same services listed above.

General information regarding SSConnect can be found at <https://www.southernwv.edu/ssconnect/>.

## STUDENT CONCERNS

Should students have any concerns regarding the course or instructor, they should attempt to discuss their concerns with the instructor of that class. Should students feel that their

concerns were not adequately address after visiting with the instructor, the students should contact the Program Coordinator or Dean. If students are dissatisfied with the results of these discussions, a formal student grievance can be initiated.

## **STUDENT GRIEVANCE PROCEDURE**

The purpose of the Student Grievance Procedure shall be to provide equitable and orderly processes to resolve any differences or disputes between a student and a staff or faculty member about College policies or learning activities affecting the student. This may include, but is not limited to, grading, instructional procedures, class attendance policies, instructional quality, and other situations where the student believes they are being treated unfairly or arbitrarily.

The student with a grievance must first discuss the grievance with the staff or faculty member involved. Every reasonable effort should be made by both parties to resolve the matter at this level. The initial conference must occur within ten (10) class days of the event, or, if a grade appeal, within ten (10) class days after the start of the subsequent academic term not including summer sessions.

If the student continues to be dissatisfied with the results of step one, they may, within five (5) class days after the conference with the instructor or staff member, file a written appeal with the immediate supervisor of the individual instructor or staff member involved. The supervisor may attempt a resolution satisfactory to the parties involved, but if no agreement is reached, they will refer the matter to the Chief Student Services Officer. The Chief Student Services Officer will work with all parties to create a Student Grievance Committee and conduct a Student Grievance Hearing.

See the current catalog for more information.

## **TITLE IX**

In accordance with Title IX of the Educational Amendments of 1972, Southern prohibits unlawful sexual harassment against any participant in its education programs or activities. Sexual harassment includes quid pro quo (this for that) harassment – including sexual violence – and applies to students, employees, and visitors to campus.

The policy of Southern is to provide an environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as prohibited by state and federal law. Incidents of sexual misconduct should be reported to the Title IX Coordinator, as outlined in policy.

## **TUTORING**

Tutoring services are available to all registered students (<https://www.southernwv.edu/live-online-tutoring/>) through one of two ways:

1. Schedule an appointment with Southern's Academic Online Tutoring at [tutor@southernwv.edu](mailto:tutor@southernwv.edu) .

## 2. BrainFuse OnlineTutoring

- From any of your Course Home Pages, click the BrainFuse Online Tutoring link in the right-hand column.

### **WITHDRAWAL FROM CLASS**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in the current catalog and the Academic Calendar on the College's website. Withdrawal procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. Students must complete the proper paperwork to ensure that they will not receive a final grade of "F" in a course if they choose not to attend the class once they are enrolled.

If students who receive Financial Aid withdraw from all classes, or stop attending classes within the first 60% of the semester, the Financial Aid award must be recalculated and may result in the students owing money back to the College.

Students who withdraw **after the 60%** point of the semester, have earned 100% of their financial aid award and no recalculation is required. Please refer to Policy SCP-4356 [and the academic calendar for more information and dates.](#)

Prior to course withdrawal, students should contact the Office of Financial Aid to determine if their financial aid award will need to be recalculated.

For additional questions/concerns, contact us by phone at 1-304-896-7060, or via SSConnect at <https://zoom.us/my/ssconnect>.

See the course catalog for more information.

**Information presented in this syllabus communicates the course expectations of the faculty instructor, student, and Southern West Virginia Community and Technical College. Southern reserves the right to change, amend, alter, and/or modify the contents of this syllabus as deemed necessary and approved by the College.**

**APPENDIX O**  
Program Review Template



## Southern West Virginia Community and Technical College Program Review Template

### General Program Information/Introduction

- Program Title (PR and PAA)
- Degree Type or Certificate
- CIP Code(s)
- Program Description (from Catalog) (PAA)
- List options or tracks (PAA)
- Program Goals and/or Outcomes (PAA)
- Identification of Weaknesses or Deficiencies from Previous Program Review and the Status of Improvements Implemented or Accomplished. (PR)
- Program Accreditations (PR and PAA)
  - *Is this program regionally and/or nationally accredited?*
  - *If yes, is this accreditation required, e.g., nursing? (PAA)*
  - *Date of initial accreditation. (PR)*
  - *Where is the program in terms of its program accreditation cycle? (PR and PAA)*
    - *Present accreditation standing and most recent findings*
  - *If not required, did the program choose to seek voluntary accreditation, e.g. Business Administration?*
    - *If so, what are the added benefits?*
  - *Are industry-recognized credentials embedded with this program?*
    - *If so, please list.*
- Articulation Agreements
  - *List articulation agreements.*
  - *How do these articulation agreements support student success within the program?*

- 
- Attached a complete Program Map, a.k.a., Plan of Study (PAA)
  - Attached Program Handbook, and/or internship/clinical manuals if applicable.
    - *Have they been recently updated?*
  - List entrance requirements for acceptance into the program, if applicable. (PAA)
    - *Comment on these requirements, acceptance rates, and whether or not they are ensuring student success.*
  - List exit standards, if applicable. (PAA)
  - Summarize the development and continuation of the program. (PR)
  - Describe what is unique or distinctive about the program? (PAA)
  - How does the program inform and link to Southern's Strategic Plan?
  - How and to what extent is the program integrated with other College programs and services?
  - Discuss the importance of the program to the institution.
  - Discuss how the program services the needs of society and/or the region.
  - What would happen if the program were discontinued?

### Advisory Committee (PR)

- Membership list and titles/affiliations

Member Name	Title/Affiliation

- Attached pertinent policy and procedures and/or Advisory Committee Handbook
- Attach sample agenda and minutes
  - How often does the advisory committee meet? (PR)
    - Last date of program advisory board activity. (PR)
  - What role does the advisory committee play in informing your program and improving student success?
  - Give specific examples of what input the advisory committee has given and related results.

--

### Curriculum

#### Program Curriculum Map

- Attach program curriculum map
- Describe process and timelines for reviewing/updating program curriculum maps.

--

- Complete the following Curriculum for Program table (PAA). Add courses directly from program map, a.k.a., plan of study.

Curriculum for Program			
Course Number	Course Title	Credit Hours	Delivery Mode

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### Course Outcome Matrices

- Attach all required and elective Course(-specific) Outcome Matrices (Part 3 of the Course Syllabus) for program.
- Describe process and timelines for reviewing/updating course outcome matrices.

--

- Describe process for ensuring syllabi are consistent across all courses and sections.

--

### General Education Requirements

- List the general education requirements and credit hours required for this program. (PAA)

General Education Requirement	Credit Hours

- *Why are these gen ed competencies required for this particular program?*

--

### Demand

- Describe the demand by students for this program.

--

- Describe the demand by employers for this program.

--

- Are there similar programs in the region that are competing for students and resources?

--

- How are students recruited into the program?

--

**Success Indicators** for past five-years (dependent on program)

- DFW rates for each required and elective program course.
- DFW rates for each required general education program course (vs. course in general).
- Retention/persistence rates (students initially enrolled versus completers)
- Number of annual degree or certificate awards. (PR)
- Enrollment trends over past 5 years. (PR)
- Student Job Placement/Employment rates (PR)
- Continuing advanced education/earned degrees (PR)
- Licensing and certification outcomes/pass rates
- Transfer Rates
- Student Club/Organization efforts
- Program costs (operational and instructional).

**Faculty and Staff**

- List full-time faculty including name, teaching responsibilities, and professional degree/experience that are involved in this program only. Teaching responsibilities of courses not associated with the program in question should **NOT** be documented in this table. (PAA)

Full-Time Faculty Name	Teaching Responsibilities	Professional Degree/ Experience

- List adjunct faculty including name, teaching responsibilities, and professional degree/experience. Teaching responsibilities of courses not associated with the program in question should NOT be documented in this table. (PAA)

Adjunct Faculty Name	Teaching Responsibilities	Professional Degree/ Experience

- List support staff including name, main responsibilities (program-related only), and professional degree/ experience.

Staff Name	Teaching Responsibilities	Professional Degree/ Experience

- Describe program activities and practices to promote faculty professional development.
  - Training related to effective teaching practices, i.e., online and face-to-face.

- Describe new faculty (including adjunct) orientation and onboarding processes.

- Comment on the adequacy of above factors.
    - What are the strengths of current staffing for this program (e.g., leadership roles, professional development, engagement in College, recognition in field/community, etc.)?*
    - What are the limitations?*

## Resources

- Description of facilities (include classroom, laboratories, etc.), equipment, software, hardware, etc.

- How is this equipment essential to improving student success?*
  - Describe usage.*
  - Is the equipment up-to-date by workforce standards?*
  - Describe strengths and limitations.*
  - What other items are required for the success of the program and students?*

- Describe student support services, e.g., tutoring, career advising, etc., utilized by students in the program.

- Describe utilization and successes.*

- *What other services not currently offered could benefit student success in this particular program?*
- *Comment on the adequacy of Resources.*

### Teaching and Learning

- Summarize and discuss results of end-of-course evaluations and action plans to address opportunities for improvement.

- Discuss the various delivery methods (e.g., traditional, online, hybrid) used in this program.

- *How does the program compare success rates for each of the different delivery methods?*

- Identify what, if any, work-based opportunities are available and integrated into the program curriculum.

- Are there dual-credit opportunities?

- If so, list course offerings and involved high schools.

- How does the program identify and support “at-risk” students?

### Student and Employer Feedback

- Include results of student feedback
- Include results of employer feedback

### Program Audit

#### Faculty (appendix D) (PAA)

- List of Faculty
- Faculty FTE
- Faculty Credit Loads

#### Students (will be completed by IR)

- Program Enrollment (appendix D) (PPA)
- Course Enrollment
- Average class size
- Graduation rate

#### Graduates/Alumni (will be complete by DAA)

- Employment information

- Continuing education/earned degrees
- Discuss student placement data
- Discuss student employment
- Discuss students seeking higher degrees

### **Total Operating Resources Requirements (appendix D) (PAA)**

### **Assessment of Program Learning Outcomes and Program Improvement/Closing the Loop Activities (PR and PAA)**

#### **Assessment Plan (PR and PAA)**

- How are program outcomes assessed?
- How is assessment used to improve student learning of program outcomes?
- Benchmarking data.
  - Discuss any relevant benchmarking data regarding student achievement from national exams, certifications, etc.

--

#### **Action Plan (Include PDSA tables that assessed all program outcomes within 5-year period) (PR and PAA)**

- List actions to improve program (PR and PAA)
- Provide a timeline for implementation. (PR and PAA)

--

Identify weaknesses or deficiencies from assessment of program outcomes and the status of improvements implemented or accomplished (i.e., previous action plan and closing the loop results). (PR and PAA)

--

### **SWOT Analysis**

- Describe the strengths of the program
  - *What makes the program unique and attractive to students and employers?*
  - *What value does the program provide students?*
  - *What portions of the program demonstrate best practices?*
  - *What elements of the program could be replicated to further strengthen the program?*

--

- Describe the weaknesses of the program
  - *Describe the elements of the program that need improvement.*
    - *Use data if possible.*
  - *How do these barriers limit quality, quantity, and effectiveness of the program?*

--



- Describe the opportunities and threats for the program.
  - *What are the forecasts for the economy, industry, and technology related to this program?*
  - *What is the outlook for course and program delivery?*

--

### Plans for Program Improvement (based on this Program Review) and Timeline.

(PR)

- What, if any, fiscal, human, and/or physical resources will be required to improve the program based on assessment of program learning outcomes and/or the results of this program review?

--

### Review Team and Stakeholders

- List names and titles of faculty and staff who were major participants in the Program Review Self-Study.

Name	Title

- List other stakeholders who were engaged in this process.

Name	Title

**Dean's Review**

- Name of Reviewer and Title

- Date Reviewed

- Overall Observations/Findings based on Program Review/Self-Study

- Strengths

- *List program strengths*

- Opportunities for Improvement

- *List program weaknesses and how they can be addresses (via action plan) to improve student success.*

**Chief Academic Officer's Review**

- Name of Reviewer and Title

- Date Reviewed

- Overall Observations/Findings based on Program Review/Self-Study

- Strengths

- *List program strengths*

- Opportunities for Improvement

- *List program weaknesses and how they can be addresses (via action plan) to improve student success.*

The Academic Assessment Subcommittee will develop a recommendation for action and present to the BOG.

Based on program review and recommendation of the Academic Assessment Subcommittee:

Final recommendation approved by Southern West Virginia Community and Technical College Board of Governors: (PR)

- ☐ Continuation of the program at the current level of activity, with or without specific action.

**Comments** (Include brief rationale for the above recommendation including concerns and achievements of program.):

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

**Comments** (Include brief rationale for the above recommendation including concerns and achievements of program.):

- ☐ Discontinuance of the program.

**Comments** (Include brief rationale for the above recommendation including concerns and achievements of program.):

#### Board of Governors Review (PR)

- Summary Statement (PR)

**APPENDIX P**  
Program Review Schedule  
2021/2022 - 2025/2026

**Southern West Virginia Community and Technical College**  
**Program Review Schedule**  
**2021/2022 - 2025/2026**

<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Central Sterile Supply CP (014)	Business Accounting AAS (540)	BOG Adult Completion AAS (758)	Criminal Justice CP (057)	AA (200)
Early Childhood Development AAS (985)	Business Administration AAS (548)	Health Care Technology CP (012)	Criminal Justice AAS (591, 592)	AS (300)
Electrical Engineering Technology CP (120)	Paramedic Science AAS (443)	Occupational Development AAS (750, 752, 756)	Health Care Professional AAS (450)	General Studies CP (030)
Electrical Engineering Technology AAS (670)	Welding Technology AAS (681)	Surgical Technology AAS (441)	Medical Assisting AAS (447)	Electromechanical Instrumentation Technology (EMI) CP (119)
IT CP (125)		Industrial Technology: Machinist Technology/ Computer Numerical Control (CNC) AAS (679)	Medical Laboratory Technology AAS (442)	Industrial Technology CP (121, 122, 123, 124)
IT AAS (690)			Nursing AAS (441)	
Paraprofessional Education CP (031)			Radiological Technology AAS (469)	
Respiratory Care Technology AAS (446)				
Technical Studies CP (115)				
Technical Studies AAS (755)			Salon Management (412) - PAA	

**APPENDIX Q**  
Timeline and Delineation of Responsibilities

Activity	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
Program Dean, Program Director, and Director of Accreditation and Assessment (DAA) meet to discuss Program Review process. DAA shares "success indicator" data and survey results that was gathered over summer semester with team.													
Program Dean and Program Director establish action plan to complete Program Review.													
Program Dean, Program Director, and faculty prepare Program Review Self-Study.													
Completed Self-Study sent to DAA and Academic Assessment Subcommittee (AAS) for review.													
Program Review sent back to Program Dean, Program Lead, and faculty for review, and if needed, updates.													
HEPC portion of Program Review submitted to Academic and Student Affairs Council (ASAC) for approval													
If necessary, HEPC portion of Program Review sent back to Program Dean and Program Director for changes/updates.													
HEPC's Two-Year Institutional Program Review Information & Checklist (form located in appendix C) portion of the Program Review Program Review submitted to President's Cabinet for approval.													
If necessary, Program Review sent back to Program Dean and Program Director for changes/updates.													
HEPC's Two-Year Institutional Program Review Information & Checklist (form located in appendix C) portion of the Program Review Program Review submitted to Board of Governors (BOG) for approval.													
HEPC's Two-Year Institutional Program Review Information & Checklist (form located in appendix C) portion of the Program Review Program Review submitted to Chancellor of Higher Education Policy Commission (HEPC) (May 31). *													
HEPC's Post-Approval Audit form (located in appendix D) submitted to Chancellor of Higher Education Policy Commission (HEPC) (August 31). *													

\*submitted to Sheree 'Nikki' Bryant, Director of Academic Programming at HEPC, [nikki.bryant@wvhepc.edu](mailto:nikki.bryant@wvhepc.edu)

**Appendix R**  
Two-Year Institutional Program Review Information & Checklist  
(HEPC)



**Appendix S**  
Post-Approval Audit  
(HEPC)