

Southern West Virginia Community and Technical College
Course-Level Assessment Summary
For Academic Term 2024-2025

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

1. Summary of milestones
2. Evaluation methods used.
3. Evidence of students achieving student learning outcomes.
4. Summary of action plans based on students' performance.
5. Steps taken to ensure shared responsibility by faculty, staff, students, and others.

Information	Fall 2024	Spring 2025
Number of faculty; Response rate	N=79 (93.64% Response rate)	N=72 (89.50% Response rate)
Number of Courses Assessed	79	72
Student Learning Outcomes that were measurable, observable, and realistic.	Of the 79 course student learning outcomes, 73 (92.4%) were measurable, realistic, and observable.	68 out of 72 (94%) of the course student learning outcomes were measurable, realistic, and observable.
Location of Student Learning Outcomes	N=78. 73/79 (92.4%) -Syllabi 4/79 (5%) -Website 1/79 (1.3%) - Book	N=72. 68/72 (94%) -Syllabi 2/72 (2.8%) -Website 2/72 (2.8%) - Book
Benchmarks are Quantitative.	Fifty-nine out of 79 (74.68%) of the benchmarks stated in the report were measurable. Note: As a college, we did not meet our benchmark of 80% or higher.	50/72 (69.4%) of the benchmarks stated in the report were measurable. Note: As a college, we did not meet our benchmark of 80% or higher.
Summary of Assessment Tools	Exam 21/79 (27%) Quiz 7/79 (9%) Homework 10/79 (13%) Presentation 8/79 (10%) Essay 15/79 (19%) Other 18/79 (23%)	Exam 26 (33%) Quiz 9(12.5%) Homework 8 (11%) Presentation 6 (8%) Essay 13(18%) Other 10 (14%)
Attainment of Goals	74/79 (94%) of the written goals were attainable. Note: As a college, we have reached our benchmark of over 80%.	68 out of 72 (94.4%) goals written were attainable. Note: As a college, we met our benchmark of over 80%.
Number of Assessments graded.	Our faculty administered 1,958 assessments for the course-level evaluation.	Our faculty members administered 1,618 assessments for the course-level evaluation.
Faculty's Plan of Improvement	N=79 Curriculum 22/79 (28%) Faculty Support 3/79 (3.8%) Pedagogy 40/79 (51%) Student Services 3/79 (3.8%)	N=90 Curriculum 26 (29%) Faculty Support 4 (4%) Pedagogy 24 (27%) Student Services 1 (1%)

Information	Fall 2024	Spring 2025
	Class Environment 13/79 (16.45%) Other 19/79 (24%)	Class Environment 19 (21%) Other 16 (17.8%)
Financial Resources	Request for adding a simulator and automation. Has added a new simulator for the nursing labs.	The Respiratory Technology Faculty wants to focus on comparing the NBRC Detailed Outline and attending a conference. Faculty who teaches literature want to purchase an app called Marco Polo, a video messaging application available for cell phones, which could enable students to send videos to one another.

Overview of General Education Outcomes (Fall 2024)

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

Overview of General Education Outcomes (Spring 2025)

Outcomes 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Written Communication	Verbal Communication	Quantitative Literacy	Intercultural	Critical Thinking
92.03%	92.94%	77.53%	98.33%	82.75%

Strategies Faculty are Using to Improve Learning (Fall 2024)

- If anything, I could search for videos similar to add to the class.
- I plan to incorporate flowchart action steps in the case scenarios to assist students' critical thinking skills.
- I plan to change my discussion threads.
- I plan to change the assignment as needed.
- Offer APA resources for students to reference.
- Instructor will send a reminder email with a delivery and read receipt, so I can get a notification if the email was received and read by the student.
- Add more detailed instructions on requirements for successful completion of clinical paperwork.
- I plan to add assignments that allow students more opportunities for critical thinking, pushing them to solve more complex issues.
- I plan to add small daily homework assignments to be completed using the online Cengage MindTap

- resource for a more interactive approach.
 - I plan to add more videos and incidents for students to review and require them to engage in verbal or online discussion participation.
 - I plan to add a few more labs and issue smaller, more frequent assignments on all mathematical concepts.
 - I plan on incorporating Multi-SIM and Automation Studio to add some additional labs.
 - I plan to utilize more of the online Cengage MindTap resources. Two students were unable to obtain these this semester.
 - I plan to teach this course in person next semester and add in more lecture content.
 - Send a reminder email with a delivery and read receipt to make sure students receive and read them email.
 - Add quizzes to the course for Fall 2024.
 - I plan to change my evaluation method, specifically in Discussions.
 - I plan to restructure the layout and assignment setup.
 - I plan to add additional class time to these topics earlier in the semester.
 - I do not plan to change the method I am using because it seems to be working well.
 - I plan to change the sequence of labs to match lecture topics more closely.
 - I plan to introduce prelab orientation and stricter compliance with safety protocols.
 - The instructor will send a reminder email with a delivery and read receipt, so that I will get a notification if the student has received and read the message.
 - Send out emails to remind students to complete the study time estimator with added read/delivered receipts.
 - I plan to provide more videos of how to complete assignments leading up to the exam.
 - I plan to change the exam next semester.
 - At this point, I do not feel the need to make any changes because all participants reached the Benchmark.
 - I plan to modify some of the course deliverables.
 - I plan to change my exam.
 - I may use a variety of exams.
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- I plan to change the assignment to increase the breadth of material covered.
 - I think that more explicit instructions about the formatting of the final exam would improve this particular goal.
 - Several students missed the information about the final exam (despite many announcements), and Some ended up taking it very late when I reached out to them directly. In the future, even if the final is not available until the end of the semester, I will create a placeholder assignment for it earlier.
 - More hands-on opportunities to practice the steps of venipuncture.
 - I plan to change assignments about sources; most students have issues with in-text citations and proper citation entries on the Works Cited page.
 - I plan to contribute my opinions or outlooks on the old texts, compared to having the students discuss them among themselves.
 - Changing teachings from less history to more on the text (how the instructor delivers lessons). Make the course more "fascinating" for students.

- I plan to add more assignments to make sure the processes are showing improvement in the students' writings.
- More feedback and different lessons for my effective writings.
- I plan to add an extra mock presentation.
- I plan to change "75% of students will score 75% or more on the AWA" to "85% of students will score 85% or more on the AWA."
- 85% of students will score 85% or higher.
- 75% of students will score 75% or more on the FTP.
- Although they met the benchmark, the assignment is done in a lab setting. To ensure that the students are each getting a good understanding, I want to do a more independent form of the assignment.
- This is my first year teaching this course, and I used the previous instructor's syllabus. She covered four chapters in a single day, but the chapters were dense with content. As a result, the students struggled with these heavy topics on the midterm. Next year, I plan to reduce the number of chapters covered at one time so I can teach the material in greater depth.

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

- With the advent of AI and its increasing accessibility, I've noticed a significant increase in students who are no longer formulating their own interpretations, conclusions, and opinions of the literature but simply using AI to answer quiz questions and even discussion questions. What I will do is create more personalized discussion prompts and quiz questions, making it more challenging to use AI to do their thinking for them.
- I intend to provide more materials, especially examples, of what a properly formatted MLA research essay looks like.
- This assignment, which I created to meet this goal, was to help the students understand Native American oral traditions in a way that became meaningful to them personally. The assignment included watching a TED Talk by Seth Fairchild in class that utilized recorded videos of leaders and everyday folks from the Choctaw tribe. Fairchild shares a well-known saying in his TED talk that "Every time an elder dies, a library burns with them." As a way for the student to understand Native American storytelling, I had them embark on their own quest to preserve a story from their own family or community by interviewing someone over the age of 40, and then synthesizing that information into a written record of that story.
- I plan to change my exam to have more arithmetical, algebraic, geometric, and statistical methods to solve problems.
- I plan to change the approach in my lecture and course resources to enhance the students' further understanding of how to use transitions properly.
- The class went fully online, which removed the face-to-face discussion. At that point, students used AI almost exclusively does its work. I don't believe they took away the information and knowledge I was trying to convey to them. I want to resume our Zoom session discussions about the material.
- Add more detailed instructions on requirements for successful clinical paperwork.
- We met the goal with an 80.2%. I plan to continue to do what I did this semester. I quizzed students for two weeks leading up to the lab practical, preparing them for the test.

- I do not plan on making any changes at this point because they all met the benchmark.
 - I plan to adapt my homework assignments to better prepare students for their exam.
 - I plan to review proper citation of sources and PowerPoint slides.
 - Nothing, the goal was met.
 - Incorporate more hands-on activities in the lab so there can be groups rotating to various stations and have smaller groups rotating to practice positioning.
 - Create cast studies geared toward skeletal pathology.
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- Havilah and I pushed communication in our labs because we had seen a decrease in the ease with which students could talk to patients. We used different tactics in the lab, and we see those improvements carry over into the clinical setting.
 - During the semester, I cut down on the number of prompts that students needed to respond to streamline the process and mitigate feedback that wasn't useful. Moving forward, I will continue to use only these necessary prompts and further monitor students' engagement and responses to make the process as simple as possible. Portions of the Review assignment can also be reworded to clarify what is expected. Instructor will send a reminder email with a delivery and read receipt, so I get a notification if the email was sent and read by students.
 - Adjust the schedule to spend more time on this section.
 - I plan to email students with a "read receipt" and a reminder to complete the assignment.
 - We plan to look at course content to determine how to improve this area.
 - Reinforcement in the lab.
 - I plan to provide additional examples of how to complete a tax return, including how to use the 1040 Tax Tables to determine tax liability.
 - Add a written exam to the practical exam.
 - I reviewed the quiz due to a lower passage rate than expected. I modified the quiz to clarify one of the questions, notified the students, and gave them an additional attempt to improve their score.
 - I plan to increase the amount of content delivery by addressing the concept for a more extended period in the MT123 prerequisite class.
 - I plan to change teaching approach and incorporate video instruction.
 - I would like to incorporate a lab so students could see this process for themselves.
 - Better instruction.
 - No changes at this time.
 - I may progress monitor the essay to add specific assignment deadlines for each section of the reading and writing instead of all being due at once.
 - I have no plans to change anything on this specific assessment. It went precisely as planned and incorporated primary documents to evaluate historical events - something that is lacking in many college-level history courses.

0Strategies Faculty are Using to Improve Learning (Spring 2025)

- I plan to change my exam from multiple choice to critical thinking essays.
- Add more essay questions and scenarios.

- I plan to change my exams.
- I plan to show students various research tools to introduce them to the types of sources they will need. I will also work with the library to access online databases.
- I will definitely need to spend more time on MLA formatting and citation practices.
- I want to demonstrate to students how to incorporate details into their essays. Lately, the trend is to glaze over the details and assume the reader is familiar with what the student is talking about.
- I need to instill in students that specificity and examples are crucial to an essay's development and content.
- I plan to start earlier with the Marco Polos in the future.
- I plan to implement a stringent attendance policy. Out of 12, I averaged only five attendees.
- I plan to review all the formulas with the students before giving them the worksheet, so they are clear about which formula to use for each type of equation.
- Provide additional time in class for instruction and practicing procedures.
- Provide additional hands-on opportunities.
- We plan to look at the paperwork assignments and textbooks in the future to help improve in this area.
- My students were able to effectively improve their speech delivery using the tool I implemented in their classes.
- I posted a better example of how an informative speech should be presented.
- At this time, there are no changes to be made as the majority of my students seem to have improved with the revisions I made. If anything, I could search for videos to add to the class.
- I plan to revise and update my presentation to better align with the learning outcome benchmarks, ensuring that questions more accurately assess students' understanding of customer service techniques and marketing strategies.
- Nothing
- They exceeded my goal by scoring 87%. We spent two weeks dissecting and giving mock practical to prepare students for this exam.
- Incorporate more MLA formatting practice and writing assignments.
- I plan to change the final project and base it more on the technical writing of manuals and business-related documents, compared to a portfolio.
- Moving forward, I plan to scaffold theoretical application exercises to support students' better development in written communication.
- I plan to incorporate more essays for analysis.
- Incorporate more analyses via written assignments and fewer discussion forums.
- This year, we changed the assignment to a presentation. Next year, we plan to offer students more resources and topics.
- I plan to omit discussion forums and have the students focus on written assignments with literary analyses.
- Encourage more students to participate in creating physical works.
- I plan to add a lesson in the course that clarifies how to identify critical information from research journal article.
- I plan to change the exams.

- I plan to increase opportunities for feedback, ensuring that students are aware of areas for improvement in their communication strategy.
- I plan to continue to refine my DBQ essays, which are the closest thing I have made that makes it hard for students to use AI to cheat with, and also teach them writing skills and historical thinking skills.
- My goal for next year is to have 90% or higher for everyone in the class. I want to focus more on the The biology portion so that they can gain a firm understanding. It will help them better understand why the radiation affects the cells.
- Nothing.
- I plan to move to OER resources for the next class offering and provide more real-world examples and practice for students before the assessment.
- I used my assessment plan from last semester and increased content delivery. Accordingly, nearly 80 percent of my students met the benchmark. Next time, I will increase the mastery level from 60% to 70%.
- I plan to increase the amount of content delivery by addressing the concept for a more extended period in the MT123 is the prerequisite class.
- I plan to change my teaching strategy to include more hands-on demonstrations to help students solve problems.
- I plan to change my evaluation method, specifically in Discussions.
- Nothing at this time.
- It would help if this course were taught in an in-seat format.
- Focus more on research-based writing samples.
- I plan to assign more research-based writing samples.
- I plan to promote partnerships/internships/Learn and Earn opportunities/Micro-Credentialing for added values.
- I plan to create more opportunities for students to practice critical thinking skills.
- I plan to include more critical thinking questions on tests throughout the semester.
- The students did well on this assessment (class avg. was 90%). I am not going to change anything Connected to this student learning outcome. I will focus on another student learning outcome next semester.
- The students did well on this (99.6%). I plan to focus on a different learning outcome next semester. Try to encourage the students who did not complete it to actually complete the assignments.
- I plan to implement videos.
- The way I do exams and homework. Also, going to switch from ALEKS.
- More videos for online classes
- I plan to change the final exam and make it more comprehensive, rather than multiple choice.
- I plan to change the instructor's delivery method.
- I plan to change my delivery method of instruction.
- I plan to change my delivery of instruction method.
- I plan to change the method of delivery for instruction.
- I plan to use the micrometer scale on the spectrometer during the lab to obtain the experimental photon wavelength.
- I plan to create a pre-/post-assessment before exam two.

- I plan to discuss the meanings of each part of the phenotype more carefully and how those correlates to the Lewis substances produced.
- I changed the exam this semester, thinking the students would understand the updated version better. The overall exam grade dropped from last semester to this semester. I will review the content of the exam and make changes before the fall semester.
- The Anatomage Table was new, and we were all learning how to use the technology. Next year, I plan to have additional formal exercises to increase engagement with the material.
- Many students initially struggled to locate assignments as well as understand and follow due dates. I recognize that I could address this confusion by restructuring my courses more toward a week-to-week format on Brightspace, as well as enforcing stricter due dates and consequences for missing them.
- I plan to change my evaluation method, specifically in Discussions.
- I plan to incorporate more critical thinking questions in the exams that require students to apply Their understanding of cardiovascular system physiology to identify different conditions and choose appropriate actions to treat conditions.
- Students did well with the assignments related to this particular goal; however, I do plan to learn new instructional resources to use with this information. Through multiple options, students can even have a choice as to how they receive and complete the tasks--choice boards!
- I plan to continue the current curriculum as the goal was met.
- I plan to implement a priority setting framework in the multi-patient simulation in 244.
- I plan to incorporate more communication activities into the scenarios in the lab.
- Stress the importance of deadlines.
- Continue to emphasize the importance of effective time management.
- I plan to incorporate my lab into the assignment.
- Although I met my goal, I will add more lab time so students will have a better understanding of the procedures.
- More focus on comparing the NBRC Detailed Content Outline.
- I plan to continue with this type of assignment.

Steps taken to ensure the college's responsibility for student learning and assessment of student learning.

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

To maintain assessment sustainability, the Assessment Academy Committee encourages other governance committees to put Assessment on their agenda. For example, the Curriculum Committee reviews various program changes and makes recommendations to the Academic Students' Affairs Council. Additionally, the chair facilitates discussions on student learning outcomes and establishes benchmarks for courses.

Although faculty members met their benchmark, they continue to seek ways to enhance their courses. These ideas, along with others, will be implemented. Faculty are to be using the Closing the Loop Form.

Improvements/Changes due to Assessment for Academic Year

- My students were able to effectively improve their speech delivery using the tool I implemented in their classes.
- I posted a better example of how an informative speech should be presented. At this time, there are no changes to be made, as the majority of my students appear to have improved with the revisions I made.
- We made a change last year that implemented a lab check-off related to patient care, and it's already showing improvement.
- I used my assessment plan from last semester and increased content delivery. Accordingly, nearly Eighty percent of my students met the benchmark. Next time, I will increase the mastery level from 60% to 70%.
- I have noticed an increase in technology usage and a better performance with attaching papers and using rubrics.
- I have noticed that students are more interactive and confident with the instructor.
- Improvement of grades with the utilization of rubrics.
 - More ATI for other programs, like nursing
 - None
- Professionalism is a large issue. Knowing how to speak to an authority figure, such as sending an email, etc. will go a long way. We must teach students, especially those in our ECA program, how to communicate effectively.
- I think the form that we fill out needs to include closing the loop. The assessment should occur during the semester, and the actions taken to correct the issue should also take place during the same semester.
- Good teachers are always doing assessment. Just let the faculty record their own and close the loop all at once.
- More online options.
- I feel like we need to bridge the gap between allied health and nursing and student services.
- Assessment highlights where students struggle most, so building in more flexible ways for faculty to adjust assignments and activities in response would help. Supporting course-specific approaches, rather than implementing uniform changes, allows us to meet students where they are.
- AI introduction course and guidance in ethical use
- Sell webcams in the bookstore as part of the book bundle. I'm tired of students claiming they don't have one or that they are waiting on financial aid refunds to purchase. I've got students joining in Teams meetings with their iPhone or busted Chromebook camera that looks like they are being filmed with a potato.
- Nothing that I can think of.
- More uniform for online courses

Summary:

Based on this information, the following interventions are being introduced:

1. Develop a Distance Education Committee to review the policy, syllabi, online template, and AI usage.
2. Working on developing course feedback surveys reflecting different modalities.
3. Implementing a Champion D2L (Brightspace) program for the institution.