



Provost: _____
 Program/Disc: _____
 Date: _____

**Program/Discipline Review and Outcomes Assessment Report
 Checklist of Minimum Requirements**

Section	Compliance		Description of Requirement	Notes
	Yes	No	Did the report's author...	
Program/ Discipline			select 1 program or 1 discipline?	
Lead Dean Contact			select 1 Lead Dean?	
Planning Process			describe the planning process?	
			list individuals (names, positions) in the description?	
Program/ Discipline Description			check either YES or NO to the question about the catalog?	
			include a revised and updated description if checked NO?	
Programmatic Outcomes			include 1 to 3 intended outcomes (programmatic/non-student)?	
			write outcomes appearing important to the program/discipline's viability?	
			identify at least 1 assessment measure (data source) per intended outcome?	
			describe measures with sufficient detail: (1) name/type of measure/source, (2) years/semesters data are collected?	
			list 1 minimum standard or expected result per assessment measure? ¹	
			describe standards appearing achievable/realistic? ¹	
Student Learning Outcomes			describe standards with sufficient detail: (1) target [#, %, \$], (2) timeframe? ¹	
			include 1 intended outcome on WRITTEN communication skills? ²	
			include 1 intended outcome on ORAL communication skills? ²	
			include 1 to 3 intended outcomes unique to the program/discipline?	
			identify at least 1 assessment measure per intended outcome?	
			describe measures with sufficient detail: (1) name/type of assessment, (2) rationale for selecting measure, (3) courses/sections, (4) timeframe/semesters data are collected, and (5) methodology and rationale for selecting courses/sections/semesters?	
			list 1 minimum standard or expected result per assessment measure? ¹	
Other Noted Data			describe standards appearing achievable/realistic? ¹	
			describe standards with sufficient detail: (1) target [#, %], (2) timeframe? ¹	
			utilize the space for significant trends, developments, accomplishments, issues, opportunities, and threats? ³	

¹ Minimum Standards are NOT REQUIRED for the Year-One Planning Phase, but use following guidelines if included in report.

² Oral and written outcomes are only required for PROGRAM reports and NOT Discipline reports, unless specifically indicated in the Discipline outcomes.

³ Noted data DO NOT have to be differentiated by type (programmatic/student learning) as seen in the report's format.

Form for Submitting Program/Discipline Review and Outcomes Assessment Report for 2003-04

"The institution identifies expected outcomes for its educational programs...; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results."

"The institution demonstrates that each educational program for which academic credit is awarded...establishes and evaluates program and learning outcomes."

SACS Principles of Accreditation

Program/Discipline

Please select a program or discipline from the list below.

Lead Dean Contact

Please select your name from the list below.

Planning Process

Describe the process by which this report was completed, and identify the individuals who provided input/support.

During the 2002-03 academic year, Judy Gray, then-Lead Dean; Dr. Terry Jones, then-Associate Vice-President for College Transfer; and Sally Harrell, then-Coordinator of Assessment collaborated via e-mail and some face-to-face meetings to develop a set of learning objectives designed to assess the coursework and intellectual framework students need in a broad General Education experience to transfer to a four-year college or university to pursue a bachelor's degree in one of the social sciences disciplines. Deborah Edson, current Lead Dean for the AS Social Sciences Program has collaborated via e-mail and phone with Carole Ballard, transfer counselor at the Virginia Beach Campus; Fran Jacobson, history faculty at the Virginia Beach Campus; Helena Krohn, lead history faculty at the Norfolk Campus; and Jim Roberts, economics faculty at the Virginia Beach Campus since assuming lead dean duties in May of 2004.

Program/Discipline Description

Is the College catalog description and sequence of courses (e.g., general education/specialization requirements, program requirements, related courses) up to date and current?

Yes

No

If you answered "No" to the previous question, please provide the revised and updated description of your program or discipline.

Enter Text Here

PROGRAMATIC OUTCOMES (NON-STUDENT LEARNING)

Intended Program Outcome	Assessment Measure(s)	Results		Highlights	Enhancements
		Minimum Standard	Actual Results		
<p>List your program or discipline's expected, non-student objective that address any area besides student learning. For instance, these outcomes may involve faculty productivity data (e.g., utilized and generated FTEF, total course credit hours); enrollment growth (e.g., headcounts, FTEs); grade distribution data; graduate, new student, and retention rates; perceptual survey data; etc. Outcomes should be SMART - Specific, Measurable, Achievable, Relevant, and Timely. Limit the outcomes to those most essential to your program/discipline's viability and/or most needing attention. Do not attempt to list ALL outcomes. We recommend listing no more than 3 programmatic outcomes.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the data collection measure/tool/indicator(s) used to demonstrate outcome attainment. While it is desirable to use multiple assessment measures over different points in time per intended outcome, please note each intended outcome must have at least one assessment measure. Program measures may include data obtained from Productivity Reports (PAS), Program Review data, Factbook, OIE survey data (e.g., ACT Student Opinion Survey; Graduate, Employer, and Transfer Student Surveys), and routine data reports posted on the OIE webpage. You may also choose to cite information related to resources such as facilities, supplies and equipment, professional development, and department budget.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>Establish an acceptable performance standard for each assessment measure. Each program or discipline determines how the data will be analyzed and determine the standard/minimum competency or expected result whereby the actual results for a program or discipline's given assessment measure is deemed achieved (e.g., <i>Intended Outcome</i>: The Engineering Program's viability and popularity will be evident by the increase in FTEs; <i>Assessment Measure</i>: FTE data found at the OIE Website and Factbook data; <i>Minimum Standard</i>: The Engineering Program will realize annually a 3% growth in FTEs).</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the actual or real results of the data collected. Because of time constraints, results will most likely be based on data collected during the fall semester. For example, <i>Actual Result</i>: 4% growth from Fall 2002 to Fall 2003.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Analyze the assessment measure data for this intended programmatic outcome, and cite the evidence that confirms the program or discipline is accomplishing this stated objective. You may wish to cite trend data, if available. The ultimate goals of this assessment process are to get here (Highlights and Enhancements) WITHOUT getting bogged-down by the measures.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Based on the review and analysis of the data noted for this intended outcome, describe the enhancement strategies that will be pursued in the coming year. Enhancements should contain activities/strategies planned for the year following the analysis that are aimed at addressing identified areas for improvement. For instance, next year's 2004-2005 Report will contain a list of planned strategies, while the 2005-2006 Report will contain an added section to address the implementation of activities/strategies cited in this 2004-2005 Report.</p> <p>Complete this column for the 2004-2005 Report.</p>
Enter Programmatic Information for Your Program or Discipline					
The viability and popularity of the AS Social Sciences program will be evident by the increase in FTEs.	Annual FTE data found at the OIE Website and/or in the Factbook and Program Review.	The AS Social Sciences program will realize annually a 3% growth in FTEs.	Enter Result #1 Here	Enter Highlight #1 Here	Enter Enhancement #1 Here
The strength and importance of the AS Social Sciences program will be evident by the increase in graduates.	Annual graduate data found at the OIE Website and/or in the Factbook and Program Review.	The AS Social Sciences program will realize a 5-year average of 150 graduates.	Enter Result #2 Here	Enter Highlight #2 Here	Enter Enhancement #2 Here
Enter Outcome #3 Here	Enter Measure #3 Here	Enter Competency #3 Here	Enter Result #3 Here	Enter Highlight #3 Here	Enter Enhancement #3 Here
enter outcome #4 here	Enter Measure #4 Here	Enter Competency #4 Here	Enter Result #4 Here	Enter Highlight #4 Here	Enter Enhancement #4 Here
Enter Outcome #5 Here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #5 Here	Enter Highlight #5 Here	Enter Enhancement #5 Here

STUDENT LEARNING OUTCOMES

Intended Student Learning Outcome	Assessment Measure(s)	Results		Highlights	Enhancements
		Minimum Competency	Actual Results		
<p>List your program or discipline's expected student outcomes. These are instructional in nature and are what the students will be expected to accomplish as a result of completing the program/coursework. Note that these objectives should focus on discipline-specific outcomes. For Program Reviews, over the next several years we will be phasing in annually two general education competencies. For the 2003-2004 Report we will look at writing skills and oral communication. Future years will include competencies such as information literacy, and analysis/ statistical skills. As with programmatic outcomes, student learning outcomes should be SMART - Specific, Measurable, Achievable, Relevant, and Timely. Limit the outcomes to those most essential to your program/discipline's viability or most critical student outcomes demanded by business, industry, or four-year institutions of higher education. Do not attempt to list ALL outcomes. We recommend listing no more than 3 student learning outcomes.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List at least one data collection measure/tool/indicator used to demonstrate the attainment of each outcome. Student <i>demonstration</i> of competency should include direct measures (e.g., capstone course evaluation; classroom tests – teacher generated, standardized, industry certification test, oral exams, pop quizzes, pre-post testing; competency-based measures such as performance appraisals & internships, simulations and role playing; external reports such as judging of portfolios by industry professionals; other direct measures such as teacher observations, class participation, research projects, thesis evaluations, portfolios, case studies, and reflection papers) and/or indirect measures (e.g., self-reported data such as survey/perception data from graduates, students, parents, employers; exit interviews; curriculum and syllabus analysis). Although best practices call for multiple measures over several points in time, we recommend listing <i>one assessment measure per intended outcome</i>.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>Establish an acceptable performance standard for each assessment measure. Each program or discipline determines how the data will be analyzed and determine the expected competency whereby the results for a program or discipline's given assessment measure is deemed achieved (e.g., <i>Assessment Measure:</i> capstone communication project in course ABC 123; <i>Minimum Competency:</i> at least 90% of students enrolled in a random sample of sections in the fall semester of 2003 will receive a grade of C or better on their capstone project).</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the actual or real results of the data collected. Because of time constraints, results will most likely be based on data collected during the fall semester. For example, <i>Actual Result:</i> 92% of students enrolled in ABC 123 during the fall of 2003 received a grade of C or better on the assessment measure.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Analyze the assessment measure data for this intended student learning outcome, and cite the evidence that confirms the program or discipline is accomplishing this stated objective. The ultimate goals of this assessment process are to get here (Highlights and Enhancements) WITHOUT getting bogged-down by the measures.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Based on the review and analysis of the data noted for this intended outcome, describe the enhancement strategies that will be pursued in the coming year. Enhancements should contain activities/strategies planned for the year following the analysis that are aimed at addressing identified areas for improvement. For instance, next year's 2004-2005 Report will contain a list of planned strategies, while the 2005-2006 Report will contain an added section to address the implementation of activities/strategies cited in this 2004-2005 Report.</p> <p>Complete this column for the 2004-2005 Report.</p>
Enter Student Learning Information for Your Program or Discipline					
<p>Students will demonstrate college-level writing.</p>	<p>Course grade distributions for all sections of ENG 111 and 112 offered each fall semester; data are generated annually by OIE.</p>	<p>At least 70% of AS Social Sciences degree-seeking students enrolled in ENG 111 and ENG 112 during Fall 2003 will earn a grade of C or better in the course.</p>	<p>Enter Highlight#1 Here</p>	<p>Enter Highlight #1 Here</p>	<p>Enter Enhancement #1 Here</p>

Students will demonstrate college-level speaking and listening abilities.	Course grade distributions for all sections of SPD 100 offered each fall semester; data are generated annually by OIE.	At least 70% of AS Social Sciences degree-seeking students enrolled in SPD 100 during Fall 2003 will earn a grade of C or better in the course.	Enter Result #2 Here	Enter Highlight #2 Here	Enter Enhancement #2 Here
Students will demonstrate information management skills necessary to succeed at transfer institutions with an ability to collect, analyze, and organize information from a variety of sources.	GPA data compiled by OIE from the Biennial Transfer Student Report for the 2001-02 and 2002-03 academic years available on the OSOA Website.	At least 70% of AS Social Sciences degree transfer students will maintain a 2.0 GPA or better at transfer institutions.	Enter Result #3 Here	Enter Highlight #3 Here	Enter Enhancement #3 Here
enter outcome #4 here	Enter Measure #4 Here	Enter Competency #4 Here	Enter Result #4 Here	Enter Highlight #4 Here	Enter Enhancement #4 Here
Enter Outcome #5 Here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #5 Here	Enter Highlight #5 Here	Enter Enhancement #5 Here
Enter Outcome #6 Here	Enter Measure #6 Here	Enter Competency #6 Here	Enter Result #6 Here	Enter Highlight #6 Here	Enter Enhancement #6 Here
Enter Outcome #7 Here	Enter Measure #7 Here	Enter Competency #7 Here	Enter Result #7 Here	Enter Highlight #7 Here	Enter Enhancement #7 Here
Enter Outcome #8 Here	Enter Measure #8 Here	Enter Competency #8 Here	Enter Result #8 Here	Enter Highlight #8 Here	Enter Enhancement #8 Here

Other Noted Data

Note all other significant trends, developments, accomplishments, issues, opportunities, threats, etc., with regard to both programmatic and student learning data that was not cited elsewhere in this report.

Programmatic Data (non-student data)

The AS Social Sciences degree has shown impressive growth in the number of graduates since 1999 (86 in 1999; 141 in 2000; 166 in 2001; and 198 in 2002). Greater numbers of credentialed faculty in various disciplines will be needed to sustain this growth. Continued strong college support in terms of technology resources and training for faculty will also be needed, as much of the growth has come from the increased availability of online courses.

Student Learning Data

For Enter Text Here

Form for Submitting Program/Discipline Review and Outcomes Assessment Report for 2003-04

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"The institution demonstrates that each educational program for which academic credit is awarded...establishes and evaluates program and learning outcomes."

SACS Principles of Accreditation

Program/Discipline

Please select a program or discipline from the list below.

AAS Administration of Justice

Select Disciplines A-M

Select Disciplines N-Z

Lead Dean Contact

Please select your name from the list below.

Deborah M. Edson

Planning Process

Describe the process by which this report was completed, and identify the individuals who provided input/support.

During the 2003-2004 academic year, Lead Dean at that time, Judy Gray, charged the Administration of Justice Program faculty to develop a set of learning objectives that is considered essential for students enrolled in the program. The faculty completed their task in January of 2004, with three initial outcomes identified. The individuals involved in the planning process for this 2003-04 report were: Judy Gray, former Lead Dean; Deborah Edson, Lead Dean effective May 16, 2004; John Gray, collegewide Coordinator of the program; Don Haley, lead faculty teaching at the Chesapeake and Virginia Beach campuses; Jack Collins, faculty teaching at the Norfolk, Chesapeake and Virginia Beach campuses; Robert Hatchell, faculty teaching at the Portsmouth Campus; and Howard Carr, faculty teaching at the Virginia Beach Campus.

Program/Discipline Description

Is the College catalog description and sequence of courses (e.g., general education/specialization requirements, program requirements, related courses) up to date and current?

- Yes
 No

If you answered "No" to the previous question, please provide the revised and updated description of your program or discipline.

Enter Text Here

PROGRAMATIC OUTCOMES (NON-STUDENT LEARNING)

Intended Program Outcome	Assessment Measure(s)	Results		Highlights	Enhancements
		Minimum Standard	Actual Results		
<p>List your program or discipline's expected, non-student objective that address any area besides student learning. For instance, these outcomes may involve faculty productivity data (e.g., utilized and generated FTEF, total course credit hours); enrollment growth (e.g., headcounts, FTEs); grade distribution data; graduate, new student, and retention rates; perceptual survey data; etc. Outcomes should be SMART - Specific, Measurable, Achievable, Relevant, and Timely. Limit the outcomes to those most essential to your program/discipline's viability and/or most needing attention. Do not attempt to list ALL outcomes. We recommend listing no more than 3 programmatic outcomes.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the data collection measure/tool/indicator(s) used to demonstrate outcome attainment. While it is desirable to use multiple assessment measures over different points in time per intended outcome, please note each intended outcome must have at least one assessment measure. Program measures may include data obtained from Productivity Reports (PAS), Program Review data, Factbook, OIE survey data (e.g., ACT Student Opinion Survey; Graduate, Employer, and Transfer Student Surveys), and routine data reports posted on the OIE webpage. You may also choose to cite information related to resources such as facilities, supplies and equipment, professional development, and department budget.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>Establish an acceptable performance standard for each assessment measure. Each program or discipline determines how the data will be analyzed and determine the standard/minimum competency or expected result whereby the actual results for a program or discipline's given assessment measure is deemed achieved (e.g., <i>Intended Outcome</i>: The Engineering Program's viability and popularity will be evident by the increase in FTEs; <i>Assessment Measure</i>: FTE data found at the OIE Website and Factbook data; <i>Minimum Standard</i>: The Engineering Program will realize annually a 3% growth in FTEs).</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the actual or real results of the data collected. Because of time constraints, results will most likely be based on data collected during the fall semester. For example, <i>Actual Result</i>: 4% growth from Fall 2002 to Fall 2003.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Analyze the assessment measure data for this intended programmatic outcome, and cite the evidence that confirms the program or discipline is accomplishing this stated objective. You may wish to cite trend data, if available. The ultimate goals of this assessment process are to get here (Highlights and Enhancements) WITHOUT getting bogged-down by the measures.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Based on the review and analysis of the data noted for this intended outcome, describe the enhancement strategies that will be pursued in the coming year. Enhancements should contain activities/strategies planned for the year following the analysis that are aimed at addressing identified areas for improvement. For instance, next year's 2004-2005 Report will contain a list of planned strategies, while the 2005-2006 Report will contain an added section to address the implementation of activities/strategies cited in this 2004-2005 Report.</p> <p>Complete this column for the 2004-2005 Report.</p>
Enter Programmatic Information for Your Program or Discipline					
The viability and popularity of the Administration of Justice program will be evident by the increase in FTEs.	Annual FTE data found at the OIE Website and/or in the Factbook and Program Review.	The AAS-ADJ program will realize annually a 1% growth in FTEs.	Enter Result #1 Here	Enter Highlight #1 Here	Enter Enhancement #1 Here
The strength and importance of the Administration of Justice program will be evident by the increase in graduates.	Annual graduate data found at the OIE Website and/or in the Factbook and Program Review.	The AAS-ADJ program will realize a 5-year average of 7 graduates.	Enter Result #2 Here	Enter Highlight #2 Here	Enter Enhancement #2 Here
Enter Outcome #3 Here	Enter Measure #3 Here	Enter Competency #3 Here	Enter Result #3 Here	Enter Highlight #3 Here	Enter Enhancement #3 Here
enter outcome #4 here	Enter Measure #4 Here	Enter Competency #4 Here	Enter Result #4 Here	Enter Highlight #4 Here	Enter Enhancement #4 Here
Enter Outcome #5 Here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #5 Here	Enter Highlight #5 Here	Enter Enhancement #5 Here

STUDENT LEARNING OUTCOMES

Intended Student Learning Outcome	Assessment Measure(s)	Results		Highlights	Enhancements
		Minimum Competency	Actual Results		
<p>List your program or discipline's expected student outcomes. These are instructional in nature and are what the students will be expected to accomplish as a result of completing the program/coursework. Note that these objectives should focus on discipline-specific outcomes. For Program Reviews, over the next several years we will be phasing in annually two general education competencies. For the 2003-2004 Report we will look at writing skills and oral communication. Future years will include competencies such as information literacy, and analysis/ statistical skills. As with programmatic outcomes, student learning outcomes should be SMART - Specific, Measurable, Achievable, Relevant, and Timely. Limit the outcomes to those most essential to your program/discipline's viability or most critical student outcomes demanded by business, industry, or four-year institutions of higher education. Do not attempt to list ALL outcomes. We recommend listing no more than 3 student learning outcomes.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List at least one data collection measure/tool/indicator used to demonstrate the attainment of each outcome. Student <i>demonstration</i> of competency should include direct measures (e.g., capstone course evaluation; classroom tests – teacher generated, standardized, industry certification test, oral exams, pop quizzes, pre-post testing; competency-based measures such as performance appraisals & internships, simulations and role playing; external reports such as judging of portfolios by industry professionals; other direct measures such as teacher observations, class participation, research projects, thesis evaluations, portfolios, case studies, and reflection papers) and/or indirect measures (e.g., self-reported data such as survey/perception data from graduates, students, parents, employers; exit interviews; curriculum and syllabus analysis). Although best practices call for multiple measures over several points in time, we recommend listing <i>one assessment measure per intended outcome</i>.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>Establish an acceptable performance standard for each assessment measure. Each program or discipline determines how the data will be analyzed and determine the expected competency whereby the results for a program or discipline's given assessment measure is deemed achieved (e.g., <i>Assessment Measure:</i> capstone communication project in course ABC 123; <i>Minimum Competency:</i> at least 90% of students enrolled in a random sample of sections in the fall semester of 2003 will receive a grade of C or better on their capstone project).</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the actual or real results of the data collected. Because of time constraints, results will most likely be based on data collected during the fall semester. For example, <i>Actual Result:</i> 92% of students enrolled in ABC 123 during the fall of 2003 received a grade of C or better on the assessment measure.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Analyze the assessment measure data for this intended student learning outcome, and cite the evidence that confirms the program or discipline is accomplishing this stated objective. The ultimate goals of this assessment process are to get here (Highlights and Enhancements) WITHOUT getting bogged-down by the measures.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Based on the review and analysis of the data noted for this intended outcome, describe the enhancement strategies that will be pursued in the coming year. Enhancements should contain activities/strategies planned for the year following the analysis that are aimed at addressing identified areas for improvement. For instance, next year's 2004-2005 Report will contain a list of planned strategies, while the 2005-2006 Report will contain an added section to address the implementation of activities/strategies cited in this 2004-2005 Report.</p> <p>Complete this column for the 2004-2005 Report.</p>
Enter Student Learning Information for Your Program or Discipline					
<p>Students will demonstrate college-level writing.</p>	<p>Course grade distributions for all sections of ENG 111 and 112 offered each fall semester; data are generated annually by OIE.</p>	<p>At least 70% of AAS-ADJ degree-seeking students enrolled in ENG 111 and ENG 112 during Fall 2003 will earn a grade of C or better in the course.</p>	<p>Enter Highlight#1 Here</p>	<p>Enter Highlight #1 Here</p>	<p>Enter Enhancement #1 Here</p>

Students will demonstrate college-level speaking and listening abilities.	Course grade distributions for all sections of SPD 100 offered each fall semester; data are generated annually by OIE.	At least 70% of AAS-ADJ degree-seeking students enrolled in SPD 100 during Fall 2003 will earn a grade of C or better in the course.	Enter Result #2 Here	Enter Highlight #2 Here	Enter Enhancement #2 Here
Students will demonstrate critical thinking and decision-making skills within a criminal justice context.	Course grade distributions for all sections of ADJ 211 and ADJ 212 (Evidence and Law Procedures) offered each fall semester; data are generated annually by OIE.	At least 70% of students enrolled in ADJ 211-D01B, ADJ 211-N01B, ADJ 212-D01B, and ADJ 212-N01B during Fall 2003 will earn a grade of C or better in the course.	Enter Result #3 Here	Enter Highlight #3 Here	Enter Enhancement #3 Here
Enter outcome #4 here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #4 Here	Enter Highlight #4 Here	Enter Enhancement #4 Here
Enter Outcome #5 Here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #5 Here	Enter Highlight #5 Here	Enter Enhancement #5 Here
Enter Outcome #6 Here	Enter Measure #6 Here	Enter Competency #6 Here	Enter Result #6 Here	Enter Highlight #6 Here	Enter Enhancement #6 Here
Enter Outcome #7 Here	Enter Measure #7 Here	Enter Competency #7 Here	Enter Result #7 Here	Enter Highlight #7 Here	Enter Enhancement #7 Here
Enter Outcome #8 Here	Enter Measure #8 Here	Enter Competency #8 Here	Enter Result #8 Here	Enter Highlight #8 Here	Enter Enhancement #8 Here

Other Noted Data

Note all other significant trends, developments, accomplishments, issues, opportunities, threats, etc., with regard to both programmatic and student learning data that was not cited elsewhere in this report.

Programmatic Data (non-student data)

Growth of this popular program is limited by a lack of full-time faculty presence at all campuses, especially at the Norfolk campus, and by a limited number of available internship placements. Internship placements are a critical curricular requirement of the program but have been affected not only by simple numbers of available slots but also by restrictions in place as a result of the aftermath of September 11th and subsequent Homeland Security Act restrictions.

Student Learning Data

Enter Text Here

MEB/SOA 5/2/04

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SACS Principles of Accreditation

Program/Discipline

Please select a program or discipline from the list below.

Lead Dean Contact

Please select your name from the list below.

Planning Process

Describe the process by which this report was completed, and identify the individuals who provided input/support.

During the 2002-03 academic year, Lead Dean at that time, Judy Gray, charged the collegewide history faculty with developing learning outcomes for students who complete any history course at Tidewater Community College. The history faculty collaborated by e-mail, and some faculty met during the fall 2002 semester with then Associate Vice-President for College Transfer, Dr. Terry Jones, himself a historian through academic preparation, to produce a set of learning objectives. The history faculty completed their task in February of 2003, and the History Discipline Learning Outcomes and Assessment Plan was prepared by Lead Dean Judy Gray. The individuals involved in the 2002-2003 planning process were Lead Dean Judy Gray; Associate VP-College Transfer Dr. Terry Jones; and faculty members as follows: Helena Krohn, history lead faculty at the Norfolk Campus, Fran Jacobson, history faculty at the Virginia Beach Campus; Lyn Rainard, history faculty at the Chesapeake Campus; William Paquette, history lead faculty at the Portsmouth Campus; and Phil Thompke, history faculty at the Virginia Beach Campus. In the spring semester of the 2003-2004 academic year, Deborah Edson was appointed to begin duties as Lead Dean of History on May 17, 2004. Individuals who have been involved in the spring 2004 planning process have been Lead Dean Deborah Edson; Fran Jacobson, history faculty at the Virginia Beach Campus; Anne Parrella, history faculty at the Chesapeake campus; Helena Krohn, history lead faculty at the Norfolk Campus; and Bill Rodner, history faculty at the Virginia Beach Campus.

Program/Discipline Description

Is the College catalog description and sequence of courses (e.g., general education/specialization requirements, program requirements, related courses) up to date and current?

Yes

No

If you answered "No" to the previous question, please provide the revised and updated description of your program or discipline.

Enter Text Here

PROGRAMATIC OUTCOMES (NON-STUDENT LEARNING)

Intended Program Outcome	Assessment Measure(s)	Results		Highlights	Enhancements
		Minimum Standard	Actual Results		
<p>List your program or discipline's expected, non-student objective that address any area besides student learning. For instance, these outcomes may involve faculty productivity data (e.g., utilized and generated FTEF, total course credit hours); enrollment growth (e.g., headcounts, FTEs); grade distribution data; graduate, new student, and retention rates; perceptual survey data; etc. Outcomes should be SMART - Specific, Measurable, Achievable, Relevant, and Timely. Limit the outcomes to those most essential to your program/discipline's viability and/or most needing attention. Do not attempt to list ALL outcomes. We recommend listing no more than 3 programmatic outcomes.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the data collection measure/tool/indicator(s) used to demonstrate outcome attainment. While it is desirable to use multiple assessment measures over different points in time per intended outcome, please note each intended outcome must have at least one assessment measure. Program measures may include data obtained from Productivity Reports (PAS), Program Review data, Factbook, OIE survey data (e.g., ACT Student Opinion Survey; Graduate, Employer, and Transfer Student Surveys), and routine data reports posted on the OIE webpage. You may also choose to cite information related to resources such as facilities, supplies and equipment, professional development, and department budget.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>Establish an acceptable performance standard for each assessment measure. Each program or discipline determines how the data will be analyzed and determine the standard/minimum competency or expected result whereby the actual results for a program or discipline's given assessment measure is deemed achieved (e.g., <i>Intended Outcome</i>: The Engineering Program's viability and popularity will be evident by the increase in FTEs; <i>Assessment Measure</i>: FTE data found at the OIE Website and Factbook data; <i>Minimum Standard</i>: The Engineering Program will realize annually a 3% growth in FTEs).</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the actual or real results of the data collected. Because of time constraints, results will most likely be based on data collected during the fall semester. For example, <i>Actual Result</i>: 4% growth from Fall 2002 to Fall 2003.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Analyze the assessment measure data for this intended programmatic outcome, and cite the evidence that confirms the program or discipline is accomplishing this stated objective. You may wish to cite trend data, if available. The ultimate goals of this assessment process are to get here (Highlights and Enhancements) WITHOUT getting bogged-down by the measures.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Based on the review and analysis of the data noted for this intended outcome, describe the enhancement strategies that will be pursued in the coming year. Enhancements should contain activities/strategies planned for the year following the analysis that are aimed at addressing identified areas for improvement. For instance, next year's 2004-2005 Report will contain a list of planned strategies, while the 2005-2006 Report will contain an added section to address the implementation of activities/strategies cited in this 2004-2005 Report.</p> <p>Complete this column for the 2004-2005 Report.</p>
Enter Programmatic Information for Your Program or Discipline					
History's importance and viability as a general education discipline will be evident by the increase in FTEs.	Annual FTE data found at the OIE Website and/or in the Factbook and Program Review.	The History discipline will realize annually a 2% growth in FTEs.	Enter Result #1 Here	Enter Highlight #1 Here	Enter Enhancement #1 Here
Enter Outcome #2 Here	Enter Measure #2 Here	Enter Competency #2 Here	Enter Result #2 Here	Enter Highlight #2 Here	Enter Enhancement #2 Here
Enter Outcome #3 Here	Enter Measure #3 Here	Enter Competency #3 Here	Enter Result #3 Here	Enter Highlight #3 Here	Enter Enhancement #3 Here
enter outcome #4 here	Enter Measure #4 Here	Enter Competency #4 Here	Enter Result #4 Here	Enter Highlight #4 Here	Enter Enhancement #4 Here
Enter Outcome #5 Here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #5 Here	Enter Highlight #5 Here	Enter Enhancement #5 Here

STUDENT LEARNING OUTCOMES

Intended Student Learning Outcome	Assessment Measure(s)	Results		Highlights	Enhancements
		Minimum Competency	Actual Results		
<p>List your program or discipline's expected student outcomes. These are instructional in nature and are what the students will be expected to accomplish as a result of completing the program/coursework. Note that these objectives should focus on discipline-specific outcomes. For Program Reviews, over the next several years we will be phasing in annually two general education competencies. For the 2003-2004 Report we will look at writing skills and oral communication. Future years will include competencies such as information literacy, and analysis/ statistical skills. As with programmatic outcomes, student learning outcomes should be SMART - Specific, Measurable, Achievable, Relevant, and Timely. Limit the outcomes to those most essential to your program/discipline's viability or most critical student outcomes demanded by business, industry, or four-year institutions of higher education. Do not attempt to list ALL outcomes. We recommend listing no more than 3 student learning outcomes.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List at least one data collection measure/tool/indicator used to demonstrate the attainment of each outcome. Student <i>demonstration</i> of competency should include direct measures (e.g., capstone course evaluation; classroom tests – teacher generated, standardized, industry certification test, oral exams, pop quizzes, pre-post testing; competency-based measures such as performance appraisals & internships, simulations and role playing; external reports such as judging of portfolios by industry professionals; other direct measures such as teacher observations, class participation, research projects, thesis evaluations, portfolios, case studies, and reflection papers) and/or indirect measures (e.g., self-reported data such as survey/perception data from graduates, students, parents, employers; exit interviews; curriculum and syllabus analysis). Although best practices call for multiple measures over several points in time, we recommend listing <i>one assessment measure per intended outcome</i>.</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>Establish an acceptable performance standard for each assessment measure. Each program or discipline determines how the data will be analyzed and determine the expected competency whereby the results for a program or discipline's given assessment measure is deemed achieved (e.g., <i>Assessment Measure:</i> capstone communication project in course ABC 123; <i>Minimum Competency:</i> at least 90% of students enrolled in a random sample of sections in the fall semester of 2003 will receive a grade of C or better on their capstone project).</p> <p>Complete this column for the 2003-2004 Report.</p>	<p>List the actual or real results of the data collected. Because of time constraints, results will most likely be based on data collected during the fall semester. For example, <i>Actual Result:</i> 92% of students enrolled in ABC 123 during the fall of 2003 received a grade of C or better on the assessment measure.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Analyze the assessment measure data for this intended student learning outcome, and cite the evidence that confirms the program or discipline is accomplishing this stated objective. The ultimate goals of this assessment process are to get here (Highlights and Enhancements) WITHOUT getting bogged-down by the measures.</p> <p>Complete this column for the 2004-2005 Report.</p>	<p>Based on the review and analysis of the data noted for this intended outcome, describe the enhancement strategies that will be pursued in the coming year. Enhancements should contain activities/strategies planned for the year following the analysis that are aimed at addressing identified areas for improvement. For instance, next year's 2004-2005 Report will contain a list of planned strategies, while the 2005-2006 Report will contain an added section to address the implementation of activities/strategies cited in this 2004-2005 Report.</p> <p>Complete this column for the 2004-2005 Report.</p>
Enter Student Learning Information for Your Program or Discipline					
<p>Students will demonstrate college-level reading and writing skills, as applied to works of history.</p>	<p>Course grade distributions for all 6 survey history courses [101, 102, 111, 112, 121, and 122] offered each fall semester; data are generated annually by OIE.</p>	<p>At least 60% of students enrolled in any of the 6 survey history courses (101, 102, 111, 112, 121, and 122) during Fall 2003 will earn a grade of C or better.</p>	<p>Enter Highlight#1 Here</p>	<p>Enter Highlight #1 Here</p>	<p>Enter Enhancement #1 Here</p>

Enter Outcome #2 Here	Enter Measure #2 Here	Enter Competency #2 Here	Enter Result #2 Here	Enter Highlight #2 Here	Enter Enhancement #2 Here
Enter Outcome #3 Here	Enter Measure #3 Here	Enter Competency #3 Here	Enter Result #3 Here	Enter Highlight #3 Here	Enter Enhancement #3 Here
enter outcome #4 here	Enter Measure #4 Here	Enter Competency #4 Here	Enter Result #4 Here	Enter Highlight #4 Here	Enter Enhancement #4 Here
Enter Outcome #5 Here	Enter Measure #5 Here	Enter Competency #5 Here	Enter Result #5 Here	Enter Highlight #5 Here	Enter Enhancement #5 Here
Enter Outcome #6 Here	Enter Measure #6 Here	Enter Competency #6 Here	Enter Result #6 Here	Enter Highlight #6 Here	Enter Enhancement #6 Here
Enter Outcome #7 Here	Enter Measure #7 Here	Enter Competency #7 Here	Enter Result #7 Here	Enter Highlight #7 Here	Enter Enhancement #7 Here
Enter Outcome #8 Here	Enter Measure #8 Here	Enter Competency #8 Here	Enter Result #8 Here	Enter Highlight #8 Here	Enter Enhancement #8 Here

Other Noted Data

Note all other significant trends, developments, accomplishments, issues, opportunities, threats, etc., with regard to both programmatic and student learning data that was not cited elsewhere in this report.

Programmatic Data (non-student data)

Faculty in the history discipline have been concerned with the lack of adequate academic preparation of some students that makes success in a course with college-level reading and writing difficult. They have taken the unusual and strategic step of requesting that reading and writing pre-requisites (placement at the ENG 111 - College Composition I level) be instituted for all history courses. This pre-requisite enforcement is scheduled to take effect with the Fall 04 semester.

Student Learning Data

Enter Text Here