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ABSTRACT
        In 1994, Lord Fairfax Community College (LFCC), in   .
Virginia, revised its general education and major assessment routines
to include indirect measures, such as graduate and employer surveys,
with direct Academic Profile testing. This report describes LFCC's
first full cycle of assessment under the new routines carried out
from 1993 to 1995. Following a brief executive summary, the report
describes changes and outcomes for the following review areas: (1)
general education assessment, indicating that respondents to graduate
surveys report that they gained in all skill areas included and that
external evaluations of a sample of student essays received a grade
2.1 out of 4; (2) assessment of majors based on grades and
interviews/surveys of students, graduates, and employers, including
suggested improvements for the general engineering, electronics, and
office systems programs; (3) performance review of programs at LFCC's
Fauquier Campus; (4) assessment of dual-credit (high school/college)
instruction, revealing that the average grade point average since
1992 has been from 2.722 to 2.871 but that only 8% of dual credit
students become full-time LFCC students; and (5) the use of findings
in planning, evaluation, and resource allocation. The final sections
provide an LFCC assessment schedule for 1995-97 and information on
LFCC links with a Virginia Community College System (VCCS)
restructuring plan. Appendixes include goals and measures for general
education and majors assessment; survey instruments and results from
off-campus and dual-credit assessments; an assessment, planning, and
budgeting flowchart; and a letter of response from the VCCS. (MAB)

LORD FAIRFAX COMMUNITY COLLEGE

1995 ASSESSMENT REPORT
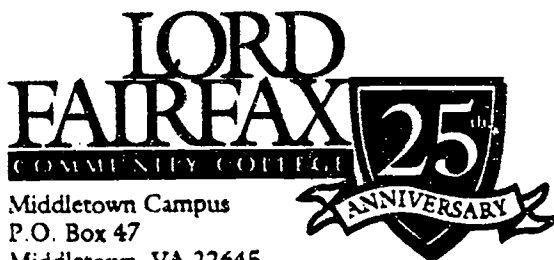
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By

LORD FAIRFAX COMMUNITY COLLEGE

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I.   EXECUTIVE SUMMARY

Lord Fairfax Community College has completed its first full cycle of assessment
(1993-95) under significantly revised general education and majors assessment routines.
General education outcomes have been concentrated from 38 to 15 discrete outcomes in 8
skill areas. Measures were revised so that several strong indirect measures--such as graduate
and employer survey questions, and criteria-based communications reviews--supplement the
direct measure, Academic Profile testing. Concomitantly, revised majors objectives now are
more directly measured by faculty-devised routines that include one direct and two indirect
measures for each program's outcomes. Because these routines were predominantly
implemented in 1994, the College has evaluated data from these refined measures and has
already implemented improvement to curricula and services, as described in the ensuing
segments of the 1995 Assessment Report.

The College's Assessment, Planning, Budgeting cycle assures that resources are
allocated appropriately to support changes and improvements indicated by program reviews.
This year the official version of "Restructuring" was added to this cycle, which impacts
assessment in a few ways. First, the College has come to consider "assessment" as more than
a schedule of formal measures assigned to specific outcomes for instruction. Assessment
encompasses student and employer evaluation of delivery media and methods such as: 1) dual
enrollment courses delivered by interactive fiber optic distance education; 2) credit courses
delivered at business or industry sites during timeframes convenient to shift workers; or 3)
credit courses delivered in part through pre-recorded video or computer-based/assisted
instruction. We now are developing methods to assure that these innovations are evoking
effective learning.

Assessment assists in making certain that LFCC continues to revise technology programs such as Graphic Communications and Plastics Technology to meet changing industry need. College work to develop these two programs has involved active survey and market evaluation using industry representatives who have approved of new degree/ specialization proposals in 1994-95. Similarly, assessment-related inquiry and improved articulation agreements fashioned with senior institutions have improved student transfer success with both state-assisted and private colleges.

Assessment has been essential to building College partnerships with secondary education, as well as with industry and four-year colleges. Faculty and staff members work closely with the regional Tech Prep Consortium to assure that students with certain skills may matriculate into college curricula, while often receiving college credit in high school through articulation agreements. The assessment process assures that all skills necessary are developed in these articulated programs; it subsequently encourages students toward degree completion and transfer to a senior institution.

The 1994 VCCS response letter to the College noted that reviewers consider LFCC to have matured in its assessment processes and in its use of assessment-generated information to improve instruction. College personnel also feel confident that they can rely on current measures to provide appropriate information on which to make changes to curricula, methodology, delivery, and support services.

II.   GENERAL EDUCATION

Based upon College introspection and comments from the 1993 assessment review

team, general education assessment has been streamlined and made more effective at LFCC.

In 1993-94 a College Quality Team made recommendations for changes to the general

education assessment routine. These recommendations were amended by the Quality Council

and subsequently refined by the Institutional Effectiveness Committee in May 1994. In

Spring and Summer 1994, the following listed improvements were completed for the general

assessment program.

New Developments

- Course checklists and the "double distribution matrix" were abandoned because of their tedious and inconclusive nature (discussed in the 1993 fall report).

- General education objectives were revised and reduced from 38 outcomes in 9 skill areas to 15 discrete outcomes in 8 skill areas. The outcomes represent more realistic, salient, and measurable goals. (Outcomes are listed in Appendix A along with assigned measures for each). The College is committed to a "multiple measures" scheme.

- The College still considers Academic Profile to be its best "direct" measure for general education outcomes. It was originally given at the beginning and end of the freshman year; it is now administered to outgoing sophomores, thereby representing the greatest educational gains. The Academic Profile skills and subscores reflect 7 of 8 categories included in LFCC's general education goals, and the scores may be compared to those of two-year college sophomores nationally. The Curriculum and Instruction Committee, in Fall 1995, approved making exiting Profile testing a requirement for graduation, and this statement appears in the 1995-96 College catalog.

- LFCC developed a cycle wherein all general education objectives are evaluated annually, but specific attention will be given each year to areas identified as warranting further evaluation. For example, in 1994 and 1995, writing skills was the only category identified by Academic Profile as being below (by one point) the national mean for LFCC's AAS students. As a result, the engineering and electronics faculty members have worked with English faculty

to include more writing assignments across the curricula. (See Appendix A for examples). Faculty will follow up in spring 1996 to determine if improvements result in these students' writing skills.

- Because College Curriculum Advisory Committee and employer surveys are highlighting the need for excellent communications skills in graduates, the humanities faculty has added criteria-based reviews of 1) sample papers from English 112 sections; and 2) selected taped presentations from the public speaking courses (SPD 100)--both validated by qualified external reviewers.

- In Spring 1994, LFCC added a general education skills accomplishment section to its Graduate Survey, which is completed annually by exiting students. The College has found this to be a very useful "indirect" measure for several objectives. (Graduate Surveys and selected results are in Appendix A).

Academic Profile

In 1994 and 1995 Academic Profile was administered to exiting sophomores. Not every eligible student took the test, because it was "optional"; therefore, the sample was not as large as the College would like to see. Nonetheless, the faculty believes this sample provides a representative mix of students whose scores can withstand serious review. (Summary sheets are provided in Appendix A). In both years, LFCC students performed above the norm for two-year college sophomores overall, and only twice scored below the norm in either distinct category. Faculty are pleased and look forward to comparing these results with 1996 and thereafter, when all exiting students are <u>required</u> to take Profile testing.

Graduate Survey

The 1994 Graduate Survey included six (6) questions concerning general education outcomes achievements. In 1995, the survey was amended to include questions about eight (8) of the objectives. Since almost all graduates completed this instrument, the College is excited about the data it has been able to gather with it (see Appendix A). All students believe they have gained substantially in all areas included, ranging from a 24% increase in critical thinking recorded in 1994, to a 60% increase in computer literacy recorded in 1995.

Students are asked to compare their understandings and skill levels in each area before attending LFCC and after attending LFCC. Their perceptions are tallied using a five-point scale of very good (5) to very poor (1). Most students, as the charts in Appendix A detail, consider their skills to have grown from mediocre to very good as a result of their education at LFCC.

Criteria-Based Reviews

English Essays. In May of 1995, 60 English 112 essays were duplicated without student names to be read by both an external evaluator and an internal evaluator using a 4 point holistic grading scale. An English faculty member from a local private secondary school agreed to evaluate and score the essays. In addition, an internal evaluator, a member of the English faculty, but not one whose essays were being studied, also read and scored the essays. The mean score for the external evaluator was 2.1, while the internal evaluator's mean score was 2.6 (see Appendix A).

Speeches. In May of 1995, four sections of SPD 100 videotaped students' final semester speeches. From the nearly 100 speeches taped, an external evaluator, who is responsible for employer training at a local industry, was asked to select 50 speeches at Random and evaluate them using a 4 point holistic grading scale. In addition, an English faculty member was asked to do the same. The mean score for the external evaluator was 2.7, while the internal evaluator's mean score was 3.0 (see Appendix A).

Resulting Program Improvements

1. Humanities and Social Science electives have been revised and listed at the front of program descriptions in the College catalog for better student/advising convenience.

2. Because students, employers, and Curriculum Advisory members surveyed are concerned that students need hands-on computer applications skills, LFCC has

reduced the number of CIS 110 courses offered, increased the CIS 150 sections, and encouraged advisors to place students in CIS 150 as the computer skills elective.

3. An increasing number of non-native English speaking students are having difficulty in reading-intensive courses and are not getting necessary assistance in ENG 04/01. A study completed in Fall 1994 recommended establishing an ENG-01 section to pilot in Fall 1995 and Spring 1996 for only ESL (English As A Second Language) students. Faculty in all programs will identify and advise such students into this course.

4. Faculty believe students receive less practice at oral communication as the SPD 100 courses become larger. In Fall 1995, instructional administrators agreed to maintain a maximum of 24 students in a section.

5. Faculty revised all program courses for reading level prerequisites in Spring 1995. A revised list of courses requiring reading level prerequisites is published before the program descriptions in the College catalog.

6. Criteria-based writing reviews are being performed and independently validated each year from a sample of ENG 112 papers.

Problems With General Education Assessment

The College has taken several steps, as described earlier in this narrative, to remedy some fundamental problems with its general education assessment routine. First, the number and nature of objectives made measurement problematic. Similarly, the initial practice of comparing individual course objectives to the expected general education learning outcomes using a "double distribution matrix" proved to be a complex exercise that yielded no clear comment upon students' performance concerning the general education objectives.

Lord Fairfax believes it has made changes necessary to be able to more directly and confidently gain information about what students have learned as a result of core training at LFCC. Each general education objective is assessable by a mix of direct and indirect measures, and curricular changes are being accomplished because of results culled from these measures.

Aside from this fundamental refinement, the College realizes the following issue:

■ Faculty are pleased that LFCC students generally surpass the national mean for norm-referenced scores on Academic Profile. Faculty will perform more evaluation during 1995-96 of the criterion-referenced scores for writing, mathematics, and reading/critical thinking. Preliminary discussions reveal that faculty may want to set standards for proficiencies that they want LFCC students to meet in these categories.

Exemplary Processes

Because of its recent refitting of general education measures, Lord Fairfax would like to review another year's results before claiming its process "exemplary."

General Education Assessment Progress

The College has agonized over general education assessment and has experimented with diverse means of accomplishing it. Since 1994, however, LFCC has begun to establish longitudinal data with Academic Profile and its Graduate Survey, which have both been supplemented with other indirect measures as described previously. When the objectives were amalgamated from 38 to 15, one could hear a collective sigh of relief as faculty began to understand that they actually could specifically address an objective.

Further discussion in the next year through Institutional Effectiveness and the SACS Self Study presently occurring at the College will help faculty to recognize the availability of assistance from SIS reports, surveys, and other resources for supplementing information about their programs. The campus-wide computing network has recently been made available in each faculty office, so universal faculty access to SIS should improve availability of information concerning instructional programs and student performance.

These advances, along with continued discussion about general education, will ensure our growth. The College is proceeding well in its understanding of, and improvement of, general education assessment.

III.   MAJORS ASSESSMENTS

Lord Fairfax Community College, in its initial phase of majors assessment, utilized a

checklist/grade-based/student interview method for evaluating program success. As a result of

reviewer encouragement in 1993 and faculty introspection, the College has grown away from

that method to a less perfunctory and more direct, relevant scheme for assessing the majors.

New Developments

- In Spring 1994, faculty revised objectives for the majors to be more measurable
  and meaningful.

- Simultaneously, faculty discontinued the previous system of measurement under
  which checklists were used to equate course completion with outcome
  attainment. These measures did not produce results suitable for longitudinal
  comparison within programs, comparison between programs, or concise
  improvement suggestions for faculty use.

- The faculty developed a scheme of measures for attainment of the revised
  objectives which includes at least one direct method and two indirect methods
  for each degree program. The direct measure includes an independent
  validation criterion when appropriate. The revised majors assessment plans
  appear in the 1994 Interim Report.

- Program leaders have chosen the capstone course, the portfolio, and/or a
  nationally named test as preferred direct measures. Indirect measures include
  student surveys or interviews, employer surveys, skills checkoff lists, and
  graduate surveys.

                            MAJORS REPORTING CALENDAR

Faculty at the College will collect data on each major every year, according to the

methods described for each program (and included in Appendix B). Detailed reporting for

each major will occur cyclically as described in the chart below. The motive for reporting on

approximately three majors each year is to be able to fully describe findings and their

applications for improvements made.

Program	1994-95	1995-96	1996-97
Electronics	x		
General Engineering Technology	x		
Office Systems Technology	x		
Agri/Hort/Natural Resources		x	
Computer Information Systems		x	
Accounting		x	
Management			x
Practical Nursing (Certificate)			x
Graphic Communications (Pending Approval)			x

Program Improvements and Results

Lord Fairfax feels that all programs have benefitted by reviews related to degree

length study and Curriculum Advisory Committee review during the last reporting term.

Similarly, graduate surveys, employer surveys, and student interviews have supplemented

faculty information concerning student achievement and preferences (see Appendix B for

copies). The College wants to report specifically on measurement, discussion, and

improvement that has taken place in three (3) programs: general engineering, electronics, and

office systems technology.

General Engineering

In Spring 1995 nine students took the capstone course in the general engineering

technology program and each completed a project which encompassed the complete design of

a structure or machine. The design project was to include completion of appropriate detailed

drawings, selection of appropriate materials, calculation and documentation of the stresses and

deflections, use of adequate safety factors, use of computer programming, and presentation of the project in a portfolio format. This is the first time a final project of this scope has been used for assessment purposes.

The projects are to be reviewed in two ways, first by the faculty who are responsible for the general engineering technology program and second by the advisory committee for the general engineering technology program. Each review will use similar criteria, while keeping in mind the program's educational goals.

General engineering technology faculty reviewed projects per the following criteria:

Criteria	None or Very Poor 1	2	3	4	Complete or Very Good 5
Evidence of understanding the problem	1	2	3	4	5
Understanding selection of materials	1	2	3	4	5
Understanding important design parameters	1	2	3	4	5
Technical analysis of the problem	1	2	3	4	5
Completeness of drawings	1	2	3	4	5
Completeness/Appropriateness of presentation format	1	2	3	4	5

Based on their review the faculty came up with two sets of recommendations/changes. The first is to be put into affect immediately, the second to be reviewed by the advisory committee.

Recommendation Set #1

A) The programming course EGR 126-Computer Programming for Engineers in the second semester of the general engineering technology program must be clearly listed as a prerequisite for the capstone course.

B)   The content of MEC 113-Materials and Processes of Industry and ARC 130-Materials and Methods of Construction will include a stronger introduction to cost awareness (including cost estimating of materials and fabrication) and planning of a design effort (or other project).

C)   Students will be required to use a word processing software to generate their report.

D)   Planning of the design effort and cost analysis should become part of the criteria for future evaluation of capstone course projects.

E)   Programming solutions in BASIC or FORTRAN should be required in EGR 135-Statics for Engineering Technology and EGR 136-Strength of Materials for Engineering Technology. (EGR 135 and 136 are prerequisite for the capstone course)

F)   Students will be required to use Autocad drafting software for at least one of their drawings in ARC 121-Architectural Drafting I and DRF 225-Machine Drawing and Design. Additionally, they will be encouraged to use Autocad in preparing all drawing assignments.

G)   The content of MEC 210-Machine Design will be changed to include material on dynamic analysis.

H)   The content of EGR 126-Computer Programming for Engineers will include an introduction to equation solving software such as Mathcad or TK Solver.

Recommendation Set #2

The following changes will be considered by the advisory committee:

A)   Elimination of DRF 231-Introduction to Computer Aided Drafting I in the second semester of the program. Manual drafting would then be condensed in EGR 110-Engineering Graphics (First Semester) and an introduction to Autocad would be included in EGR 110. Autocad would then be required by program students for DRF 225-Machine Drawing and Design and ARC 121-Architectural Drafting I. (Note this would impact recommendation F in Set 1)

B)   Addition of a course in the second semester to replace DRF 231 (if recommendation A is accepted). Possible courses include: Technical Writing, Electricity & Electrical Machines, and Hydraulics.

The general engineering technology advisory committee will review the capstone

projects using the following simplified criteria, which reflect program goals:

Criteria	Very Poor 1	2	3	4	Very Good 5
Competency of design solution	1	2	3	4	5
Competency of technical analysis	1	2	3	4	5
Competency of presentation	1	2	3	4	5

The advisory committee will meet on Tuesday, October 24, 1995 for its review of the capstone projects. Since this will be their first such review, the criteria for review and format of the capstone projects will be discussed.

The general engineering technology program is scheduled to do a follow up survey of spring 1995 graduates in the spring of 1996. This will include graduates working and those at transfer institutions. However, a survey was conducted of those graduates who have entered Old Dominion University's TeleTechnet Program in either mechanical or civil engineering technology. A total of six general engineering technology students are in the ODU programs and four responded to the survey.

The graduates in the TeleTechnet program were asked the following questions:

1) How completely did the general engineering technology program at LFCC prepare you for the ODU TeleTechnet program?

	Completely Unprepared 1	2	3	4	Completely Prepared 5
Response	0	0	0	3	1

NOTE: Average response = 4.25

2) What subject matter did you feel unprepared in once you started in the TeleTechnet program?

Three responses: None
One response: Weak in Calculus

3) What improvements should be made to the general engineering technology program?

Response comments were:
- Autocad assignments need to be more real world. Too Mickey Mouse now.
- Technical writing course would be helpful.
- Mechanics lab should be more in-depth. Good course now. Just needs more detail.
- Pre-calculus was a waste.
- History courses were a waste.
- Better advising on what courses to take above general engineering degree requirements.

4) Would you recommend the general engineering technology program to another person?

Response: Yes = 4; No = 0

Additional action in response to the survey results:

- Using the Autocad software more, in other drafting classes rather than only in the introductory Autocad class itself, will result in more applications on advanced drawings.

- Technical writing is one of the courses to be considered for the second semester of the program assuming the advisory committee does not have major problems with recommendation A, set 2, listed previously.

- The mechanics lab is a one credit course which Old Dominion does not expect LFCC to provide in the two-year degree program. Degree length concerns prevent us from expanding a course which is not a necessity.

- There is confusion about what higher level courses may be taken and substituted for lower level requirements in preparation for transferring into the ODU TeleTechnet program. A list of prerequisite changes, appropriate courses for ODU bound students, appropriate substitutions of higher-level courses, and best general education courses for transfer to ODU is being drawn up by general engineering technology faculty. This list will be shared with the admissions office, counselors, and will be incorporated into the new College Catalog for 1996. General engineering technology faculty will begin to use it immediately in their advising activities.

<u>Electronics</u>

In 1994, both the engineering and electronics faculty members discussed the need to help students in these programs develop improved communications skills. The lack thereof seemed to be a general hindrance to students in these areas. With the help of English faculty, both programs developed 1) writing assignments placed throughout technical courses in the curricula, 2) English prerequisites for technical courses, and 3) tests and measures to determine success from the new emphases. The improvement actions and measures are described in Appendix B. To date, one administration of the computerized placement test to exiting students indicates no marked gain as a result of being exposed to the curriculum; . however, neither of the graduates had completed the cycle under the "improved curriculum." Longitudinal study will result in more revealing information about resultant change concerning communication skills.

As a direct measure, electronics faculty decided to add an exam developed by the Instructional Society of Certified Electronics Technicians as a means to measure skill levels of graduates. In 1995, none of six who took the test passed (at 75%). The College's Al Dryer electronics award winner received a 73% score, and another "good" student received a 40%. The results have been upsetting to the faculty, who continue to see graduates articulate into four-year electronics engineering technology programs and perform well. Notably, three of the test-takers entered ODU's program this fall.

Electronics faculty will research further to see if the test is really representative of associate-level skills. They seem to think that incentive to perform well on the exam will increase as students compete to pass it on the first attempt. In addition, the results may point to a revision of the ETR 294-Electrical Certification Review course. Faculty will review

these results with the Curriculum Advisory Committee in October in order to determine specific curricular ramifications.

The Graduate Surveys (in Appendix B) indicate that 100% of electronics graduates who responded would recommend LFCC to a high school senior or someone wanting to improve employability. One hundred percent also rate LFCC's performance in improving/preparing job skills to be "very good" or "good."

Office Systems Technology

Faculty in office systems technology chose the Office Proficiency Assessment and Certification computerized testing system (OPAC) as a direct measure of student outcomes achievement. Despite the fact that tests arrived late in the semester, the test program contained some "bugs", and faculty had little time to test instructions adequately, the students still registered good scores, surpassing the minimum 60% out of 100% possible.

In addition, two indirect measures, a Graduate Survey and an Employer Survey, have been designed for office systems technology. The Graduate Survey determines if skills and knowledge presented in the OFT degree met the demands of the workplace. A trial of this survey recently revealed that 90% of graduates contacted were employed, 88% in full-time positions. Eighty-five percent recommended adding a fall semester each of computerized accounting and spreadsheet software. Many respondents emphasized a concentration on desktop publishing.

The Employer Survey completed in Fall 1994 determines if the skills and knowledges of recent graduates are compatible with the demands of business and industry. The responding 40% indicated that they generally prefer to hire associate degree graduates who have some work experience; therefore, the College continues to encourage OFT students to

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enroll for cooperative education experiences. Similarly, businesses were asked which hardware and software applications they use.

Full and specific results of all the measures appear in Appendix B. Based upon these results and Curriculum Advisory Committee input, the faculty have produced the following improvements to the OFT curriculum:

- Faculty continue to encourage students to enroll in cooperative education experiences.
- OFT will continue to expand its IBM-compatible, Windows environment.
- In Fall 1995, Perfect Office with WordPerfect 6.1 for Windows was added as a content area in OFT 143-Word Processing III.
- Beginning Spring 1996, MicrosoftWORD for Windows and Power Point will be taught under the course OFT 235-Specialized Software Applications.
- The Word Processing degree specialization was added in direct response to assessment recommendations. The program focuses on WordPerfect and PageMaker software for desktop publishing applications.
- Faculty note that "the assessment process provide(s) an atmosphere of community partnerships among faculty, area businesses, and graduates--a win-win strategy for all involved."

Problems with Majors Assessments

Problems primarily result from not having a dedicated assessment officer who has time to follow up with faculty on deadlines for assessment measures and to consult with them concerning the values of various tests and other direct measures. Much of this will have to occur through the Institutional Effectiveness Committee and the Director of Instructional Services this year.

Exemplary Processes

Lord Fairfax has excellent plans for verifying majors results with external evaluators and Curriculum Advisory Committees, and in most cases gets good results through this process.

Progress in Majors Assessment

Lord Fairfax has made exceptional progress in assessing the majors. Not only have objectives been revised, but curricular improvements have already occurred based on measures taken in the past two years. The College is excited about these refinements in its majors assessment program.

IV.   OFF-CAMPUS ASSESSMENT

Lord Fairfax Community College provides program instruction at one off-campus site (by SCHEV definition), the Fauquier Campus in Warrenton. General Studies, Business Administration, and Management courses are available at this site, among others. The College received a planning grant this year to develop a full campus with a new building and parking facilities on the land adjacent to the current site; it anticipates beginning construction in the next biennium.

The College has planned to assess Fauquier in the same manner that it assesses main campus students. Program graduates will complete the Academic Profile test and Graduate Survey and be subject to majors assessment routines described in Section III and Appendix B. LFCC had hoped to score the Academic Profile as a distinct group for Fauquier in order to distinctly compare these students' scores with those on the main campus. Unfortunately, Fauquier produces only a handful of graduates each year to date, so we have not achieved the 20 that AP needs to score tests separately.

To supplement with comparative information, LFCC administers a Fauquier Center Assessment of Services and Facilities instrument (see Appendix C). The instrument was changed dramatically between 1994 and 1995, so it is uncertain how valid comparisons between these two years' results would be. However, these results are clear from 1995:

Results and Action

■ Students rate counseling, placement, registration, and communication with main campus higher in 1995. This seems to result from the addition of a counselor, computerized placement, and on-line computer functions due to earlier assessments.

■ Problems with computer maintenance appear to have evoked some dissatisfaction with students over facilities and instruction in 1994-95. In summer 1995 a new 486 computing classroom was installed at the site and networked. Similarly, new instructors' credentials are being reviewed by both the Continuing Education Director and Director of Instructional Services, to try to better evaluate their quality. Many adjunct and full-time instructors are being shared by main campus and Fauquier in 1995-96, so we will see if these changes create improvement in the instruction category.

■ Student activities, bookstore services, and traffic conditions rated lowest on the survey. The College is attempting to improve the facility with planned campus construction, which will include better road conditions from Rt. 17/29 and a large, lit parking lot. Student activities are difficult to plan because the facility has only three rooms, all of which house classes most of each day. The College's Student Activities Director will be asked to consult with Fauquier personnel on including these students in main campus activities. Bookstore services are recognized as a problem. The Director of Continuing Education is devising a new system for delivering books to the site which involves more active services from Follett Book Company.

Exemplary Processes

Again, Lord Fairfax feels that it would want to garner another year's data and analysis before claiming its process "exemplary."

Off-Campus Assessment Progress

Lord Fairfax believes its progress in assessing the Fauquier site has been good, but it recognizes the need to address issues mentioned under "Results and Actions."

Distance Learning Assessment

The College began telecasting live, interactive distance learning courses to remote sites in Fall 1995. Lord Fairfax intends to determine a method for assessing these courses during the 1995-96 term.

V.   DUAL-CREDIT INSTRUCTION

Lord Fairfax Community College has not been heavily involved in dual-credit

instruction since the concept surfaced in the late 1980's. The recent history of enrollment of

dual-credit instruction students indicates that some procedural changes implemented in Fall

1994 have increased the level of participation by high school students. The enrollment in

dual-credit instruction courses was 51 in Fall 1992, 49 in Fall 1993, and 75 in Fall 1994.

(see Table 1 in Appendix D). High school students may participate in dual-credit instruction

through Lord Fairfax Community College in two ways: 1) they can attend regular college

classes on the College campus or 2) they can enroll in the equivalent of a high school   ·

advanced placement course taught at the high school by a qualified (community college

standards) high school teacher.

The questions to be answered in the assessment process are 1) How have the dual

credit students performed in the courses in which they have been enrolled? 2) How was their

performance relative to other College students in equivalent courses? 3) If the high school

students matriculated to LFCC after graduation, how was their performance? 4) If the high

school students did not matriculate to LFCC, where did they go and what did they think of

their dual enrollment experience?

Results of Assessment

Tables 1-4 in Appendix D indicate the number of students enrolled in dual-credit

instruction, the student's performance in the dual-credit courses, the relative performance of

dual-credit instruction students compared to all LFCC students in equivalent courses, and the

performance of dual enrollment students who eventually become Lord Fairfax Community

College students. In summary, the results indicate:

1)   The average GPA of students in dual-credit instruction courses has been relatively consistent since the Fall of 1992 (high 2.871 - low 2.722) (Table 2).

2)   Since the Fall of 1992, the greatest number of dual-credit instruction students has consistently been concentrated in five courses: ECO 201, ENG 111, MTH 171, PLS 211, and PLS 135.

3)   The performance of dual-credit instruction students in the five courses with the highest concentration of students has been consistently higher than the performance of all LFCC students in equivalent courses with the following two exceptions: ENG 111 and PLS 211 in the Fall of 1994 (Table 3).

4)   Very few dual-credit instruction students matriculate and become full-time LFCC students. Approximately 8% (4) of the dual-credit instruction students in the Fall of 1992 continued their education full-time at LFCC and 16% (8) of the dual-credit instruction students in the Fall of 1993 continued their education as full-time LFCC students (Table 4).

5)   The average cumulative GPA of dual-credit instruction students who matriculated to LFCC was 2.316 (Fall 1992 base) and 2.056 (Fall 1993 base) (Table 4).

6)   A survey (see copy in Appendix D) of a random sample (34) of the 175 dual-credit instruction students in Fall 1992, 1993, and 1994 produced the following results:

a)   Approximately 71% (24) of the sample responded to the survey.
b)   Approximately 92% of the respondents are currently enrolled in four-year colleges and universities. The remaining 8% are enrolled at LFCC.
c)   All the students recommended dual enrollment for high school students.
d)   All the students enrolled at Lord Fairfax Community College believed the dual enrollment experience convinced them to attend LFCC.
e)   All the students who responded said transfer of the dual enrollment credits was an easy process.
f)   All the students who responded believed the dual enrollment experience helped them decide on a major.
g)   Approximately 63% of the students believed the dual enrollment courses to be challenging courses.

How Results Have Been Used

The results of the assessment have been used to evaluate and improve the dual

enrollment program. The following activities have occurred as a result of the findings:

1.   Discussions between LFCC personnel and representative high school administrators have occurred and the results of the assessment have been shared.

2. High school counselors have explained that their "best" students are the only students that are encouraged to participate in dual enrollment courses which may explain the greater level of performance by the dual enrollment students.

3. LFCC counselors have been invited to speak specifically to dual-credit instruction students about study skills, the advantages of community college enrollment, and the transfer process to four-year schools.

4. LFCC faculty have taken the initiative to consult with high school faculty because 37% of the students responding to the recent survey believed the dual enrollment courses to be unchallenging. As a result, the high school faculty have, in most cases, enhanced their courses and have attempted to make the classes more challenging to dual-credit instruction students.

Assuring the Quality of Dual-Enrollment Courses

The College has taken major steps to expand and improve the effectiveness of dual enrollment courses. Procedures from community colleges with successful dual enrollment programs have been replicated at LFCC as follows:

1. For those courses taught at the high schools by qualified high school instructors, a memorandum of agreement has been developed that permits the community college to pay the school the equivalent of an adjunct faculty member's salary and the school, in turn, uses the funds to pay tuition costs for the high school students.

2. The faculty credentials of the high school teachers are evaluated closely by appropriate college administrators and only those who meet SACS accreditation standards are permitted to teach dual enrollment courses.

3. Community college faculty meet with the high school faculty members and discuss content, teaching methodology, and LFCC procedures before the semester begins.

4. All dual enrollment courses are evaluated by students in the same manner as on-campus credit courses. (see evaluation form in Appendix D)

5. Data is collected each semester relative to the performance of dual enrollment students and a survey is conducted every two years to track the students who have been involved in dual enrollment courses.

Problems in Assessing Dual-Credit Instruction

The only problem in assessing dual-credit instruction courses is that the procedures used to ensure quality are time consuming and require significant human resources. Faculty from the community college have been willing to take time to consult with high school faculty but as the dual enrollment program expands into practically every jurisdiction the College serves, the time and effort for consultation will become increasingly more troublesome. The Dean of Instruction and Student Services has delegated the responsibility of overseeing the dual enrollment program to the Director of Continuing Education. This ensures that all high school counselors will be aware of the principle contact at the College and the resources can then be allocated appropriately.

Exemplary Assessment Processes

The College has become involved in a distance education initiative in the Fall of 1995. Courses are transmitted to four area high schools and students are able to interact with the teacher using the technology of full motion video through a fiber optic network. The College and the high schools have agreed to have observations by College faculty of dual enrollment courses taught by high school faculty and consultation can occur through the use of such technology.

VI. HOW ASSESSMENT FINDINGS ARE USED FOR
     PLANNING AND RESOURCE ALLOCATION

A specific, well-defined relationship exists between assessment and the TQM initiative. At Lord Fairfax Community College assessment findings and subsequent work of quality improvement teams are used substantially in the planning and resource allocation process. The information from the assessment findings and the recommendation of quality

improvement teams are thoroughly discussed and analyzed by the College's Quality Council, a

group consisting of three administrators, three faculty, and three staff members. This Council

which was formed in 1992-93 acts on the information provided by the assessment findings

and the quality teams and then refers its analyses to the Planning Council. The Planning

Council, which consists of a group of faculty, staff, and administrators, then translates the

information into specific goals and objectives that are published in an annual comprehensive

plan. The College's budgeting process follows the planning process to ensure that adequate

resources are allocated to fulfill the objectives. (see Assessment-Planning-Budgeting Model in

Appendix E).

The following example illustrates the flow of this sequence as it has occurred with an

issue during the past year. This represents one of the many issues handled in a similar

manner within LFCC's assessment-improvement process.

Example 1:

> Low success rates of developmental English students due to the College's process of
> placing non-native English speaking students in ENG 01-Developmental English were
> identified as a Quality Improvement Project by LFCC's Quality Council after
> reviewing assessment findings. An ESL study team was formed and the premise
> underlying its study was that "Faculty believe that non-native English speaking
> students are not served properly through ENG 01 or 04 courses with the skills practice
> they need to gain oral and written competency." Data was collected from placement
> test results in 1994 and the results indicated that less than 1% of those individuals
> tested were identified as non-native English speakers. Approximately 70% of the
> students that identified themselves as non-native English speakers were placed in
> developmental English or reading. The recommendation from the ESL study team was
> for the College to develop an alternative for such ESL students. The recommendation
> was approved by the Quality Council and forwarded to the Planning Council which
> included a goal that related to the recommendation in the Instructional Services unit's
> annual plan. A full-time English faculty member with previous experience in working
> with ESL students was then reassigned to a course in Developmental English that is
> designated for ESL students only. Other faculty then worked to identify students that
> should be enrolled in the course. The course was offered in Fall 1995, with 10
> students enrolled.

The planning process and the quality initiative make good use of the data from assessment findings. After using the outlined processes to set goals and strategies to achieve the goals, the College follows a planning and budgeting process to assure that human as well as financial resources are designated to ensure goal accomplishment.

VII.   1994 RESPONSE LETTER

Lord Fairfax Community College received a complimentary response on its 1994 Interim Assessment Report from the VCCS (see letter in Appendix F). No rejoinder was recommended.

VIII.   ASSESSMENT SCHEDULE 1995-97

The majority of discussion and coordination for assessment activities at LFCC occurs through the Institutional Effectiveness Committee whose purpose is to coordinate and improve the program LFCC uses to measure the effectiveness of its services, identify areas in need of improvement, and produce the assessment reports as required by the VCCS and SCHEV.

Meetings will be held monthly and at additional times as necessary.

Assessment Measures

The following table represents the schedule for major assessment measures to be applied for 1995-97.

Oct 1995	Employer Surveys Alumni Surveys Curriculum Advisory Committees-program reviews
Nov-Dec 1995	Compile and discuss survey results for student program implications Student Evaluations of Professors

Jan-Mar 1996	Implement program/methodology changes or recommend studies to Quality Council Prepare curriculum changes for 1996-97 College Catalog Design assessment for Distance Education Program
Mar-Apr 1996	Administer Academic Profile test Administer Majors Assessments*
May 1996	Graduate Surveys Portfolio Assessments Fauquier Survey Student Evaluations of Professors
June 1996	Criteria-based Reviews-Communications
July-Sept 1996	Prepare Assessment Report
Oct 1996	Employer Surveys High School Graduate Surveys Curriculum Advisory Committees-Program Reviews
Nov-Dec 1996	Compile and discuss survey results Student Evaluations of Professors
Jan-Mar 1997	Implement program/methodology changes or recommend studies to Quality Council Prepare curriculum changes for 1997-99 College Catalog
Mar-Apr 1997	Administer Academic Profile Test Administer Majors Assessments*
May 1997	Graduate Surveys Portfolio Assessments Fauquier Survey Student Evaluations of Professors
June 1997	Criteria-based Reviews-Communications
July-Sept 1997	Prepare Assessment Report Evaluate Assessment Schedule and Method
Sept 1997	Begin review of assessment schedule and method with Institutional Effectiveness Committee, faculty, and staff

*NOTE: Assessments will be performed and data collected for each major every year. The College will report progress and improvements cyclically, based on the schedule provided in Section III.

Lord Fairfax continues to pursue goals of the College ￼ ￼ VCCS Restructuring plans. In Fall 1995, LFCC can report that it has accomplished the following through the mechanics of regular program review and the Assessment, Planning, Budgeting Model.
Actions:

- During 1994-95, LFCC reduced credits for degree completion in 18 of 21 programs of study, thereby reducing the time-to-degree for associate degree seeking students and making included instruction more relevant.

- In the last two years, LFCC has received grant funding of $1.2 million annually to support instructional technology upgrades, curriculum revision, new program development (2) and implementation, and faculty and staff development. Improvement and measurement have been registered through the Title III program. Specifically, English 111 and 01 have adopted a computerized component that has led to increased satisfaction and performance in writing. Longitudinal studies will document that success as it registers throughout the curricula. Similarly, physics instruction has moved from lecture to "workshop" format under NSF and Title III support. Faculty find this advancement has incrementally improved student performance, as indicated by a nationally-normed physics test.

- The College has improved specific program articulations at ODU, VPI, Shenandoah University, and JMU within the past two years. Although the statewide transfer agreement has assisted transfer of credits with some institutions, LFCC continues to find close articulations with the four-year college a necessity. The College will report in depth on transfer success in the 1996 assessment report.

- Lord Fairfax is encouraging teaching vitality through grant activity and institutional commitment. Funds for Excellence support allowed several LFCC faculty to revise their teaching approaches in 1994-95 through "Teacher as Learner" experiments utilizing active student learning strategies in their classrooms. This has been an energizing experience for each participant; several forums have followed on campus to disseminate these ideas.

    FFE support also has enabled ten faculty members (full and part time) to learn about producing interactive, televised courses. In Fall 1995, eight courses are being delivered over a new distance learning, fiber optic network to four area high schools.

    LFCC has completed a comprehensive campus computer network, which allows faculty access in their offices to automated library (with Internet), computer-based and computer-assisted instruction, E-mail, and SIS applications. These new capabilities have, in just one month, increased discussion between educators and encouraged instructional use of these technologies to supplement classroom instruction as well as to test.

- Lord Fairfax technical additions in the last year include touchtone registration and an

electronic financial aid system.

■ Assessment-related measures, such as employer and student surveys, curriculum development and Curriculum Advisory review, have been central to developing and implementing two new programs that industry has requested at LFCC--graphic communications and plastics processing. Such review during 1994-95 has revised other technical programs to meet industry standards, thus ensuring effective academic offerings.

■ VCCS Restructuring has not affected resources allocated to, or activities conducted for, assessment at the campus. As described in earlier sections, the College has created a less complicated, yet more direct, effective routine for assessing outcomes. The will allow those involved with the process to be more efficient. Planned activities will assure proper assessment of "streamlined" programs.

■ As detailed in Section V, the College has dramatically increased its dual-credit enrollments in three years. Enrollments and quality will continue to expand, with courses now being delivered by interactive distance education to several high schools. Initial responses indicate that dual-credit courses are transferring well.

■ Partnerships with secondary institutions have promulgated with the distance education network and improved articulation commitments that have grown through Tech Prep efforts.

■ Partnerships with industry are planned as the distance education network expands to these sites. The College is offering program and core courses at industry sites more frequently for workers' convenience. In 1995-96, LFCC is experimenting with alternate delivery formats, times, and credits in order to better meet industry training needs. The College is hiring a Business and Industry Training Coordinator in Partnership with Winchester, Frederick and Clarke Counties to begin in Fall 1995.

Appendices

A.   General Education Goals and Measures

B.   Majors Assessment Goals and Measures

C.   Off-Campus Surveys and Results

D.   Dual-Credit Measures and Results

E.   Assessment, Planning, Budgeting Model

F.   1994 VCCS Response Letter

Appendix A

General Education Goals and Measures

GENERAL EDUCATION LEARNING OUTCOMES
An Associate Degree Graduate of Lord Fairfax Community College

LEARNING OUTCOMES	MEASURE
COMMUNICATION SKILLS Writes and speaks in organized, clear, and grammatically correct English. Listens and reads analytically, understanding and interpreting written book and oral interpretations in English.	External project reviews Academic Profile Graduate Survey
CRITICAL AND CREATIVE THINKING Uses library and other information resources to accomplish objectives. Demonstrates analytical and decision-making skills.	Academic Profile Graduate Survey Majors Assessments
INTERPERSONAL SKILLS AND HUMAN RELATIONS Demonstrates confidence and consideration when interacting with others. Demonstrates understanding of basic ethical issues through mature and professional behavior and values their application in the workplace.	Employer Survey Graduate Survey
COMPUTATIONAL AND COMPUTER SKILLS Reads, interprets, and analyzes graphs, tables, and survey data. Performs basic mathematical operations, including practical applications and fundamental probability and statistics. Demonstrates a fundamental knowledge of computer functions, elements, and common applications.	Academic Profile Graduate Survey

UNDERSTANDING CULTURE AND SOCIETY Recognizes individual and cultural differences related to persons, nations, and institutions and recognizes contributions each has made/can make to developing and enriching civilization. Understands interactions between individuals and social institutions and demonstrates understanding of these interactions' effects on future civilization.	Academic Profile Graduate Survey
UNDERSTANDING SCIENCE AND TECHNOLOGY Understands fundamental principles and methods of science and technology, including their application to practical situations. Understands the effects of science and technology on human experience, including attitudes and values which impact the environment.	Academic Profile Graduate Survey
WELLNESS Demonstrates an awareness of the importance of a healthy body and mind, including attitudes, skills, and knowledge necessary for coping with stress and maintaining a healthy, satisfying life.	Academic Profile Graduate Survey
HOLISTIC VIEW OF EDUCATION Understands the relationships among the liberal arts, natural and social sciences, and technologies and their importance in improving the quality of life.	Academic Profile Graduate Survey

MEAN SCALE SCORES FOR:

Two-Year Colleges

Sophomores

Lord Fairfax A4S 1995

Scale Score Range for Total is: 400-500	Scale Score Range for Subscores is 100-130						
Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
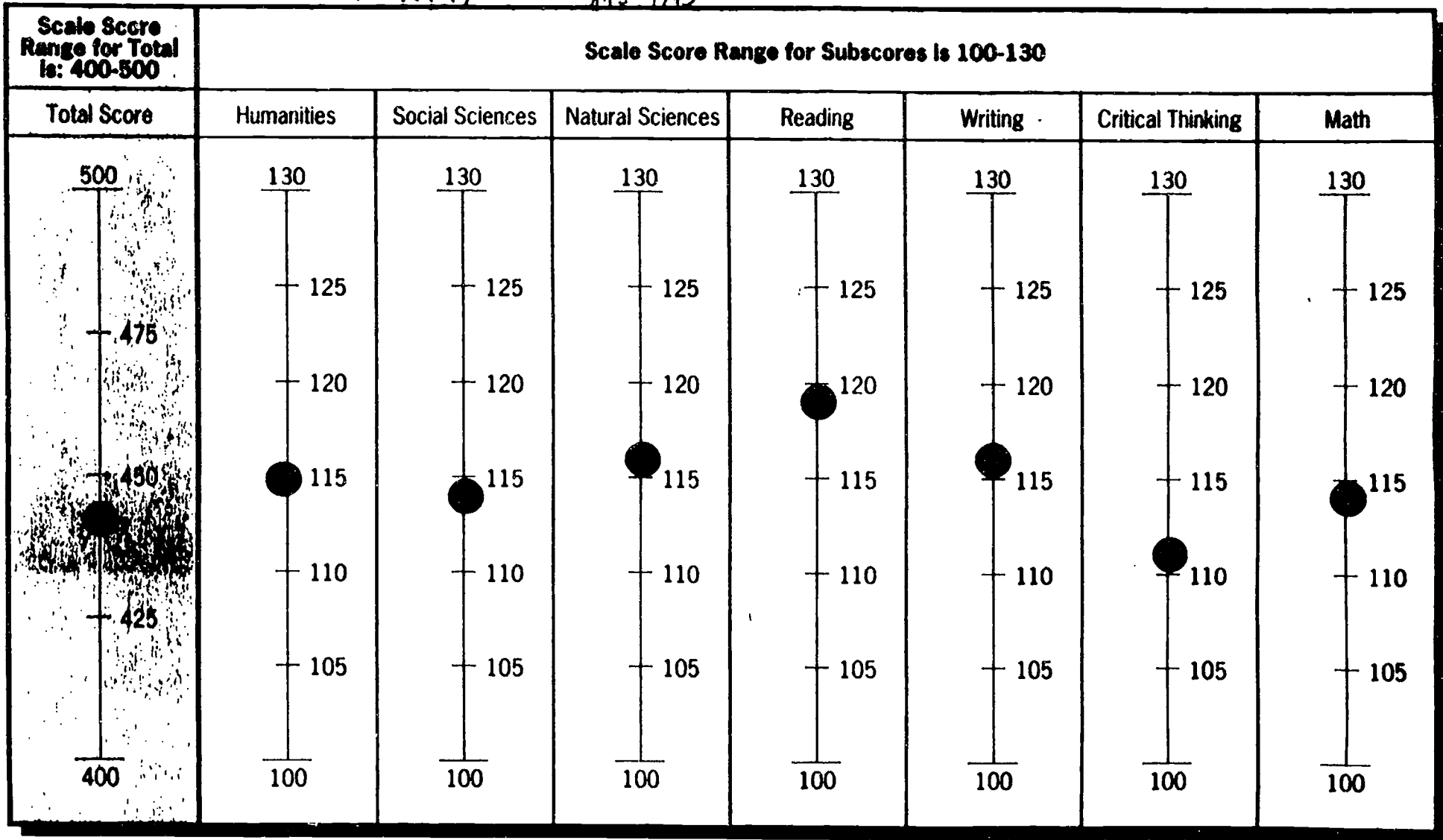
	Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
Comparative Mean	444	115	114	116	119	116	111	114
Institutional Mean	449	116	116	119	120	115	116	113

30

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Profile Chart for Academic Profile. Copyright © 1990 by Educational Testing Service, Princeton, NJ

The Academic Profile

Two-Year Colleges

Sophomores

Lord Fairfax   AA+S 1995

Scale Score Range for Total is: 400-500	Scale Score Range for Subscores Is 100-130						
Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
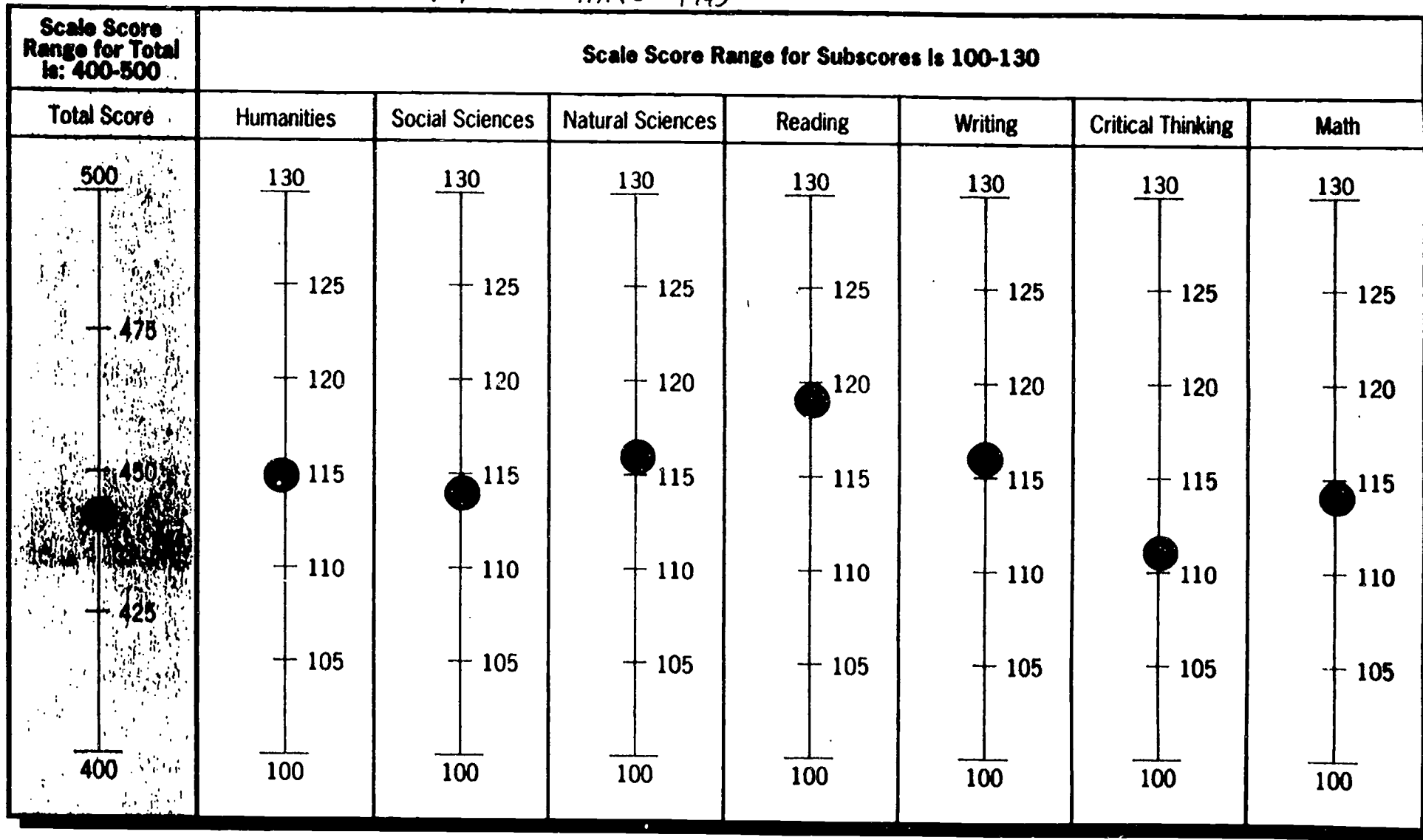
	Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
Comparative Mean	444	115	114	116	119	116	111	114
Institutional Mean	443	115	113	116	118	116	111	114

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Profile Chart for Academic Profile. Copyright © 1990 by Educational Testing Service, Princeton NJ

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ACADEMIC PROFILE

CUMULATIVE Summary for: LORD FAIRFAX COMMUNITY COLL
Form Used: Short Form
Number of Students Tested: 20.

Batch: 5170
Test Date: 04/17/95

Summary Of Criterion-Referenced Proficiency Levels
(Shown as percentage of group performing at least at each level)

WRITING

	0	50	100

Level 1 Not Reached   30
At Least At Level 1   70
At Least At Level 2   50
At Level 3   10

MATH

	0	50	100

Level 1 Not Reached   30
At Least At Level 1   70
At Least At Level 2   35
At Level 3   15

READING/CRIT. THINKING
COMBINED

	0	50	100

Level 1 Not Reached   10
At Least At Level 1   90
At Least At Level 2   55
At Level 3   35

The data shown above represent criterion-referenced proficiency levels achieved by this group of students. The levels are hierarchical, that is, students performing at Level 2 also have performed successfully at Level 1; students at Level 3 have performed sucessfully at Levels 1 and 2. Students are reported cumulatively for each level reached.

REVERSALS (long form only) - This line, if it appears, indicates that percentage of students who did not fit the hierarchical model; i.e., students who answered higher level questions but missed questions at a lower level (answered Level 3 questions but missed Level 1 or Level 2 questions). These students are reported separately on this line.

** See the interpretive Guide at the beginning of this report for a full discussion of proficiency levels.

ACADEMIC PROFILE

Summary Of Criterion-Referenced Proficiency Levels
(Shown as percentage of group performing **at least** at each level)

```
                                    0              50            100

WRITING              Level 1 Not Reached   [====] 18
                     At Least At Level 1   [=================] 82
                     At Least At Level 2   [=======] 34
                            At Level 3     [==] 11


                                    0              50            100

MATH                 Level 1 Not Reached   [=====] 26
                     At Least At Level 1   [===============] 74
                     At Least At Level 2   [=========] 42
                            At Level 3     [==] 13


                                    0              50            100

READING/CRIT. THINKING
COMBINED             Level 1 Not Reached   [=====] 26
                     At Least At Level 1   [===============] 74
                     At Least At Level 2   [==========] 47
                            At Level 3     [==] 10
```

The data shown above represent criterion-referenced proficiency levels achieved by this group of students. The levels are hierarchical, that is, students performing at Level 2 also have performed successfully at Level 1; students at Level 3 have performed sucessfully at Levels 1 and 2. Students are reported cumulatively for each level reached.

REVERSALS (long form only) · This line, if it appears, indicates that percentage of students who did not fit the hierarchical model; i.e., students who answered higher level questions but missed questions at a lower level (answered Level 3 questions but missed Level 1 or Level 2 questions). These students are reported separately on this line.

** See the Interpretive Guide at the beginning of this report for a full discussion of proficiency levels.

MEAN SCALE SCORES FOR:

Two-Year Colleges

Sophomores

Lord Fairfax   *AAS 1994*

Scale Score Range for Total is: 400-500	Scale Score Range for Subscores is 100-130						
Total Score	**Humanities**	**Social Sciences**	**Natural Sciences**	**Reading**	**Writing**	**Critical Thinking**	**Math**

	Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
Comparative Mean	444	115	114	116	119	116	111	114
Institutional Mean	444	115	114	116	118	115	111	114

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The Academic Profile

Lord Fairfax   AA+S 1994

Scale Score Range for Total is: 400-500	Scale Score Range for Subscores Is 100-130						
Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
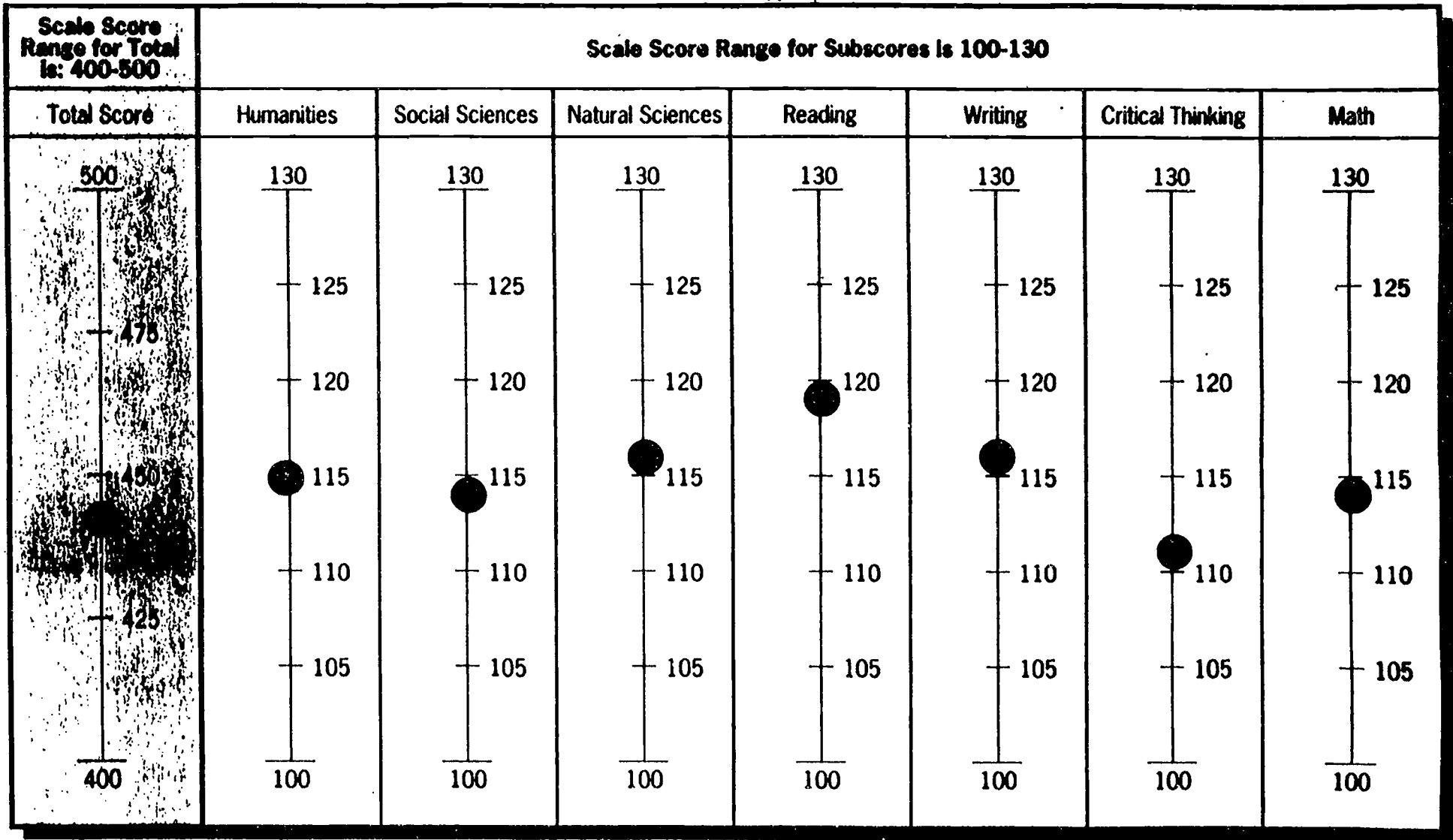
	Total Score	Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
Comparative Mean	444	115	114	116	119	116	111	114
Institutional Mean	447	117	114	118	122	116	111	113

Profile Chart for Academic Profile. Copyright © 1990 by Educational Testing Service. Princeton NI

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ACADEMIC PROFILE

CUMULATIVE Summary for: LORD FAIRFAX COMMUNITY COLL
Form Used: Short Form   Batch: 4116
Number of Students Tested: 30   Test Date: 05/14/94

Summary Of Criterion-Referenced Proficiency Levels
(Shown as percentage of group performing at least at each level)

```
                                                        0              50           100
WRITING                    Level 1 Not Reached          |▦▦| 13
                           At Least At Level 1          |▦▦▦▦▦▦▦▦▦▦▦▦| 87
                           At Least At Level 2          |▦▦▦▦▦| 40
                               At Level 3               |▦| 10

                                                        0              50           100
MATH                       Level 1 Not Reached          |▦▦▦| 30
                           At Least At Level 1          |▦▦▦▦▦▦▦▦▦▦| 70
                           At Least At Level 2          |▦▦▦| 33
                               At Level 3               |▦| 13

                                                        0              50           100
READING/CRIT. THINKING
COMBINED                   Level 1 Not Reached          |▦| 10
                           At Least At Level 1          |▦▦▦▦▦▦▦▦▦▦▦▦| 90
                           At Least At Level 2          |▦▦▦▦▦▦▦| 57
                               At Level 3               |▦▦| 17
```

The data shown above represent criterion-referenced proficiency levels achieved by this group of students. The levels
are hierarchical, that is, students performing at Level 2 also have performed successfully at Level 1; students at Level
3 have performed sucessfully at Levels 1 and 2. Students are reported cumulatively for each level reached.

REVERSALS (long form only) - This line, if it appears, indicates that percentage of students who did not fit the
hierarchical model; i.e., students who answered higher level questions but missed questions at a lower level (answered
Level 3 questions but missed Level 1 or Level 2 questions). These students are reported separately on this line.
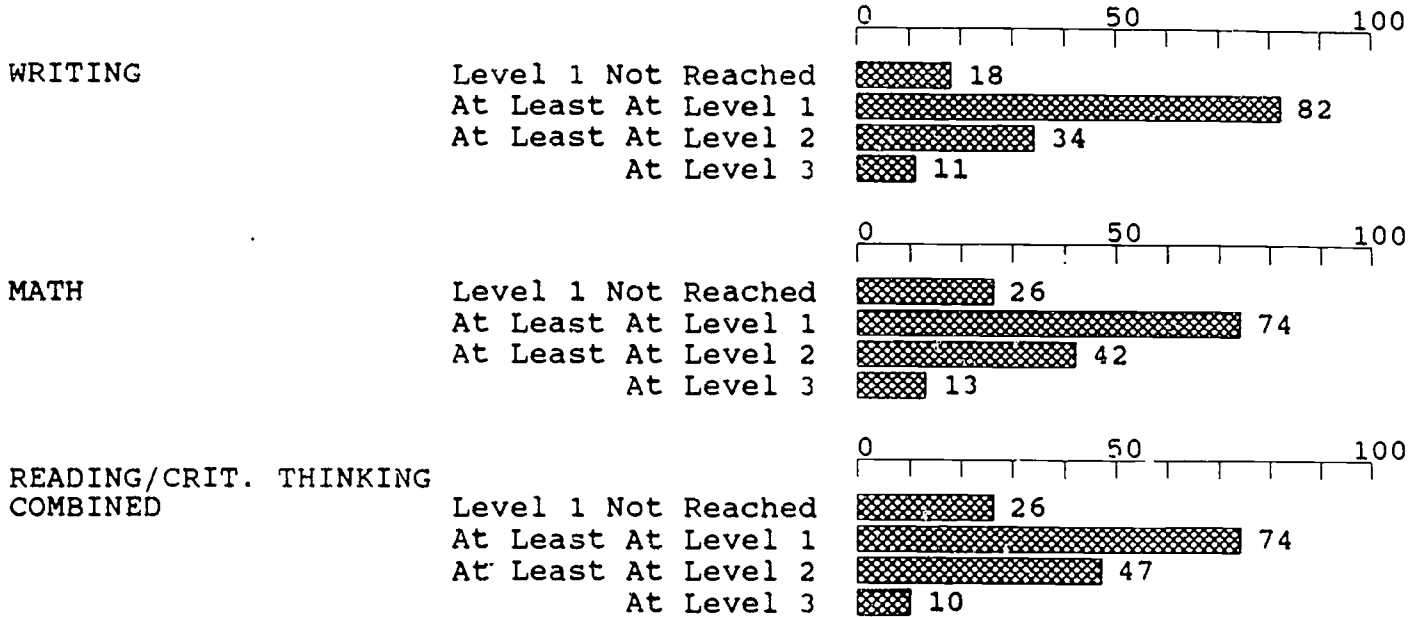
 ** See the Interpretive Guide at the beginning of this report for a full discussion of proficiency levels.
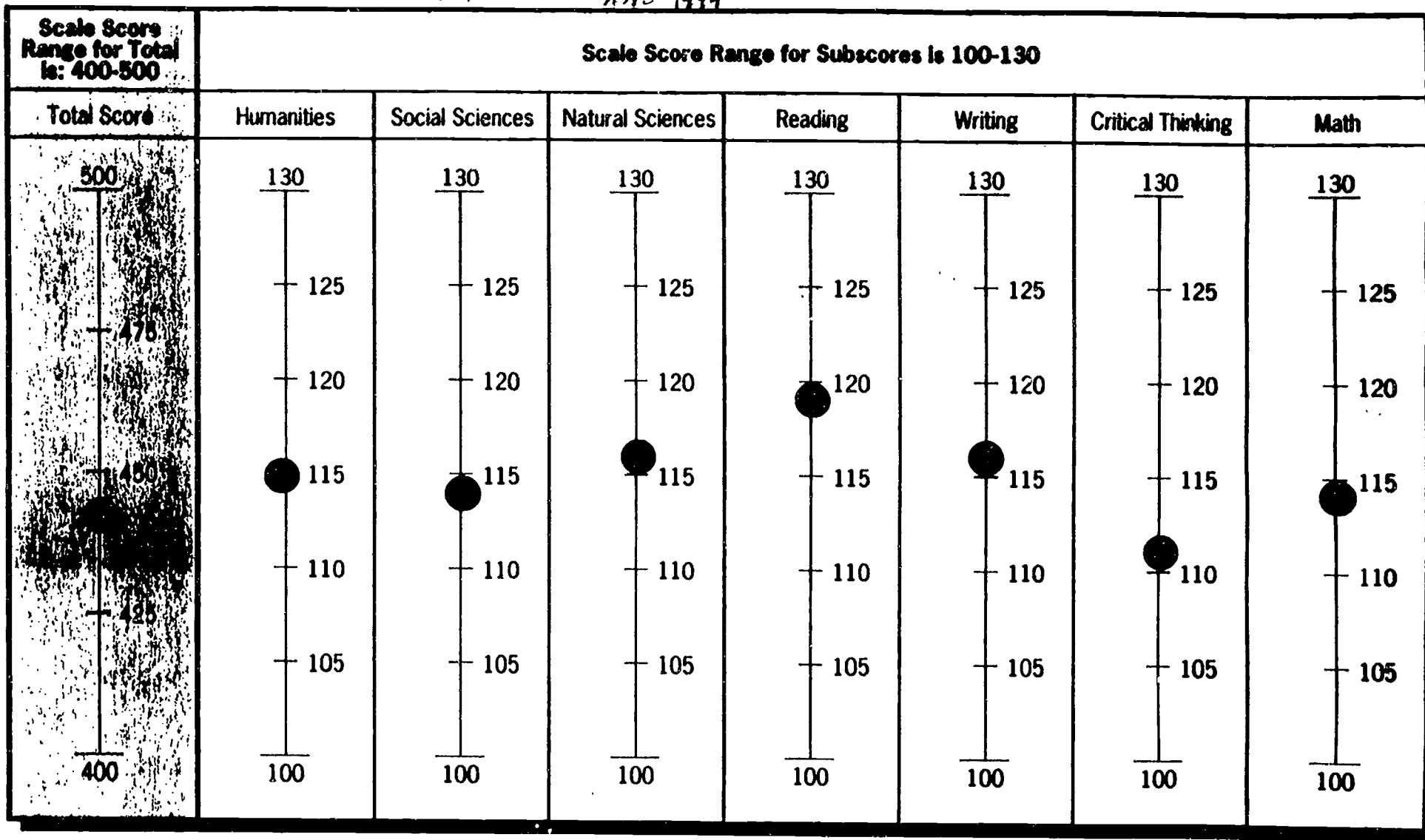
ACADEMIC PROFILE

CUMULATIVE Summary for: LORD FAIRFAX COMMUNITY COLL
Form Used: Short Form   Batch: 4117
Number of Students Tested: 47   Test Date: 05/14/94

Summary Of Criterion-Referenced Proficiency Levels
(Shown as percentage of group performing at least at each level)
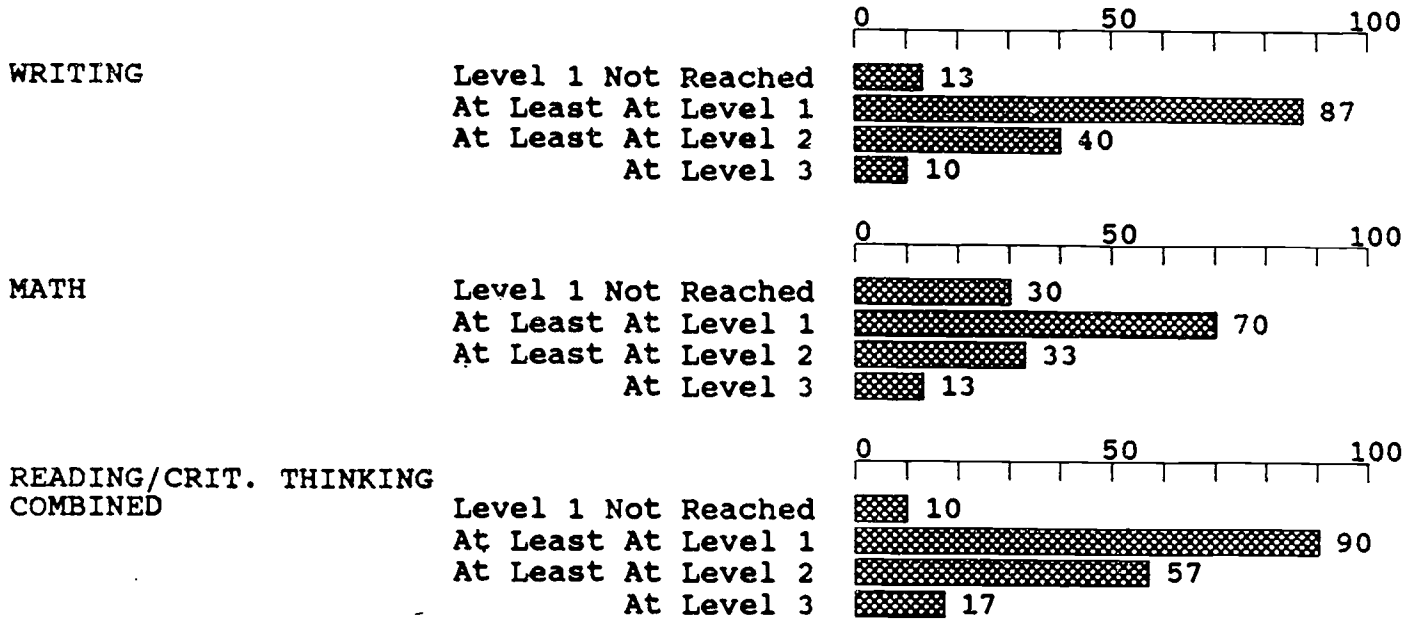
	0	50	100
WRITING Level 1 Not Reached	13		
At Least At Level 1			87
At Least At Level 2	36		
At Level 3	9		

	0	50	100
MATH Level 1 Not Reached	23		
At Least At Level 1			77
At Least At Level 2	28		
At Level 3	13		

READING/CRIT. THINKING
COMBINED

	0	50	100
Level 1 Not Reached	13		
At Least At Level 1			87
At Least At Level 2	49		
At Level 3	6		

BEST COPY AVAILABLE

The data shown above represent criterion-referenced proficiency levels achieved by this group of students. The levels
are hierarchical, that is, students performing at Level 2 also have performed successfully at Level 1; students at Level
3 have performed sucessfully at Levels 1 and 2. Students are reported cumulatively for each level reached.

REVERSALS (long form only) - This line, if it appears, indicates that percentage of students who did not fit the
hierarchical model; i.e., students who answered higher level questions but missed questions ut a lower level (answered
Level 3 questions but missed Level 1 or Level 2 questions). These students are reported separately on this line.
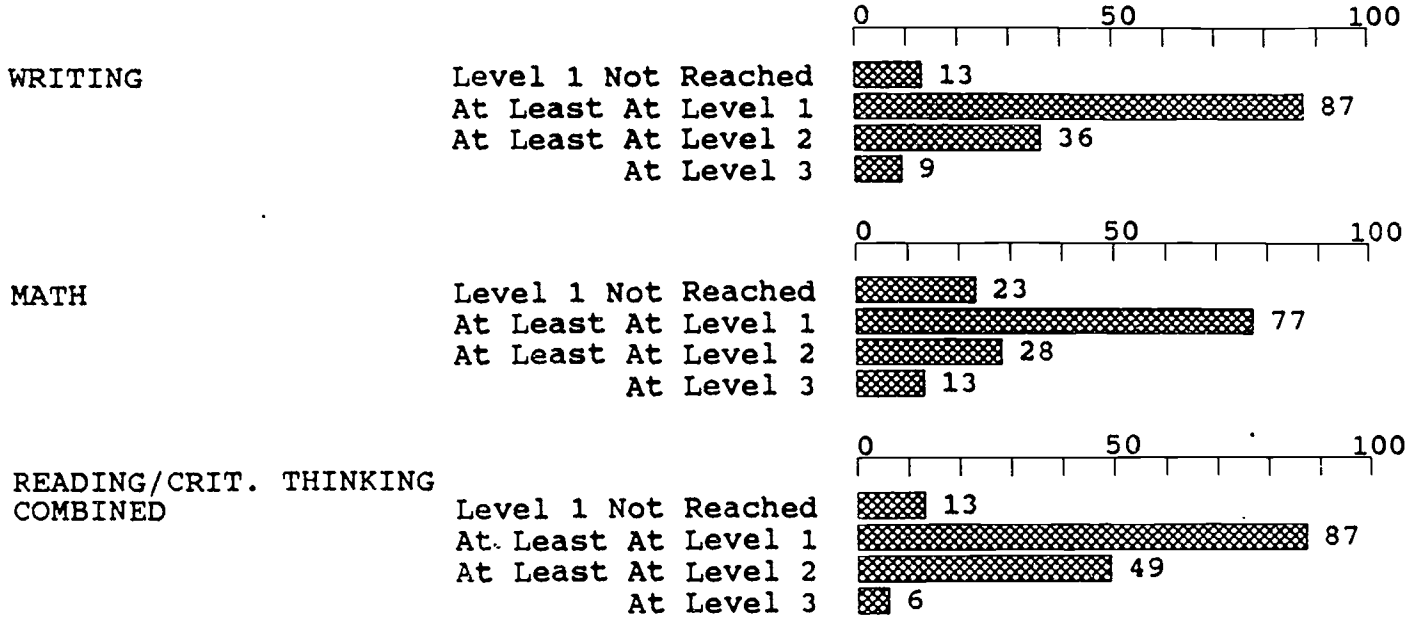
** See the Interpretive Guide at the beginning of this report for a full discussion of proficiency levels.

Lord Fairfax Community College
Graduate Survey - Spring 1994

Congratulations on your graduation from Lord Fairfax Community College. Please take a moment to fill out the following survey so that Lord Fairfax Community College might serve its student community better.

Please check the most appropriate response or fill in the blank.

1. I will be receiving the following degree/certificate:_____

2. After graduation, I intend to:
   □ transfer to a four-year college   □ enter/stay in the job market

3. I am currently:
   □ employed full-time in a job related to my degree/certificate.
   □ employed full-time in a job unrelated to my degree/certificate.
   □ employed part-time in a job related to my degree/certificate.
   □ employed part-time in a job unrelated to my degree/certificate.
   □ unemployed and have not looked for a job
   □ unemployed and have been looking for a job

3. My educational experience at LFCC has helped me with my current job.
   □ Yes   □ No   □ Doesn't Apply

4. My educational experience at LFCC has helped me find employment.
   □ Yes   □ No   □ Doesn't Apply

5. I would recommend LFCC to a graduating high school senior.
   □ Yes   □ No   □ Don't Know

6. I rate LFCC's performance in preparing/improving my job skills as:
   □ Very Good   □ Good   □ Fair   □ Poor   □ Very Poor   □ Don't Know

7. I would recommend LFCC to someone wanting to improve his/her employability.
   □ Yes   □ No   □ Don't Know

If you are transferring to another school, please answer the questions in Section II. If you will not be transferring to another college after graduation, skip to Section III on the back.

Section II

7. To what college are you transferring?_____

8. What degree do you intend to complete at the four-year college?_____

9. Did your credits from LFCC transfer as you expected?
   □ Yes   □ No   □ Don't Know Yet
   If your answer is "No," please explain.

10. Please rate LFCC's performance in providing you with a transferable degree.
    □ Very Good   □ Good   □ Fair   □ Poor   □ Very Poor   □ Don't Know

11. What could LFCC have done to help you transfer better?_____

Now complete Section III on back.

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Section III

12. Please rate LFCC overall as an educational experience.

☐ Very Good ☐ Good ☐ Fair ☐ Poor ☐ Very Poor ☐ Don't Know

13. Which of the following should LFCC strive to improve to serve its customers better?
    (Place a "1" by your first choice, a "2" by your second choice, and a "3" by your third choice.)

— Open Registration   — Computer Labs

— Advising   — Degree-specific Instruction

— Early Registration   — General Education Instruction

— Placement   — Transferability of Courses

— Scheduling of Courses   — Building Maintenance

— Financial Aid   — Extra Curricular Activities

— Other: *(Please explain.)*

14. *Please judge your competency in the following six areas by circling a letter grade. (A= Excellent, B=Good, C=Average, D=Poor, F=Fail) First, give yourself a grade for your competency in the skill before attending LFCC. Then, give yourself a grade for your competency in the skill upon graduation from LFCC.*

Skill	Before Attending LFCC	Upon Graduation From LFCC
Ability to read and think critically.	A B C D F	A B C D F
Ability to write clearly and use proper grammar.	A B C D F	A B C D F
Computational skills.	A B C D F	A B C D F
Understanding principles of human behavior.	A B C D F	A B C D F
Ability to work through and solve problems.	A B C D F	A B C D F
Knowledge of culture and history.	A B C D F	A B C D F

15 *We'd like to contact you in a year to determine if any of your opinions have changed. In the space below, please provide your name and an address where you can be reached after graduation.*

Name: _____

Street Address: _____

City, State, Zip: _____

THANK YOU

Results of LFCC Graduation Survey/May, 1994

1. **Tally:**
   12 6 responses   339 total graduates   (37% of graduates responded to survey)

2. **Employment Status:**
   30 employed full time in job related to field   (24%)
   22 employed full time in job unrelated to field   (17%)
   16 employed part time in job related to field   (13%)
   28 employed part-time in job unrelated to field   (22%)
   17 unemployed and not looking for job   (13%)
   . 13 unemployed and looking for job   (10%)

3. **Goals Upon Graduation:** (Note: many respondents had multiple goals)
   46 want to attend 4-year college full-time/ 35 of those have been accepted
   21 want to attend 4-year college part-time/ 3 of those have been accepted
   30 want to continue course work at LFCC
   34 want to seek new job
   20 want to remain in present job
   35 want to work full time
   10 want to work part time
     1 other

4. **Wants Career Development Center to notify of job openings in field**
   66 want CDC to notify them of job openings (52%)
   34 do not want CDC to notify them (27%)
   26 say it doesn't apply (21%)

5. **Geographic Area preference for jobs.** (Note: several respondents had multiple preferences; for general purpose tally, the "other" category is not broken down)
   83 want Shenandoah Valley
   24 want DC
   12 want other
     9 say it doesn't apply

6. **Educational experience has helped with current job:**
   yes - 71 (56%)   no -14 (11%)   doesn't apply -41 (32%)

7. **Educational experience has helped find employment:**
   yes - 42(33%)   no - 20 (16%)   doesn't apply - 64 (51%)

8. **Would recommend LFCC to graduating high school senior:**
   yes - 123 (98%)   no - 0   don't know - 3 (2%)

9. **Rate LFCC's performance in improving/preparing job skills:**
   very good - 74 (59%)   good -39 (31%)   fair - 9 (7%)   poor - 1 (.79%)
   don't know - 3 (2%)   Grade - 3.51

10. **Would recommend LFCC to someone wanting to improve employability:**
    yes -123 (98%)   no - 1 (.79%)   don't know - 2 (1.59%)

Section II - Transferring LFCC Graduates

Tally   - out of 126 responses, 67 plan to transfer to a four-year college (53%)
- of that 67, 46 want to attend full time (69%)
- of that 67, 21 want to attend part time (31%)
- of that 67, 38 have already been accepted to a four-year college (57%)

11. and 13. What college and have you been accepted?

College Name	Accepted	No	Don't Know Yet
James Madison	16	2	3
Shenandoah	7	1	4
George Mason	5		1
Old Dominion	1	2	2
Eastern Mennonite	1		1
Averette			1
Parkers	1		
UVA	1		
Shepherd	1		1
Ferrum			1
Appalachian State	1		
University of North Car.	1		
North Carolina State	1		
Virginia Commonwealth	1		
Strayer		1	
Longwood	1		
Total	38	6	13

Notes: A number of the survey respondents were undecided and/or listed more than one college to which they had not been accepted.

44% of those who have been accepted will be attending JMU.
18% of those who have been accepted will be attending Shenandoah University.
13% of those who have been accepted will be attending GMU

12. **What degree?** Degree breakdown are listed under indivual department survey results.

14. **Did credits transfer as expected?**
yes - 31 (50%)   no - 2 (8%)   don't know -29 (47%)

15. **Rate LFCC in providing transferable degree:**
very good -26 (42%)   good - 17 (27%)   fair - 4 (6%)   don't know - 15 (24%)
Grade - 3.47

16. **Transfer suggestions:** Transfer suggestions are listed under individual department survey results.

Section III - Assessment by LFCC Graduates

17. **Rate educational experience:**
    very good - 84 (67%)   good - 36(29%)   fair - 2 (1.58%)   don't know - 4 (3%)
    Grade - 3.68

18. **Which should LFCC strive to improve?** (Assign those receiving a #1 a score of 3, those receiving a #2 a score of 2, and those receiving a #3 a score of 1. High score needs the most improvement.)

Open Registration	31
Advising	* 77
Early Registration	14
Placement	16
Scheduling of Courses	* 79
Financial Aid	54
Computer Labs	31
Degree-specific Instruction	36
General Education Instruction	13
Transferability of Courses	56
Building Maintenance	3
Extra Curricular Activities ..	44
Other	12 (Break down of suggestions listed under individual departments)

19. **Grade before and after attending LFCC.** (First two sets of umbers reflect average grade of all graduating respondents in department before and upon graduation. Last number reflects average increase.)

Skill	Before Attending LFCC	Upon Graduation From LFCC	Percentage Change
Ability to read and think critically.	2.92	3.61	+24%
Ability to write clearly and use proper grammar.	2.63	3.50	+33%
Computational skills.	2.47	3.36	+36%
Understanding principles of human behavior.	2.52	3.55	+41%
Ability to work through and solve problems.	2.65	3.49	+32%
Knowledge of culture and history.	2.38	3.26	+37%

Lord Fairfax Community College
Graduate Survey - Spring 1995

Congratulations on your graduation from Lord Fairfax Community College. Please take a moment to fill out the following survey so that LFCC might serve its student community better. *Circle the most appropriate response or fill in the blank.*

1. I will be receiving this award:

Business Admin. degree	Education degree	Agri. Business degree
Electronics degree	Gen. Studies degree	Liberal Arts degree
Science degree	Accounting degree	C.I.S. degree
Sec. Sci./OFT degree	Management degree	Gen. Eng. Tech. degree
Drafting certificate	other: _____	

2. I am currently:
    employed full-time in a job related to my degree/certificate.
    employed full-time in a job unrelated to my degree/certificate.
    employed part-time in a job related to my degree/certificate.
    employed part-time in a job unrelated to my degree/certificate.
    unemployed and have not looked for a job
    unemployed and have been looking for a job

3. My goals upon graduation include the following: *(circle all that apply)*

attend a four-year college full time.	attend a four-year college part time.
continue course work at LFCC.	seek a new job
remain in present job	work full time
work part time	other: _____

4. I would like the Career Development Center to notify me of job openings related to my field.
    yes   no

5. I am willing to work in the following geographic area(s):

locally (Shenandoah Valley)	the D.C. Metropolitan area
doesn't apply	other: _____

6. I have attended a class(es) at LFCC's Fauquier Center campus.
    yes   no

7   My educational experience at LFCC has helped me with my current job.
    yes   no   doesn't apply

8. My educational experience at LFCC has helped me find employment
    yes   no   doesn't apply

9. I would recommend LFCC to a graduating high school senior.
    yes   no

10. I would recommend LFCC to someone wanting to improve his/her employability.
    yes   no

If you are transferring to another school, please answer the questions in Section II. If you will not be transferring to another college after graduation, skip to Section III.

Section II

11. To what college are you transferring? _____

12. What degree do you intend to complete at the four-year college?_____

13. Have you been accepted?
    yes   no   don't know

14. Did your credits transfer as you expected?
    yes   no   don't know

15. What could LFCC have done to help you transfer better? _____

Section III

16. *Please rate the following categories:*

	Very Good				Very Poor
My education experience at LFCC	5	4	3	2	1
Open Registration	5	4	3	2	1
Advising	5	4	3	2	1
Placement	5	4	3	2	1
Scheduling of Courses	5	4	3	2	1
Financial Aid	5	4	3	2	1
Computer Labs	5	4	3	2	1
Degree-specific Instruction	5	4	3	2	1
General Education Instruction	5	4	3	2	1
Transferability of Courses	5	4	3	2	1
Building Maintenance	5	4	3	2	1
Extra Curricular Activities	5	4	3	2	1

17. When using LFCC's tabloid of courses to register for classes, how important was the following tabloid information?

	Very Important				Not Important
Day of the class.	5	4	3	2	1
Time of the class.	5	4	3	2	1
Instructor of the class.	5	4	3	2	1
Room the class is in.	5	4	3	2	1

18. *Please judge your competency by rating the following statements before attending LFCC and upon graduation from LFCC.*

Skill	Before Attending LFCC					After Attending LFCC				
	Very Good				Very Poor	Very Good				Very Poor
Ability to read and think critically.	5	4	3	2	1	5	4	3	2	1
Ability to write clearly and use proper grammar.	5	4	3	2	1	5	4	3	2	1
Computational skills.	5	4	3	2	1	5	4	3	2	1
Understanding principles of human behavior.	5	4	3	2	1	5	4	3	2	1
Ability to work through and solve problems.	5	4	3	2	1	5	4	3	2	1
Knowledge of culture and history.	5	4	3	2	1	5	4	3	2	1
Computer literacy.	5	4	3	2	1	5	4	3	2	1
Understanding personal wellness.	5	4	3	2	1	5	4	3	2	1

19. We'd like to contact you in a year to determine if any of your opinions have changed. Please provide your name, social security number, and an address and telephone number where you can be reached after graduation.

Name: _____ Social Security #:_____

Home Address: _____
              Street   *City*   *State*   *Zip*

Telephone: _( )_____

20. If you're curre 'ly employed, please provide your job title, and the name and address of your employer.

Your Job Title: _____

Current Employer: _____

Employer's Address: _____
           Street   *City*   *State*   *Zip*

THANK YOU

Comparison of LFCC's Graduates'
Perceptions of Their Competency
in Selected Subjects

The following data is based on a question in the LFCC Graduate Survey (1994 and 1995) in which respondents were asked to grade their competency in selected subjects before and after attending LFCC.

1994 Data

Skill	Before Attending LFCC	After Attending LFCC	Percentage Change
Ability to read and think critically.	2.92	3.61	+24%
Ability to write clearly and use proper grammar.	2.63	3.50	+33%
Computational skills.	2.47	3.36	+36%
Understanding principles of human behavior	2.52	3.55	+41%
Ability to work through and solve problems.	2.65	3.49	+32%
Knowledge of culture and history.	2.38	3.26	+37%

1994 Comparisons
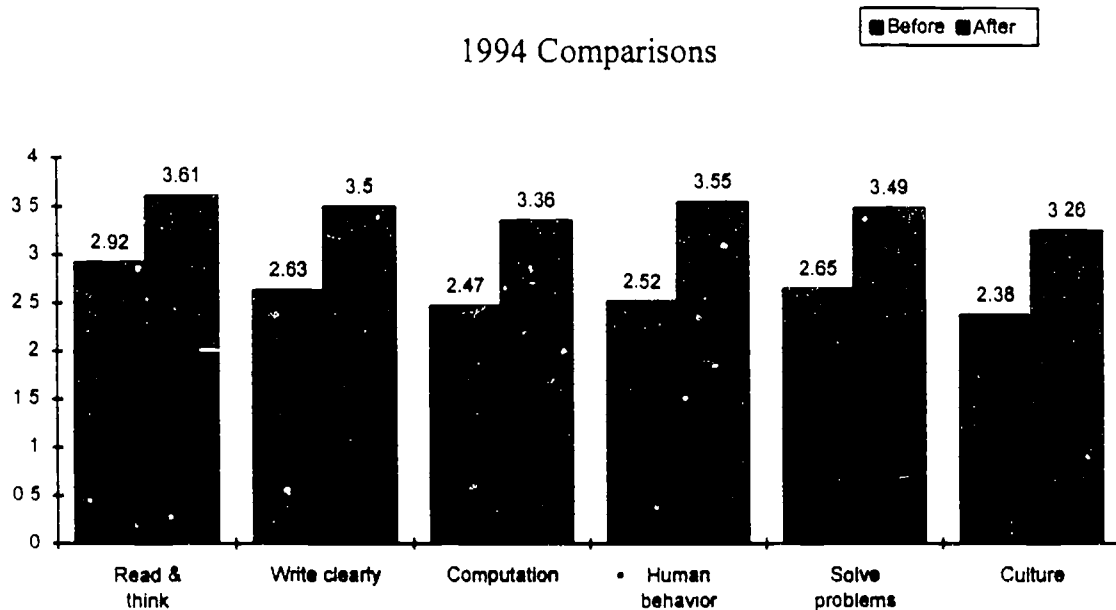
■Before ■After

1995 Data

Skill	Before Attending LFCC	After Attending LFCC	Percentage Change
Ability to read and think critically.	2.78	3.67	+32%
Ability to write clearly and use proper grammar.	2.67	3.58	+34%
Computational skills.	2.52	3.92	+55%
Understanding principles of human behavior.	2.79	3.52	+26%
Ability to work through and solve problems.	2.72	3.87	+42%
Knowledge of culture and history	2.52	3.57	+42%
Computer literacy.	2.15	3.44	+60%
Understanding personal wellness	2.51	3.55	+41%

1995 Comparisons

■Before ■After
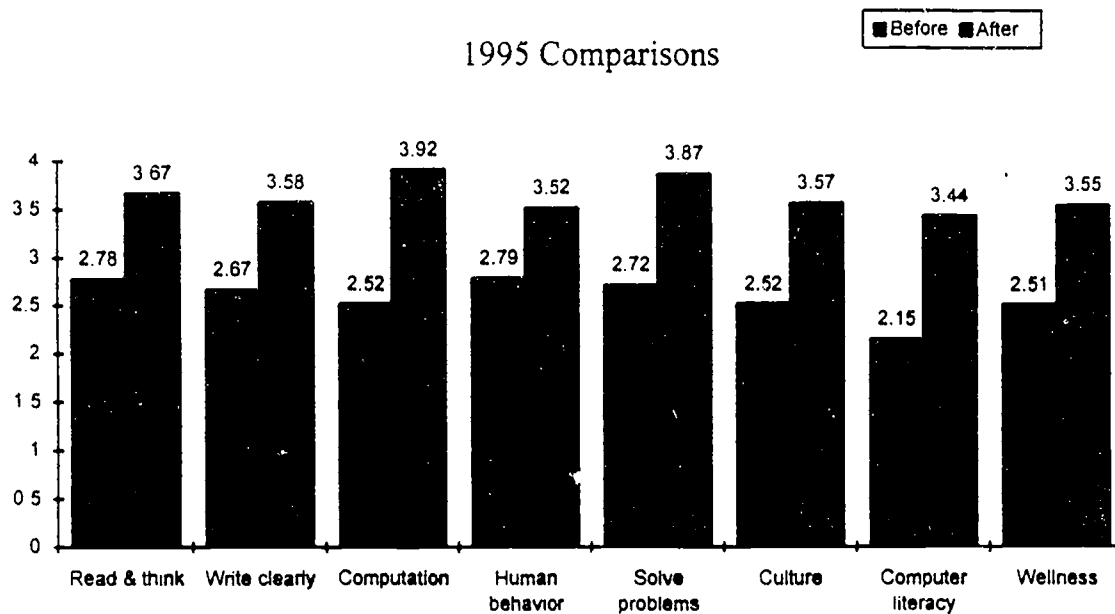
Comparison of Change in Percentage

Notes: All changes represent a percentage increase.
Two of the topics (computer literacy and personal wellness) were not addressed in the 1994 survey.

1995 Comparisons

| ■1994 ■1995 |

Bar chart showing percentages for 1994 and 1995:

Category	1994	1995
Read & think	24	32
Write clearly	33	34
Computation	36	55
Human behavior	41	26
Solve problems	32	42
Culture	37	42

Holistic Grading Scale
(4,3,2,1)

Assign a number from 4 (highest) to 1 (lowest) according to the degree to which each paper shows the following: (Adopted from The Writing Portfolio Manual, The Writing Portfolio Project Committee, Northern Virginia Community College.)

Criteria used for holistic grading of each paper:

- a clear purpose
- an organization that is easy to follow
- sufficient detail to develop and support the ideas
- a level of fluency that indicates competence for a community college graduate
- a tone, style, a vocabulary appropriate to the audience
- an absence of mistakes in grammar, mechanics and spelling that seriously impede the effectiveness of the writing

Extended Validation

ENG 112 Section 1	ENG 112 Section 2	ENG 112 Section 3	ENG 112 Section 4
1. 3.0	15. 2.7	28. 2.2	46. 2.0
2. 2.0	16. 2.3	29. 1.75	47. 2.0
3. 1.5	17. 2.3	30. 1.75	48. 2.8
4. 1.5	18. 2.5	31. 2.0	49. 2.0
5. 1.5	19. 1.5	32. 1.75	50. 2.0
6. 1.5	20. 1.9	33. 2.2	51. 2.5
7. 1.0	21. 2.0	34. 2.75	52. 2.2
8. 1.5	22. 1.5	35. 2.1	53. 2.2
9. 2.0	23. 1.5	36. 1.8	54. 2.2
10. 2.1	24. 1.5	37. 2.1	55. 2.0
11. 2.0	25. 2.0	38. 2.3	56. 2.0
12. 2.1	26. 2.0	39. 2.0	57. 2.9
13. 1.7	27. 2.1	40. 2.5	58. 2.2
14. 1.0		41. 2.0	59. 1.0
		42. 2.0	60. 2.0
		43. 2.1	
		44. 2.5	
		45. 1.8	

Source: Final Essays, ENG 112, 4 sections, May 1995
Reviewer: G. Baker, former English faculty member of Randolph Macon Academy and Massanutten Military Academy

N = 60
Mean = 2.1

Holistic Grading Scale
(4,3,2,1)

Assign a number from 4 (highest) to 1 (lowest) according to the degree to which each paper shows the following: (Adopted from The Writing Portfolio Manual, The Writing Portfolio Project Committee, Northern Virginia Community College.)

Criteria used for holistic grading of each paper:

- a clear purpose
- an organization that is easy to follow
- sufficient detail to develop and support the ideas
- a level of fluency that indicates competence for a community college graduate
- a tone, style, a vocabulary appropriate to the audience
- an absence of mistakes in grammar, mechanics and spelling that seriously impede the effectiveness of the writing

Extended Validation

ENG 112 Section 1	ENG 112 Section 2	ENG 112 Section 3	ENG 112 Section 4
1. 3.5	15. 3.0	28. 3.0	46. 2.5
2. 2.5	16. 3.0	29. 2.5	47. 2.5
3. 2.0	17. 3.0	30. 2.5	48. 3.5
4. 2.0	18. 3.0	31. 2.5	49. 2.5
5. 2.5	19. 2.5	32. 2.5	50. 2.5
6. 2.0	20. 2.5	33. 2.0	51. 3.0
7. 1.5	21. 2.5	34. 3.5	52. 2.5
8. 2.0	22. 2.0	35. 2.5	53. 2.0
9. 2.0	23. 2.0	36. 2.0	54. 2.5
10. 2.5	24. 2.0	37. 2.5	55. 2.5
11. 2.5	25. 2.5	38. 2.5	56. 2.5
12. 2.5	26. 2.5	39. 2.5	57. 4.0
13. 2.0	27. 2.5	40. 3.0	58. 2.5
14. 2.0		41. 2.0	59. 2.0
		42. 2.0	60. 2.0
		43. 2.5	
		44. 3.0	
		45. 2.5	

Source: Final Essays, ENG 112, 4 sections, May 1995
Reviewer: H. Papagan, Team Leader, Humanities & Social Sciences

N = 60
Mean = 2.6

Holistic Grading Scale
(4,3,2,1)

Assign a number from 4 (highest) to 1 (lowest) according to the degree to which each speech (speaker) exhibits the following:

Delivery:

- some eye contact with the audience
- pleasing posture and stance
- confidence, poise, control
- dignity in handling mistakes
- conversational speech (not read)
- good enunciation

Content:

- clear purpose and main idea
- clear organization: introduction, body, conclusion
- concrete, specific detail

Extended Validation

1. 3.5	15. 4	28. 2.5	41. 2.5
2. 3	16. 3	29. 3.5	42. 2
3. 4	17. 2	30. 4	43. 3
4. 2.5	18. 2.5	31. 3	44. 3
5. 3	19. 3	32. 1	45. 4
6. 2.5	20. 4	33. 3	46. 2.5
7. 3	21. 3	34. 3.5	47. 3
8. 3.5	22. 3	35. 4	48. 3
9. 3	23. 4	36. 2.5	49. 4
10. 2	24. 2.5	37. 3	50. 3
11. 4	25. 3	38. 4	
12. 3	26. 3	39. 3	
13. 3	27. 3	40. 3	
14. 2			

Developed by LFCC speech faculty

Source: Final Speeches, SPD 100, 4 sections, approximately 100 students, May 1995

Reviewer: H. Papagan, Team Leader, Humanities & Social Sciences

N = 50
Mean = 3.0

Holistic Grading Scale
(4,3,2,1)

Assign a number from 4 (highest) to 1 (lowest) according to the degree to which each speech (speaker) exhibits the following:

Delivery:

- some eye contact with the audience
- pleasing posture and stance .
- confidence, poise, control
- dignity in handling mistakes
- conversational speech (not read)
- good enunciation

Content:

- clear purpose and main idea
- clear organization: introduction, body, conclusion
- concrete, specific detail

Extended Validation

1. 3	15. 2	28. 3	41. 3
2. 3	16. 3	29. 3	42. 3
3. 2	17. 3	30. 4	43. 3
4. 3	18. 2	31. 3	44. 3
5. 1.5	19. 1	32. 3	45. 2
6. 1.5	20. 3	33. 3	46. 3
7. 4	21. 3	34. 2	47. 3
8. 2	22. 3	35. 3	48. 2
9. 4	23. 2	36. 4	49. 2
10. 3	24. 2	37. 2	50. 2
11. 2	25. 4	38. 3	
12. 2	26. 3	39. 2	
13. 2	27. 2	40. 2	
14. 3			

Developed by LFCC speech faculty

Source: Final Speeches, SPD 100, 4 sections, approximately 100 students, May 1995

Reviewer: T. Fleming, Judd's, Inc., Training

> N = 50
> Mean = 2.7

Appendix B

Majors Assessment Goals and Measures

LFCC 1995 Employer Survey

1. How would you describe your company? *Please circle all of the appropriate responses.*
   Manufacturing   Service   Retail   Nonprofit   Other: _____

2. How many people does your company employ?
   Less than 20   21-50   51-100   101-200   201-500   More than 500

3. What is your level of knowledge about LFCC?
   Very Substantial   Substantial   Moderate   Very Little   None

4. If you have a training need, do you know who to contact at LFCC?
   Yes   No

5. How much contact has your company had with LFCC faculty, staff and/or administrators?
   Very Substantial   Substantial   Moderate   Very Little   None

6. Has your company employed LFCC graduates within the last two years?
   Yes   No

   - If your answer is "Yes" to #6, please let us know how you would rate the graduates' performance.
   Excellent   Good   Average   Below Average   Poor

7. Has your company used LFCC training services within the last two years?
   Yes   No

   - If your answer to #7 is "Yes," would you use LFCC's services again?
   Yes   No

8. Has your company used the services of another training organization within the last two years?
   Yes   No

   - If your answer to #8 is "Yes," did you consider LFCC for the training provided?
   Yes   No

   - If your company did not consider LFCC, please explain why not.

   - If LFCC was considered but not chosen, please explain why.

9. Does your company conduct it's own formal, in-house training?
   Yes   No

10. *Please let us know how you perceive LFCC by circling your rating of each category (A through J).*

	Very Poor				Very Good
A. The variety of programs offered at LFCC.	1	2	3	4	5
B. LFCC's responsiveness to your request(s) for training.	1	2	3	4	5
C. LFCC's flexibility regarding your scheduling concerns.	1	2	3	4	5

	Very Poor				Very Good
D. LFCC's responsiveness to your questions/problems.	1	2	3	4	5
E. The accessibility of LFCC.	1	2	3	4	5
F. The dollar-value of LFCC's services.	1	2	3	4	5
G. Computer software and or programming courses delivered at your site.	1	2	3	4	5
H. Computer software and/or programming courses your employees have attended at the LFCC campus.	1	2	3	4	5
I. Noncredit training (other than computer-related training) delivered at your site.	1	2	3	4	5
J. LFCC's credit courses (other than computer-related training) your employees have attended.	1	2	3	4	5

11. *LFCC offers training in all of the following subjects. Please circle those subjects that are appropriate for your company.*

WordPerfect	PageMaker	AutoCad
Excel	Database	D.O.S.
Windows	Word for Windows	Lotus
Total Quality Management	Statistical Process Control	Basic Math Skills
Basic Writing Skills	Team Training	Leadership Supervisory Skills
ISO9000	English as a Foreign Language	

12. Please list any subjects not listed above in which your employees may need training:

13 LFCC is considering establishing a program for production workers. The program would include basic mathematics, basic communication skills, quality tools, teamwork, process improvement, interaction among peers, leadership, and issues such as sexual harassment, hazardous materials, etc. The program would be a combination of traditional college courses and seminars. What interest would your company have in such a program?

Very High   High   Moderate   Minor   None

14. Please fill in your name and the name of your company in the space below.

Your Name:

Title:

Company:

Address:

Phone Number:

Improving Written + Oral Communications

Improvement Actions/Measures
General Engineering Technology

First Semester

English 111   One-half of the writing assignments in the course will require an engineering-related topic. Students will work with their advisors to select topic.

Math 115   One writing assignment will occur at the end of each chapter. These will not be graded for English but will be critiqued by the instructor. Length will be 100 to 200 words.

Mec 113 or Arc 130   One paper assigned in each. Length will be 500 words. This paper will be critiqued for English but not graded.

Egr 199   One session will be dedicated to basic technical writing. A simple handout will be provided.

Second Semester

English 112   One-half of the writing assignments in the course will require an engineering topic. Students will work with their advisor to select topic.

Math 116   One writing assignment will occur at the end of each chapter. These will not be graded for English but will be critiqued by the instructor. Length will be 100 to 200 words.

Testing/Measures   Students will retake the objective part of the computerized English Placement Test at the semester's end. Students will produce a writing sample at the semester's end. The sample will be evaluated by English instructors.

Third Semester

All writing assignments must be done on a word processor.

English 111 and 112 will become a prerequisite for Egr 135, Mec 295, Civ 171

Civ 171/Surveying I   A written metes and bounds description will be required. Typical length will be about 250 words, and 20 percent of the assignment's grade will be based on the writing.

Mec 295/Thermodynamics   A 250 word paper will be assigned. Twenty percent of the grade will be based on the writing.

Eng 135/Strength of Materials   Three papers will be assigned - one, 500-words long, and two 250-words long. Twenty percent of the grade for each will be based on the writing.

Fourth Semester

Mec 135/Mechanics Lab   A technical writing manual will be required for the course. Eight lab reports are required. Fifteen percent of the course grade will be based on the writing.

Capstone Design Courses/
Civ 220 and Mec 210   Students will have to write a specification which will be 250 to 500 words long. Fifteen percent of the assignment's grade will be based on the writing.

Students will have to write an instruction/procedure manual which will be 500 words in length. Fifteen percent of the assignment's grade will be based on the writing.

Students will have to provide a synopsis/abstract of their capstone project which will be 250 words. Thirty percent of the assignment's grade will be based on the writing.

Testing/Measures

All students will retake the objective part of the computer-ized English placement test at semester's end.

All students will produce a writing sample at semester's end to be evaluated by English instructors.

The evaluation of the capstone course project abstract will be recorded and tracked.

Improvement Actions/Measures
Electronics Technology

First Semester

ENG 111   A portion of the writing assignments in the course will require an electronics related topic. Students will work with their advisor to select topics.

MTH 115   One writing assignment will occur at the end of each chapter. These will not be graded for English but will be critiqued by the instructor. Length will be 100 to 200 words.

ETR 113 / ETR 147   One paper assigned in each. Length will be 500 words. This paper will be critiqued for English but not graded.

Second Semester

ENG 112   A portion of the writing assignments in the course will require an electronics topic. Students will work with their advisor to select topics.

MTH 116   One writing assignment will occur at the end of each chapter. These will not be graded for English but will be critiqued by the instructor. Length
will   be 100 to 200 words.

ETR 199   One session will be dedicated to basic technical writing. A simple handout will be provided.

Testing/Measures   Students will retake the objective part of the computerized English Placement Test at the semester's end. Students will produce a writing sample at the semester's end. The sample will be evaluated by English instructors.

Third Semester

* All writing assignments must be done on a word processor
* ENG 111 and ENG 112 will become a recommended prerequisite for ETR 242 and ETR 272.

ETR 241   A 250 word paper will be assigned. A portion of the course grade
                           will be based on the writing.

Fourth Semester

ETR 242 or ETR 272   A technical journal will be required for the course. Four lab reports
                           are required. A portion of the course grade will be based on the
                           writing.

Testing/Measures   All students will retake the objective part of the computerized
                           English placement test at semester's end.

                           All students will produce a writing sample at semester's end to be
                           evaluated by English professors, and be recorded and tracked.

LFCC Writing Sample
Electronics Technology

Student Name: _____ Social Security Number: _____

Degree Program: _____ Date: _____

During the next 50 minutes you are to write an essay of approximately 300 - 350 words on the topic below. You are not being graded on this essay, and it will not affect your G.P.A. or graduation from Lord Fairfax in any way. The results will be used to track how well your degree program is developing writing skills of all graduates.

Think through your topic and organize your ideas before you begin. You may want to sketch a rough outline to keep you on track. Make sure the organization is clear, and be sure to include specific details and/or examples for support. You **do not** have time to recopy your essay, so write legibly and leave yourself a few minutes to proofread. Please write only on the paper provided. Make sure you sign each page of the essay.

The topic is: **What should be done about violence in our society?**

Reader: _____ Writer: _____

Electronics Technology Student Writing Sample
Evaluation

Please provide comments to support your scoring. The scoring is as follows:
Very Good   Good   Satisfactory   Poor   Very Poor   (circle one)

I. **Clearly Stated Objective:** The writer's purpose (thesis statement) is clear and is the primary controlling force throughout the paper. The essay addresses the question directly.

<u>Score</u>:   Very Good   Good   Satisfactory   Poor   Very Poor

<u>Comments</u>:

II. **Presentation of Supporting Evidence:** The writer satisfactorily develops the idea presented in support of the purpose of the essay. Generalizations are supported by details or specific explanation.

<u>Score</u>:   Very Good   Good   Satisfactory   Poor   Very Poor

<u>Comments</u>:

III. **Clarity in Sentence structure and Word Choice:** Sentence structures provides a smooth and efficient flow of information. The sentences are not malformed, rambling or choppy. Words are used appropriately. The writing is stylistically mature: sentences are not repetitively simplistic, words are not repeated ineffectively, and there are no abrupt transitions.

<u>Score</u>:   Very Good   Good   Satisfactory   Poor   Very Poor

<u>Comments</u>:

IV. **Logical Consistency**: There are no contradictory or mutually exclusive statements. Sequences or arguments follow conventional patterns of organization.

Score: Very Good   Good   Satisfactory   Poor   Very Poor

Comments:

V. **Reasonable Freedom from Mechanical Errors**: There are few or no errors of spelling, grammar, or punctuation that confuse or distract the reader.

Score: Very Good   Good   Satisfactory   Poor   Very Poor

Comments:

GENERAL ENGINEERING TECHNOLOGY
<u>OUTCOMES IN THE MAJORS ASSESSMENT</u>

The General Engineering Technology program will have 5 general program goals for all graduates of the program. These program goals are:

1. Show proficiency in preparing engineering drawings, both through the use of a drawing board and computer aided design software.

2. Demonstrate the ability to accurately perform basic engineering calculations and record such calculations in an understandable format. Examples would be force vector analysis and unit conversions.

3. Be able to write a computer program in either BASIC or FORTRAN to solve a basic engineering problem.

4. Demonstrate critical reasoning skills necessary to analyze and solve engineering problems.

5. Demonstrate a knowledge of basic materials testing using the most commonly available materials testing equipment.

In addition to the 5 general program goals the Civil Engineering Technology Specialization has the following program goals (Total of 9):

1. Demonstrate a basic knowledge of the materials and methods used in construction and civil engineering projects.

2. Show a proficiency in preparing detailed architectural and construction drawings.

3. Demonstrate a basic knowledge of surveying practices.

4. Show proficiency in analyzing static structures, determining forces present, calculating stresses, and determining deflection.

In addition to the 5 general program goals the Mechanical Engineering Technology Specialization has the following goals (Total of 9):

1. Demonstrate a basic knowledge of the materials and processes used in manufacturing industry.

2. Show a proficiency in preparing detailed mechanical drawings.

3. Demonstrate a knowledge of analyzing static machine elements, determining forces present, calculating stresses, and determining deflection.

4. Demonstrate a knowledge of basic air conditioning and refrigeration processes.

Attainment of these program goals will be analyzed by using the following measures:

Direct Measure

All graduates will be required to take a capstone course as part of the general engineering technology program. Students in the Civil specialization will take CIV 220, Structural Analysis, and students in the Mechanical specialization will take MEC 210, Machine Design. The following assignment will be included in each course with the appropriate adjustments to the specific course:

Each student will complete a project which will encompass the design of a structural or machine component(s). The design project will include completion of appropriate detailed drawings, selection of appropriate materials, documentation of the calculated stresses and deflections, use of adequate safety factors, and presentation of the project in a portfolio format. In addition there will be a requirement for a computer programmed solution to at least one part of the design problem.

The design project portfolios will be reviewed by the College faculty advisory committee members and/or representatives from business and industry. Every individual will judge the portfolios to a specific set of criteria which are currently being designed.

Indirect Measures

Indirect measures of the program goals will include a survey of graduates 1 year after graduation and either an employer survey or feedback from transfer institutions. All of these measures will attempt to determine the success level of the graduates and, in retrospect, how well the program goals were met.

Data from the direct and indirect measures will be used in a longitudinal study to maintain and improve the general engineering technology program. Through the resulting analysis changes will be made to course content, to the curriculum in general, and to the teaching methods used. In addition, the advisory committee will periodically review the program goals for appropriateness.

Program Goals - Electronics

The successful student will be able to:

1   Analyze DC and AC circuits with various theorems (Thevenin, loop, etc.)

2   Design and analyze resonant circuits

3   Analyze magnetic fields around an inductor.

4   Design a DC power supply with nominal filtering.

5   Modify the power supply to meet voltage regulation needs.

6   Design and analyze an amplifier using bipolar transistors.

7   Design and analyze circuits using op-amps as amplifiers & comparators.

8   Design, analyze and troubleshoot AM and/or FM receivers and transmitters

9   Discuss the various signals found in TV transmission and reception.

10 Explain the basic features of LASER/fiber optic systems.

11 Analyze antenna and transmission line design.

12 Use Boolean Algebra to design and analyze logic circuits.

13 Implement LSI logic circuits based upon data sheet information.

14 Interface integrated circuits with high power devices.

15 Program a microprocessor to perform microcontroller operations.

16 Use a microcomputer to assist in design and analysis of all topics described above.

Methods of Measurement

Direct

All Electronics degree candidates will take the Associate Level exam required to become a Certified Electronics Technician. This exam is administered locally by *Certificate Administrators* (CA) but is designed and evaluated by the International Society of Certified Electronics Technicians (ISCET) in Fort Worth, Texas. One of the electronics instructors (Charlie Spiro) is a CA with ISCET, but ISCET has ruled that a CA may not administer the exam to his or her own students. We may still administer the exam locally by having a college administrator or faculty member outside the department proctor the test. This has been done at LFCC in the past.

ISCET charges a $25 fee for the exam. The exam is very comprehensive and only those students who have a solid grasp of all material presented over the two year program should be expected to pass the exam (with a grade of 75% or higher). The student is allowed one retest without having to pay the fee again.

Until such time that the exam is indicated as a graduation requirement in the catalog, the fee for the exam is to be absorbed by the College.

Indirect

Each student will be given the opportunity to assess his or her knowledge and skills gained as a result of having completed the Electronics program at LFCC after he or she has taken the ISCET exam.

Alumni will be surveyed one year after graduation to gauge their perception of the effect that their education at LFCC has had on their performance in the workplace and their opportunities for advancement.

Use of Measurement Data

Feedback will be provided to all faculty teaching major courses in the Electronics Program. Information gathered will be utilized for course content revision, teaching method revision and/or a program requirements change as appropriate.

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Assessment Goals for Office Systems Technology:

1. Prepare correspondence, form letters, and business reports according to specific formats using various word processing equipment.

2. Given a microcomputer with word processing software produce mailable documents using special functions i.e., repetitive form copies with variables, boilerplate copy, etc.

3. Given appropriate instructions preform basic accounting functions necessary to keep an accurate set of books.

4. Apply basic mathematical functions necessary to do bank reconciliations and financial statements.

5. Using proofreading and editing skills as well as grammar skills, prepare written and oral communications.

6. Demonstrate an understanding of LOTUS 1-2-3 by performing manipulations of spreadsheet data.

7. Demonstrate an understanding of dBASE by performing manipulations of data base information.

8. Within a 5 error limit, attain speed and accuracy goals set by business and industry on straight copy.

9. Using ARMA guidelines, file information using all four filing methods; i.e., alphabetical, geographical, numerical, and subject.

10. Transcribe documents either by machine or oral dictation, accurately and in correct format.

OFFICE SYSTEMS TECHNOLOGY
PROGRAM ASSESSMENT REPORT
September 8, 1995

Direct Measure Summary: Office Systems Technology graduates were assessed Spring Semester 1995, using the Office Proficiency Assessment and Certification computerized testing system (OPAC) as the direct measure to assess whether graduates successfully met the ten program goals. To have successfully met program goals, each student should have achieved a minimum average grade of 60 percent or higher (100 percent possible) on each group of OPAC assessments and a minimum keyboarding speed of 34 words per minute with acceptable accuracy. A summary of the scores follows: (See OFT program goals for additional detail.)

Disclaimer: This was the first year OFT used the OPAC computerized testing program. The program arrived extremely late in the semester, and the program setup was hurried. Students were asked to use software that had not been properly debugged and to follow testing instructions that had not been adequately tested. Therefore, compatibility problems with system paths and printing drivers (and confusion with directions) caused considerable problems. It is important that the program evaluators keep this in mind when reviewing student averages.

> **Program Goals 1, 2, 5, and 10** (Word Processing/Editing/Transcription)
> **Average Graduate Score:** 76%
>
> **Program Goals 3, 4, 6, and 7** (Financial/Basic Accounting)
> **Average Graduate Score:** 85%
>
> **Program Goal 8** (Keyboarding Speed/Accuracy)
> **Average Graduate Score:** 55 words per minute with acceptable accuracy
>
> **Program Goal 9** (Records Management/Filing)
> **Average Graduate Score:** 86%

Indirect Measure Summaries: Two indirect measures to assess competency levels of graduates are in various stages of completion. Sample surveys of each are included with this report. (1) Recent graduates are being surveyed (randomly selected) to determine if skills and knowledges presented in the OFT degree met the demands of the work place. (2) Area employers were surveyed (randomly selected) to determine if the skills and knowledges of graduates were compatible with the demands of business and industry. A synopsis of results follows:

> **Graduate Survey Summary.** A survey was developed to determine if the knowledges and skills presented in the OFT degree program met the demands of the work place. Because Spring 1995 graduates were to be included in the sampling, the graduate survey is being conducted Fall 1995. The survey is being administered to a random group of

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graduates from Spring Semesters 1993, 1994, and 1995. So that results could be included with this report, a telephoné survey was conducted. These results reveal that 90 percent of the graduates contacted are currently employed. Of those not employed, the main reason given was company downsizing of departments within the last six months. Job titles included Customer Service, Administrative Assistant, and Payroll Specialist. Of those surveyed, 88 percent indicated they were in full-time positions. One student indicated her part-time position was selected primarily because she intends to continue a four-year degree program in Business Administration in the spring.

When students were asked which curriculum areas should be strengthened, 85 percent recommended that in-depth computerized accounting be added to the curriculum and that a full semester of spreadsheet software be required. One individual reported she was told by a prospective employer that she had not been offered a position because of her introductory skill level in Lotus 1-2-3, when the position required more advanced skill levels. Companies appear to be less willing to spend time on training new hires and prefer to hire individuals with more advanced computer skills. Another content area respondents recommended be emphasized was desktop publishing. Companies appear to be using in-house equipment and software for publishing needs.

Another content skills area that graduates reported as needing more emphasis was office machines (FAX, switchboard, complex office copiers, etc.). All of the students surveyed indicated that the curriculum was relevant to their current positions, that they had used the information gained through course work, and that careful attention should be given not to eliminate essential curriculum content in the skills areas when adding computerized accounting, office machines, and desktop publishing to the program requirements.

Area Employer Summary: Area employers were randomly selected, and surveys were mailed during Fall Semester 1994 to determine if the skills and knowledges of recent graduates were compatible with the demands of business and industry. The survey revealed employment trends, equipment and software used, and format standards for business documents. The results were tabulated and survey results follow.

Of the 65 businesses surveyed, 40 percent returned the completed questionnaire. When asked for the company's preference in hiring entry-level workers, 42 percent of the respondents preferred hiring individuals with one to five years' work experience (regardless of previous education). Only 21 percent preferred hiring individuals with an associate degree and no work experience. This validates the department's policy of encouraging Office Systems Technology students to apply for cooperative education credits each semester they are enrolled in the program. Upon graduation, most of the students will have accumulated a minimum of one year's experience through cooperative education.

When businesses were asked to identify the computers used in their offices, 79 percent of those returning surveys reported using IBM and compatibles; 67 percent reported using dedicated word processors and high-end electronic typewriters; and 25 percent reported

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using the MacIntosh. The college has invested a great deal of money in IBM compatibles. This survey would suggest that trend should continue. The Office Systems Technology department has invested in dedicated word processors. Again, the survey results appear to validate this investment.

When companies were asked to identify the software that workers used most in the office, two programs were identified—Lotus and Windows 3.11. Of those responding, 42 percent identified Lotus 1-2-3 (DOS and Windows versions) and Windows 3.11 as the most used software; 38 percent reported using WordPerfect for DOS; 21 percent reported using Microsoft WORD for Windows and desktop publishing software; 17 percent indicated using WordPerfect for Windows; and 8 percent reported using dBASE and Quattro Pro. In response to these findings, program changes were made. Beginning Fall Semester 1995, PerfectOffice with WordPerfect 6.1 for Windows was added as a content area in OFT 143 Word Processing III (Using WordPerfect for Desktop Publishing). The syllabus and assignment sheets are attached. Beginning Spring Semester 1996, Microsoft WORD for Windows and PowerPoint will be taught under the course OFT 235 Specialized Software Applications, 3 credits. The syllabus will be developed Fall Semester 1995.

Program Goals and Curriculum Revision: In response to the assessment feedback to date, the Office Systems Technology curriculum has been revised as previously indicated. The department is currently reviewing courses that could emphasize skill areas identified during assessment, such as including computerized accounting in the applied accounting course and office machines in the executive keyboarding course.

Word Processing Specialization: A new degree has been added to the Office Systems Technology program. The Word Processing Specialization two-year degree was added in direct response to assessment recommendations. The program provides students extensive course work using both WordPerfect and PageMaker software for desktop publishing applications. A copy of the degree program is attached.

The assessment process, using direct and indirect measures, provided clarification of the skills required of Office Systems Technology graduates. The survey results provided a focused framework for reviewing program requirements, course materials, presentation methods, and content of course work required for the associate degree. The assessments also validated curriculum, identified current business employment requirements, and above all, allowed future graduates the opportunity to gain required skills to navigate seamlessly between the college classroom and the ever-changing work world. The assessment process provided (and continues to provide) an atmosphere of community partnerships among faculty, area businesses, and graduates—a win-win strategy for all involved. During the 1995-96 calendar year, Office Systems Technology faculty will continue to review and revise program areas flagged during assessment.

OFFICE SYSTEMS TECHNOLOGY
WORD PROCESSING SPECIALIZATION
Associate in Applied Science Degree

Course Number	Course Title	Course Credits
First Semester		
CIS 150	Introduction to Microcomputer Software	4
ENG 111	College Composition I	3
MTH 120	Introduction to Mathematics	3
OFT 107	Editing/Proofreading	3
OFT 112	Keyboarding/Typewriting II	3
STD 100	Orientation	1
	Total	17
Second Semester		
ACC 115	Applied Accounting	3
BUS 100	Introduction to Business	3
ENG 112	College Composition II	3
	Approved Humanities Elective {1}	3
OFT 141	Word Processing I	3
	Total	15
Third Semester		
BUS 241	Business Law I	3
ECO 120	Survey Economics	3
OFT 142	Word Processing II	3
OFT 251	Office Systems & Procedures I	3
OFT 253	Desktop Publishing I	3
PED	Physical Education (or Health)	2
	Total	17
Fourth Semester		
OFT 143	Word Processing III	3
OFT 252	Office Systems & Procedures II	3
OFT 254	Desktop Publishing II	3
SSC/PSY	Elective	3
	Elective {2}	3
	Total	15
	PROGRAM TOTAL	64

{1} SPD-100 Public Speaking or PHI-228 Ethics for Business and the Professions is recommended. However the student may select from any course with the HUM, PHI, ART, ENG, REL, HIS, or MUS prefix.

{2} Approved electives include OFT 137 Filing & Records Management, BUS 157 Women in Management, CIS 157 Microcomputer Spreadsheet Software, CIS 158 Microcomputer Data Base Software, and OFT 206 Professional Development.

GRADUATE QUESTIONNAIRE
OFFICE SYSTEMS TECHNOLOGY
EXECUTIVE SECRETARY & ADMINISTRATIVE ASSISTANT
SPRING 1993, 1994. 1995

Student Name_____

Street/Box Address_____

City, State, ZIP Address_____

Work Phone_____Home Phone_____

All information will be considered confidential and will be used to evaluate how well you, a recent graduate, believe the Office Systems Technology degree has prepared you for successful job entry into executive secretary, administrative assistant, and related positions.

1.   Are you currently employed?
       _____Yes
       _____No

2.   If you are currently employed, check your employment status.
       _____Full-time
       _____Part-time

3.   Identify your position or job title.
       _____Executive Secretary
       _____Administrative Assistant
       _____Related Title (please specify)_____

4.   Name of business_____

5.   Type of business (please check one):
       _____Accounting/Financial   _____Government/Education
       _____Advertising/Telemarketing   _____Health Care
       _____Contracting   _____Insurance
       _____Education/Consulting/Training   _____Law
       _____Retailing   _____Real Estate
       _____Utility   _____Tourism
       _____Other (please specify)_____

6.   Number of full-time workers in your department: _____
       Number of part-time workers in your department:_____

7. If your position is not in the field for which your degree prepared you, please check the reason below:

     _____Pay   _____Prestige

     _____Working conditions   _____Lack of employment opportunity

     _____Opportunity for advancement   _____Not willing to relocate

     _____Other (please specify)_____

8. In the past six months, have you (check all that apply)

     _____Assumed additional responsibilities indicating successful job performance

     _____Received a raise

     _____Received a promotion in rank with increase in pay

     _____Entered a supervisory/management position with increase in pay

     _____Other (please specify)_____

9. In which of the curriculum areas listed below do you feel least prepared for successful job performance? (You would recommend strengthening the curriculum area.) Please check all that apply to your current degree-related position.

     _____Keyboarding/Computer Concepts   _____Telephone Technique

     _____Office Machines   _____Shorthand

     _____Business Law   _____Filing/Records Management

     _____Spelling/Editing/Proofreading   _____Economics

     _____Grammar/Punctuation Skills   _____Accounting/Financial Records

     _____Human Relations   _____Business Math

     _____Spreadsheet Software   _____Desktop Publishing Software

     _____Word Processing Software   _____Personal Grooming/Professionalism

     _____Public Speaking   _____Writing Skills

     _____Listening Skills   _____Organizing Meetings and Conferences

     _____Office Procedures/Practices   _____Office Ethics/Office Politics

     _____Accounting/Financial Software   _____Database Software

     _____Windows Software   _____DOS Software

     _____Time Management/Productivity   _____Office Management/Supervision

     _____Other (please specify):_____

10. What do you like most about your present position? (Please check one only)

     _____Salary   _____Prestige

     _____Working Conditions   _____Working with Others (Teams)

     _____Opportunity for Advancement   _____Hours

     _____Other (please specify)_____

Thank you for completing this questionnaire. With your help, the Department of Office Systems Technology will continue to expand course offerings and update curriculum to meet current training needs. Please return this survey to:

                        Virginia Hartman, Assistant Professor

                        Office Systems Technology

                        Lord Fairfax Community College

                        P. O. Box 47

                        Middletown, VA 22645

SURVEY OF AREA BUSINESSES
FALL 1994
OFFICE SYSTEMS TECHNOLOGY

1 How long have you been in business?
___Less than 1 year   ___10 to 20 years
___1 to 3 years   ___20 to 50 years
___3 to 5 years   ___50+ years
___5 to 10 years   ___Other (specify)_____

2. What type of business are you?
___Sole Proprietorship   ___Partnership   ___Corporation

3. What type of business do you perform?
___Sales and Retail   ___Insurance
___Manufacturing   ___Health care/Medical
___Specialized Service   ___Grocery, Food Distribution
___Rentals   ___Office Systems/Consulting
___Real Estate   ___Government
___Restaurant   ___Travel
___Engineering   ___Construction
___Other (specify)_____

4. Which of the following statements best reflects your company's preference in hiring entry-level workers? Please rank each category from 1 (least preferred) to 4 (most preferred).
___Prefer High School Graduate
___Prefer Associate's Degree
___Prefer Bachelor's Degree
___Prefer 1 to 5 years of Related Work Experience

5 What is the average age of your employees?
___Under 18   ___45 to 55
___18 to 25   ___55 to 65
___25 to 35   ___65+
___35 to 45

6. Do you have annual layoffs of office personnel?
___Yes   ___No (If "no," go to Question 10)
If "yes," for how long?
___1 to 2 weeks   ___3 to 4 weeks
___1 to 2 months   ___3 to 4 months
___Other (specify)_____

7 Do you layoff everyone in the company at the same time?
If "yes," how many employees?
___1 to 3   ___2 to 4
___5 to 6   ___6 to 8
___10 to 15   ___16+

8 Do you assist with setting up unemployment meetings with the unemployment office for your employees?
___Yes   ___No

9 How long must you be with your company before you are eligible for promotion?
___one month   ___six months
___three months   ___one year
___other (specify)_____

10. How does your company determine promotions?
___Education
___Years of experience
___Years with the company
___Merit
___Other (specify)_____

11 Please identify the type of computers used in your company?
___Mac/Apple   ___IBM and Compatibles
___Electronic Typewriters   ___Dedicated Word Processors
___Other (specify)_____

12. Which software does your company use most often? (Check all that apply)
___WordPerfect 5.1DOS   ___dBASE
___WordPerfect 5.1WIN   ___Desktop Publishing software
___WordPerfect 6.0DOS   ___Microsoft WORD for Windows
___WordPerfect 6.0WIN   ___Quattro Pro
___Lotus 1-2-3 DOS/WIN   ___Freelance
___Windows 3.1   ___None
___Other (specify)_____

13 Which of these programs do you offer?
___Co-op through high schools and colleges
___Apprenticeship programs
___Internship programs
___Company tours for community/schools
___None
___Other (specify)_____

14 If an employee enrolls in a job-related course, does the company offer any of the following? (Check all that apply)
___Pay/reimburse for texts
___Pay/reimburse for supplies/materials
___Pay tuition
___Allow comp time
___Other (specify)_____

15. What benefits does your company offer employees?
___life insurance   ___401-K (or similar)
___medical insurance   ___disability insurance
___sick leave   ___annual vacation
___retirement plans   ___end-of-year bonus
___production bonus   ___bereavement leave
___medical act leave   ___military reserve leave
___stock purchases/options
___other (specify)_____

16. Does your company provide employees any of the following?
___company car   ___profit sharing
___discounts on merchandise   ___flextime
___child care facility   ___job sharing
___company credit card   ___mileage
___other (specify)_____

Applied Sciences- Office Systems Technology

Note: several recipients of Associate Degrees in Applied Sciences also received certificates in other fields. For the purposes of this survey, their responses were counted only once, under the category of their most advanced degree.

1. **Office Systems Technology Tally:**

   14 responses   19 total graduates   (74% of graduates responded to survey)

   Note: Of the 14 responses, 6 were in Administrative Assistant (43%), 7 were in Executive Secretary (50%), and 1 was unidentified (7%). Three of the respondents in the Administrative Assistant program also earned a total of 8 additional certificates. Three of the respondents in the Executive Secretary program also earned a total of six additional certificates.

2. **Employment Status:**
   3 employed full time in job related to field   (21%)
   5 employed full time in job unrelated to field   (36%)
   2 employed part time in job related to field   (14%)
   2 employed part-time in job unrelated to field   (14%)
   0 unemployed and not looking for job
   2 unemployed and looking for job   (14%)

3. **Goals Upon Graduation:** (Note: many respondents had multiple goals)
   1 wants to attend 4-year college full-time/ has not been accepted
   2 wants to attend 4-year college part-time/have not been accepted
   3 want to continue course work at LFCC
   3 want to seek new job
   2 wants to remain in present job
   6 want to work full time

4. **Wants Career Development Center to notify of job openings in field**
   9 want CDC to notify them of job openings (64%)
   2 do not want CDC to notify them (14%)
   3 say it doesn't apply (21%)

5. **Geographic Area preference for jobs.** (Note: several respondents had multiple preferences)
   10 want Shenandoah Valley
   1 want DC

6. **Educational experience has helped with current job:**
   yes - 13 (93%)   no - 0   doesn't apply -1 (7%)

7. **Educational experience has helped find employment:**
   yes - 8 (57%)   no - 2 (14%)   doesn't apply - 4 (29%)

8. **Would recommend LFCC to graduating high school senior:**
   yes - 14 (100%)

9. **Rate LFCC's performance in improving/preparing job skills:**
   very good - 12 (86%)   good - 2 (14%)   Grade - 3.86

10. **Would recommend LFCC to someone wanting to improve employability:**
    yes - 14 (100%)

Section II - Transferring OFT Graduates

Tally — - out of 14 responses, 3 plan to transfer to a four-year college
- of those 3, 1 wants to attend full time
- of those 3, 2 want to attend part time
- none of them have been accepted or named a possible college

11. and 13. What college and have you been accepted? (One person lists more than one college)

College Name	Accepted	No	Don't Know Yet
none			

12. What degree?
   none named

14. Did credits transfer as expected?
   no response

15. Rate LFCC in providing transferable degree:
   no response

16. Transfer suggestions - "What could LFCC have done to help you transfer better?"

Section III - Assessment by OFT Graduates

17. Rate educational experience:
    very good -12 (86%)   good - 1 (7%)   don't know - 1 (7%)
    Grade - 3.92

18. Which should LFCC strive to improve? (Assign those receiving a #1 a score of 3, those receiving a #2 a score of 2, and those receiving a #3 a score of 1. High score needs the most improvement.)

Open Registration	1
Advising	6
Early Registration	0
Placement	2
Scheduling of Courses	8
Financial Aid	4
Computer Labs	4
Degree-specific Instruction	2
General Education Instruction	0
Transferability of Courses	6
Building Maintenance	0
Extra Curricular Activities	4
Other	

18. Grade before and after attending LFCC. (First two sets of umbers reflect average grade of all graduating respondents in department before and upon graduation. Last number reflects average increase.)

Skill	Before Attending LFCC	Upon Graduation From LFCC	Percentage Change
Ability to read and think critically.	2.92	3.42	+17%
Ability to write clearly and use proper grammar.	2.33	3.42	+47%
Computational skills.	2.33	3.75	+61%
Understanding principles of human behavior.	2.50	3.58	+43%
Ability to work through and solve problems.	3.17	3.58	+13%
Knowledge of culture and history.	2.33	3.00	+29%

Applied Sciences- General Engineering Technology

1. **General Engineering Technology Tally:**

   5 responses   10 total graduates   (50% of graduates responded to survey)

   Note: Of the 5 respondents, 2 earned Mechanical Engineering degree, 2 earned Civil Engineering degree, and 1 had a degree in both. One also had a certificate in drafting.

2. **Employment Status:**
1 employed full time in job related to field	(20%)
1 employed full-time in job unrelated to field	(20%)
1 employed part-time in job unrelated to field	(20%)
2 unemployed and looking for job	(30%)

3. **Goals Upon Graduation:** (Note: many respondents had multiple goals)
   - 2 want to attend 4-year college full-time/ 1 has been accepted
   - 2 want to continue course work at LFCC
   - 1 wants to seek new job
   - 1 wants to remain in present job
   - 1 wants to work full time

4. **Wants Career Development Center to notify of job openings in field**
   - 3 want CDC to notify them of job openings (60%)
   - 1 does not want CDC to notify of job openings (20%)
   - 1 says it doesn't apply

5. **Geographic Area preference for jobs.** (Note: several respondents had multiple preferences)
   - 5 want Shenandoah Valley   2 want D.C. area
   - 1 wants 100 mile radius of Warrenton

6. **Educational experience has helped with current job:**
   yes -2 (40%)   no - 0   doesn't apply -3 (60%)

7. **Educational experience has helped find employment:**
   yes -1 (20%)   no -1 (20%)   doesn't apply - 3 (60%)

8. **Would recommend LFCC to graduating high school senior:**
   yes - 4(80%)   no - 0   don't know - 1 (20%)

9. **Rate LFCC's performance in improving/preparing job skills:**
   very good - 2 (40%)   good -2 (40%)   fair - 1 (20%)   Grade - 3.20

10. **Would recommend LFCC to someone wanting to improve employability:**
    yes -5 (100%)

Section II - Transferring General Engineering Technology Graduates

Tally - out of 5 responses, 2 plan to transfer to a four-year college (40%)
- of those 2, both want to attend full time (100%)
- 1 has already been accepted to a four-year college

11. and 13. What college and have you been accepted?

College Name	Accepted	No	Don't Know Yet
ODU	1	1	

12. What degree?

Civil Engineering   1   Mechanical Engineering   1

14. Did credits transfer as expected?
don't know - 2

15. Rate LFCC in providing transferable degree:
good -1   don't know- 1

16. Transfer suggestions :
"everything"

Section III - Assessment by General Engineering Technology Graduates

17. Rate educational experience:

    very good - 2 (40%)   good -3 (60%)   Grade - 3.40

18. Which should LFCC strive to improve? (Assign those receiving a #1 a score of 3, those receiving a #2 a score of 2, and those receiving a #3 a score of 1. High score needs the most improvement.)

Open Registration	0
Advising	2
Early Registration	0
Placement	0
Scheduling of Courses	6
Financial Aid	0
Computer Labs	0
Degree-specific Instruction	3
General Education Instruction	4
Transferability of Courses	0
Building Maintenance	0
Extra Curricular Activities	0
Other	0

18. Grade before and after attending LFCC. (First two sets of umbers reflect average grade of all graduating respondents in department before and upon graduation. Last number reflects average increase.)

Skill	Before Attending LFCC	Upon Graduation From LFCC	Percentage Change
Ability to read and think critically.	2.00	3.50	+75%
Ability to write clearly and use proper grammar.	2.00	3.50	+75%
Computational skills.	2.75	3.50	+27%
Understanding principles of human behavior.	2.75	3.50	+27%
Ability to work through and solve problems.	2.50	3.50	+40%
Knowledge of culture and history.	2.25	3.25	+44%

Applied Sciences - Electronics

Note: several recipients of Associate Degrees in Applied Sciences also received certificates in other fields. For the purposes of this survey, their responses were counted only once, under the category of their most advanced degree.

1. **Electronics Tally:**

    4 responses   9 total graduates   (44% of graduates responded
                                                     to survey)

    Note: Of the 4 respondents, one earned a certificate in computer data processing.

2. **Employment Status:**
    2 employed full time in job related to field   (50%)
    2 unemployed and not looking for job   (50%)

3. **Goals Upon Graduation:** (Note: many respondents had multiple goals)
    1 wants to attend 4-year college full-time/ has been accepted
    1 wants to attend 4-year college part-time/has not yet been accepted
    2 want to continue course work at LFCC
    3 want to seek new job
    1 wants to remain in present job
    2 want to work full time

4. **Wants Career Development Center to notify of job openings in field**
    4 want CDC to notify them of job openings (100%)

5. **Geographic Area preference for jobs.** (Note: several respondents had multiple preferences)
    3 want Shenandoah Valley   1 wants D.C. area

6. **Educational experience has helped with current job:**
    yes -1(25%)   no - 0   doesn't apply -3 (75%)

7. **Educational experience has helped find employment:**
    yes -0   no -1 (25%)   doesn't apply - 3 (75%)

8. **Would recommend LFCC to graduating high school senior:**
    yes - 4 (100%)

9. **Rate LFCC's performance in improving/preparing job skills:**
    very good - 2 (50%)   good -2 (50%)   Grade - 3.50

10. **Would recommend LFCC to someone wanting to improve employability:**
    yes - 4 (100%)

Section II - Transferring Electronics Graduates

Tally - out of 4 responses, 2 plan to transfer to a four-year college (50%)
- of those 2, 1 wants to attend full time (50%)
- of those 2, 1 wants to attend part time (50%)
- 1 has already been accepted to a four-year college
- one wants more classes at LFCC through ODU; he/she does not list that as a 4-year transfer program

11. and 13. What college and have you been accepted?

College Name	Accepted	No	Don't Know Yet
ODU			2
George Mason	1		

12. What degree?

Electrical Engineering   3

14. Did credits transfer as expected?

don't know - 3

15. Rate LFCC in providing transferable degree:

fair -1   don't know- 2

16. Transfer suggestions :

"technical writing"

"had curriculum match that was necessary to continue on to third year"

Section III - Assessment by Electronics Graduates

17. Rate educational experience:

    very good - 3 (75%)   good - 1(25%)   Grade - 3.75

18. Which should LFCC strive to improve? (Assign those receiving a #1 a score of 3, those receiving a #2 a score of 2, and those receiving a #3 a score of 1. High score needs the most improvement.)

Open Registration	3
Advising	2
Early Registration	0
Placement	0
Scheduling of Courses	1
Financial Aid	0
Computer Labs	3
Degree-specific Instruction	3
General Education Instruction	0
Transferability of Courses	3
Building Maintenance	0
Extra Curricular Activities	0
Other	0

18. Grade before and after attending LFCC. (First two sets of umbers reflect average grade of all graduating respondents in department before and upon graduation. Last number reflects average increase.)

Skill	Before Attending LFCC	Upon Graduation From LFCC	Percentage Change
Ability to read and think critically.	2.75	4.00	+31%
Ability to write clearly and use proper grammar.	2.75	3.25	+18%
Computational skills.	1.50	2.25	+50%
Understanding principles of human behavior.	2.00	3.75	+87%
Ability to work through and solve problems.	2.25	3.75	+36%
Knowledge of culture and history.	2.25	3.25	+44%

Appendix C

Off-Campus Surveys and Results

Notes

During the last week of classes, the Fauquier Center staff distributed a survey to Center students. Based on the 1994 survey, the 1995 questionnaire attempted to attain information about the students' perceptions on everything from student activities to counseling services.

The 1995 survey revealed that the 23 students who responded were the most pleased with (in order) the helpfulness of the office staff, the course registration process, instruction, the convenience of placement testing times, and the Center overall as an educational experience. Students rated student activities, bookstore services, and traffic conditions at the Center the lowest.

An attempt was made in this report to compare students' responses to the 1994 and 1995 surveys. It is important to note, therefore, that several changes were made to the 1995 survey. First, the students were asked to rate the Center's services and facilities based on a 5 to 1 scale (5 = very good, 1 = very poor). Second, a few questions were dropped, combined with others, or simplified. Third, statements concerning the students' overall educational experience and opinion of Financial Aid were added to the survey.

Because of these changes, it is somewhat difficult to compare last year's survey to this year's survey. However, the average scores in general categories reveal that students gave a 33% lower rating to student activities, a 27% lower rating to traffic and road conditions at the Center, an 11% lower rating to the convenience of the Center's operating hours, and a 9% lower rating to classroom facilities this year. It is impossible to say whether these scores are related to the changed survey design, fewer survey participants (23 in 1995, 34 in 1994), or other factors.

Fauquier Center
1994-95 Assessment of Services and Facilities

Please rate the following Fauquier Center services and facilities by circling the most accurate response on a scale of 1 to 5, with 1 being "very poor" and 5 being "very good."

	Very Good				Very Poor
1. The Center overall as an educational experience.	5	4	3	2	1
2. Instruction.	5	4	3	2	1
3. Traffic and road conditions at or near the Center.	5	4	3	2	1
4. The convenience of the Center's operating hours.	5	4	3	2	1
5. Classroom facilities.	5	4	3	2	1
6. The selection of courses.	5	4	3	2	1
7. Student activities.	5	4	3	2	1
8. Counseling services.	5	4	3	2	1
9. Helpfulness of the office staff.	5	4	3	2	1
10. The course registration process.	5	4	3	2	1
11. Convenience of placement testing times.	5	4	3	2	1
12. Timeliness and quality of pertinent information from the main LFCC campus: i.e. grades, graduation, programs.	5	4	3	2	1
13. Bookstore services.	5	4	3	2	1
14. Financial Aid services.	5	4	3	2	1

Thank You.

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Fauquier Center Assessment of Courses and Services/May, 1995
Very Good to Very Poor on a 5 to 1 scale

	5	4	3	2	1	Total # of Responses	Average Score
1. The Center overall as an educational experience.	12	8	2	1	0	23	4.35
2. Instruction.	10	10	2	0	0	22	4.36
3. Traffic and road conditions at or near the Center.	4	3	7	6	2	22	3.04
4. The convenience of the Center's operating hours.	8	8	3	0	1	22	3.73
5. Classroom facilities.	6	10	1	4	1	22	3.73
6. The selection of courses.	2	11	5	3	2	23	3.43
7. Student activities.	1	2	7	2	7	19	2.37
8. Counseling services.	7	8	4	1	1	·21	3.90
9. Helpfulness of the office staff.	15	6	1	0	0	22	4.64
10. The course registration process.	13	7	2	0	0	22	4.50
11. Convenience of the placement testing times.	9	9	2	0	0	20	4.35
12. Timeliness and quality of pertinent information from the main LFCC campus; i.e. grades, graduation, programs.	9	9	3	0	1	22	4.14
13. Bookstore services.	1	6	6	6	3	22	2.82
14. Financial Aid services.	6	6	6	1	0	19	3.89

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100

Fauquier Center Assessment of Courses and Services/ May 1995
. Comparison of Scores

Statements:
1. The Center overall as an educational experience.
2. Instruction.
3. Traffic and road conditions at or near the Center.
4. The convenience of the Center's operating hours.
5. Classroom facilities.
6. The selection of course.
7. Student activities.
8. Counseling services.
9. Helpfulness of the office staff.
10. The course registration process.
11. Convenience of the placement testing times.
12. Timeliness and quality of pertinent information from the main LFCC campus; i.e. grades, graduation, programs.
13. Bookstore services.
14. Financial Aid services.

A bar chart titled with Average Score on the y-axis (0 to 5) and Statement Numbers on the x-axis (1 to 14):

- 1: 4.35
- 2: 4.36
- 3: 3.04
- 4: 3.73
- 5: 3.73
- 6: 3.43
- 7: 2.37
- 8: 3.9
- 9: 4.64
- 10: 4.5
- 11: 4.35
- 12: 4.14
- 13: 2.82
- 14: 3.89
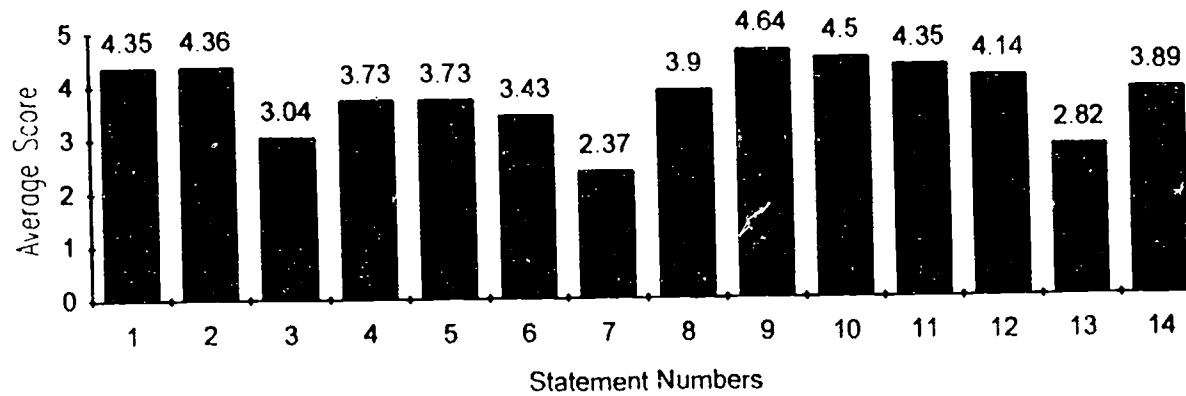
Fauquier Center Assessment of Courses and Services Comparison
1993-94 and 1994-95

	95 Average Score	94 Average Score	Percentage Change
1. The Center overall as an educational experience.	4.35	-	-
2. Instruction.	4.36	*4.63	- 6%
3. Traffic and road conditions at or near the Center.	3.04	4.09	-27%
4. The convenience of the Center's operating hours.	3.73	4.17	-11%
5. Classroom facilities.	3.73	4.08	- 9%
6. The selection of courses.	3.43	3.56	- 4%
7. Student activities.	2.37	3.56	-33%
8. Counseling services.	3.90	4.06	- 4%
9. Helpfulness of the office staff.	4.64	4.42	+ 5%
10. The course registration process.	4.50	4.35	+ 3%
11. Convenience of placement testing times.	4.35	4.30	+ 1%
12. Timeliness and quality of pertinent information from the main LFCC campus: i.e. grades, graduation, programs.	4.14	4.30	+ 4%
13. Bookstore services	2.82	2.97	- 5%
14 Financial Aid services.	3.89	-	-

Note - Results of the 1994 question concerning instruction is a composite of "The instructor was prepared for class " and "The instructor was willing to help students." The "4 63" response is an average of the responses to those two statements.

Fauquier Center Assessment of Courses and Services
Comparison of 1994 and 1995 Scores

Statements:
1. No comparison possible.
2. Instruction.
3. Traffic and road conditions at or near the Center.
4. The convenience of the Center's operating hours.
5. Classroom facilities.
6. The selection of course.
7. Student activities.
8. Counseling services.
9. Helpfulness of the office staff.
10. The course registration process.
11. Convenience of the placement testing times.
12. Timeliness and quality of pertinent information from the main LFCC campus; i.e. grades, graduation, programs.
13. Bookstore services.
14. No comparison possible.

Statement Numbers — ■ 1994 Scores ■ 1995 Scores
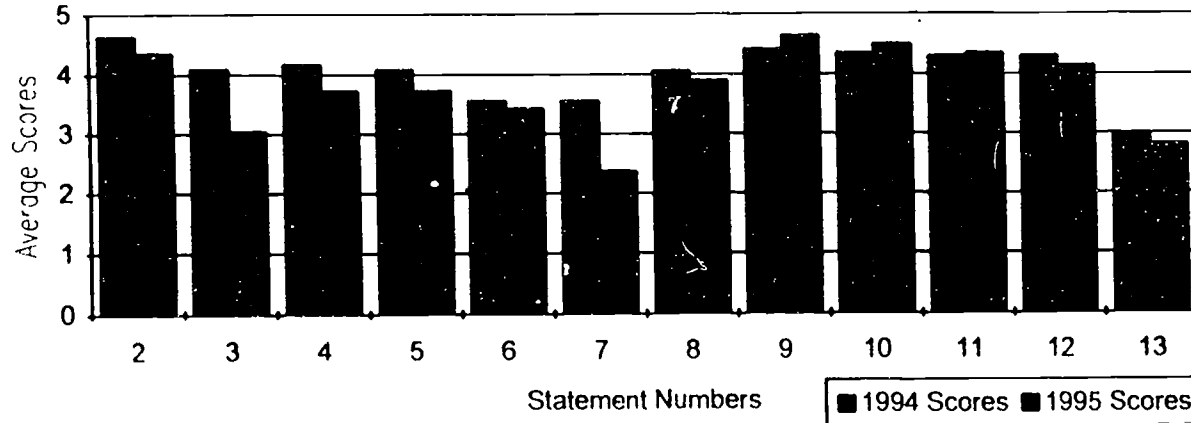
Fauquier Center Assessment of Courses and Services
Percentage of Change between 1994 and 1995 Scores

Statements:
1. No comparison possible.
2. Instruction.
3. Traffic and road conditions at or near the Center.
4. The convenience of the Center's operating hours.
5. Classroom facilities.
6. The selection of course.
7. Student activities.
8. Counseling services.
9. Helpfulness of the office staff.
10. The course registration process.
11. Convenience of the placement testing times.
12. Timeliness and quality of pertinent information from the main LFCC campus; i.e. grades, graduation, programs.
13. Bookstore services.
14. No comparison possible.

Statement Numbers

93
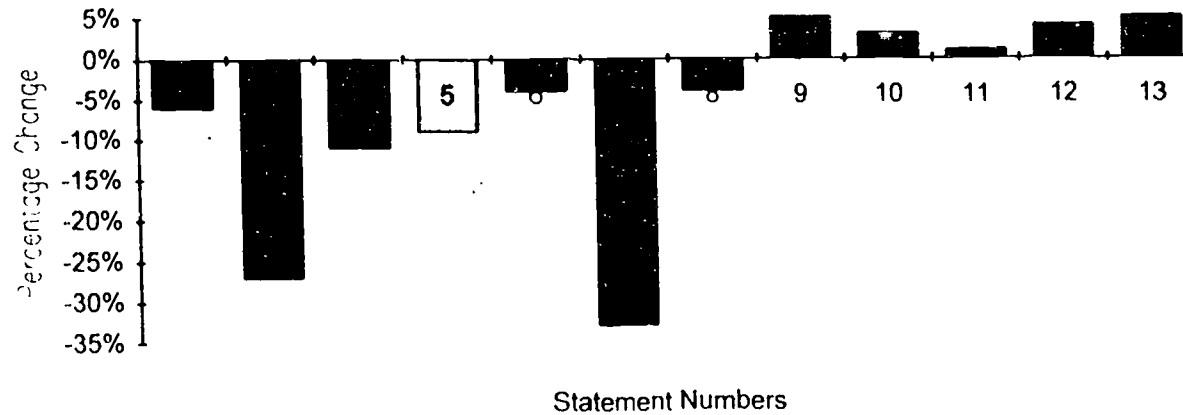
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Appendix D

Dual-Credit Measures and Results

LORD FAIRFAX COMMUNITY COLLEGE

Dual Enrollment Survey of High School Graduates

Please help us to strengthen LFCC's dual enrollment program by answering the following questions.

I.   1. How many dual enrollment courses did you take through Lord Fairfax Community College while still in high school?

   2. What were these courses, and what grade did you receive in each?

   3. What high school did you attend?
      What year did you graduate?

II. Please circle the appropriate response to each item below:

   4. Dual enrollment classes prepared me
      well for full-time College work.   Agree   Disagree

   5. Taking dual enrollment classes
      helped me decide to go to college
      after high school.   Agree   Disagree

   6. Dual enrollment courses were as
      difficult as courses at my
      college.   Agree   Disagree

   7. Instructors for dual enrollment
      courses challenged me to do
      college-level work.   Agree   Disagree

   8. Dual enrollment courses gave me
      a head start at college.   Agree   Disagree

   9. Taking dual enrollment courses
      helped me decide to enroll at
      LFCC for my first two years of
      college.   Agree   Disagree

   10. I would recommend dual enrollment
       classes to others.   Agree   Disagree

III. Additional comments about my dual enrollment experience
     through LFCC: (Please describe below. If you need
     additional space, please use the back of this form)

LORD FAIRFAX COMMUNITY COLLEGE

STUDENT EVALUATION OF FACULTY/COURSE

INSTRUCTOR _____

COURSE PREFIX _____ COURSE NO _____ COURSE SECTION _____

SEMESTER _____

◄ USE NO. 2 PENCIL ONLY

- Completely fill the circle

  EXAMPLE (A) ● (C) (D) (E)

- Erase cleanly any changes you make

REACT TO THE STATEMENT AS FOLLOWS
A = Excellent
B = Very Good
C = Good
D = Fair
E = Unsatisfactory

<table>
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<tr><td colspan="5">WRITE AND BLACKEN IN ID NUMBER ABOVE</td></tr>
</table>

THE PROFESSOR/INSTRUCTOR IN THIS COURSE:

1. The instructor is prepared for class.   (A) (B) (C) (D) (E)

2. The subject matter is explained clearly.   (A) (B) (C) (D) (E)

3. Tests and/or graded projects relate to the activities in the classroom/laboratory. (A) (B) (C) (D) (E)

4. Tests and assignments are graded fairly.   (A) (B) (C) (D) (E)

5. The instructor is willing to help students.   (A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

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(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

WE ENCOURAGE YOU TO MAKE COMMENTS ON COURSE AND INSTRUCTOR ON THE REVERSE SIDE OF THIS FORM

TABLE 1

DUAL ENROLLMENT STUDENTS BY SEMESTER

SEMESTER	NUMBER
Fall, 1992	51
Fall, 1993	49
Fall, 1994	75

TABLE 2

DUAL ENROLLMENT STUDENTS' PERFORMANCE IN
DUAL ENROLLMENT COURSES BY SEMESTER

SEMESTER	AVERAGE GPA
Fall, 1992	2.785
Fall, 1993	2.871
Fall, 1994	2.722

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TABLE 3

PERFORMANCE (GPA) OF STUDENTS IN SELECTED DUAL ENROLLMENT
COURSES COMPARED TO THE PERFORMANCE OF ALL
LFCC STUDENTS IN SAME COURSE BY SEMESTER

					GPA BY COURSE					
	ECO 201		ENG 111		MTH 171		PLS 211		PLS 135	
SEMESTER	DE	ALL	DE	ALL	DE	ALL	DE	ALL	DE	ALL
FALL, 1992	3.167	2.298	2.882	2.729	3.000	2.141	2.833	2.222	3.714	3.416
FALL, 1993	2.875	2.147	3.416	2.505	2.500	1.789	2.250	1.958	3.800	3.667
FALL, 1994	2.750	2.636	2.266	2.565	2.800	2.000	2.143	2.375	-	-

DE = DUAL ENROLLED STUDENTS
ALL = LFCC STUDENTS

TABLE 4

DUAL ENROLLMENT STUDENTS WHO BECAME LFCC STUDENTS,
CUMULATIVE GRADE POINT AVERAGES, AND
AVERAGE NUMBER OF CREDITS COMPLETED
BY SEMESTER OF DUAL ENROLLMENT

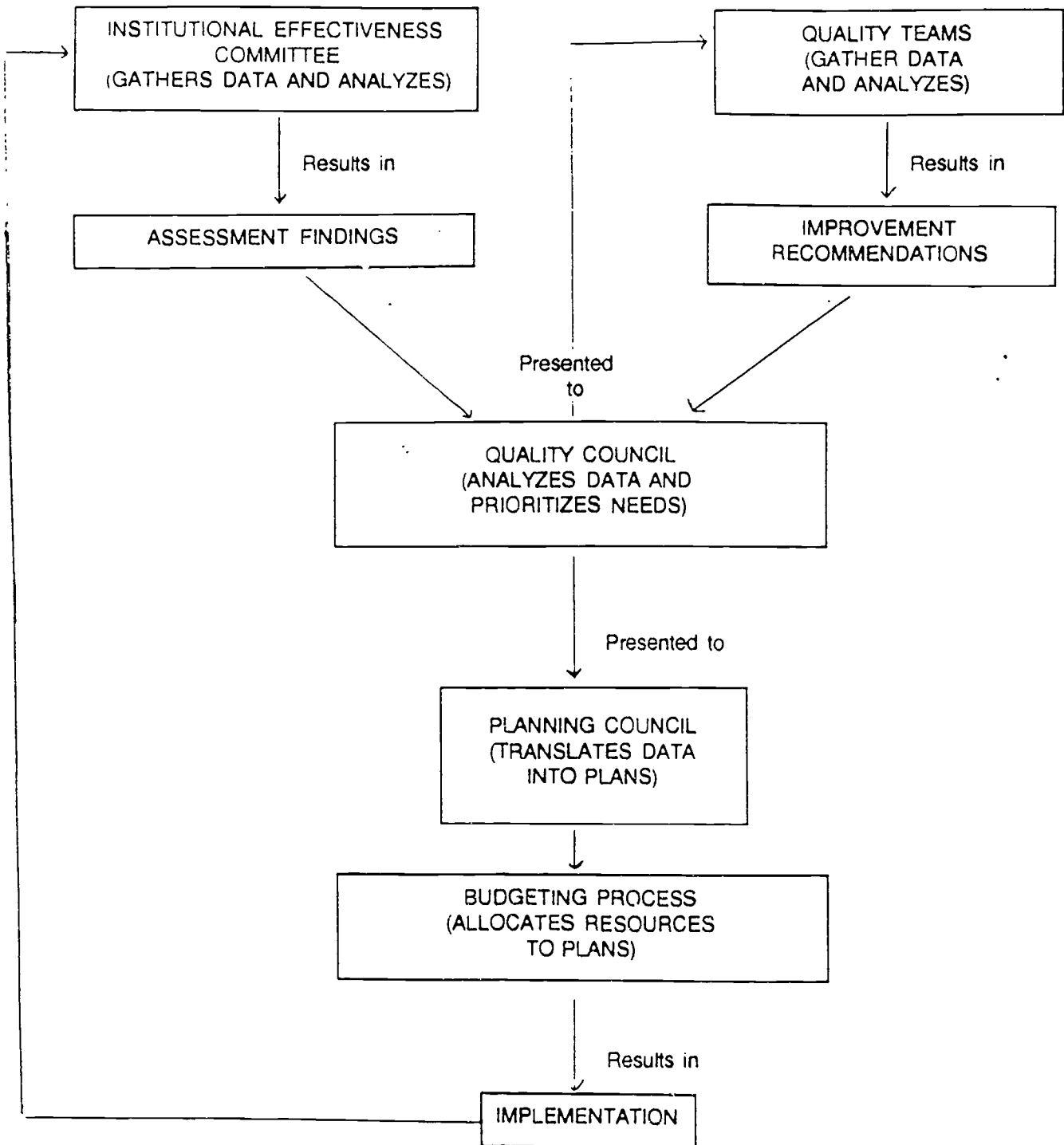| SEMESTER	NUMBER OF DE STUDENTS	NUMBER WHO ATTEND LFCC	AVERAGE CUMULATIVE GPA	AVERAGE CREDITS COMPLETED
Fall, 1992	51	4	2.316	26.75
Fall, 1993	49	8	2.056	20.25

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Appendix E

Assessment, Planning, Budgeting Model

Figure 1

ASSESSMENT - PLANNING - BUDGETING MODEL


```
┌─────────────────────────────┐              ┌─────────────────────────┐
│  INSTITUTIONAL EFFECTIVENESS │              │     QUALITY TEAMS        │
│         COMMITTEE            │              │    (GATHER DATA          │
│ (GATHERS DATA AND ANALYZES)  │              │     AND ANALYZES)        │
└─────────────────────────────┘              └─────────────────────────┘
            │ Results in                               │ Results in
            ▼                                          ▼
┌─────────────────────────────┐              ┌─────────────────────────┐
│     ASSESSMENT FINDINGS      │              │      IMPROVEMENT         │
│                             │              │    RECOMMENDATIONS       │
└─────────────────────────────┘              └─────────────────────────┘

                  Presented
                    to
              ┌─────────────────────────────┐
              │       QUALITY COUNCIL        │
              │    (ANALYZES DATA AND        │
              │     PRIORITIZES NEEDS)       │
              └─────────────────────────────┘
                          │ Presented to
                          ▼
              ┌─────────────────────────────┐
              │       PLANNING COUNCIL       │
              │     (TRANSLATES DATA         │
              │       INTO PLANS)            │
              └─────────────────────────────┘
                          │
                          ▼
              ┌─────────────────────────────┐
              │      BUDGETING PROCESS       │
              │    (ALLOCATES RESOURCES      │
              │        TO PLANS)             │
              └─────────────────────────────┘
                          │ Results in
                          ▼
                 ┌──────────────────┐
                 │  IMPLEMENTATION   │
                 └──────────────────┘
```

Appendix F

1994 VCCS Response Letter

Thanks Jissy and George
Marilyn

VIRGINIA COMMUNITY COLLEGE SYSTEM

James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

October 21, 1994

Dr. Marilyn C. Beck, President
Lord Fairfax Community College
P. O. Box 47
Middletown, Virginia 22645

Dear Marilyn:

Thank you for the 1994 interim assessment report describing the college's work this past year to refine the Lord Fairfax Community College assessment program. The report is excellent, demonstrating that the college has considered carefully all of the comments made by the readers of the college's 1993 full report. In particular, staff in Academic Services and Research noted that the college's work on guidelines for assessment in the majors is commendable. They provide a set of sound practices for assessing majors, while at the same time allowing for faculty initiative, as demonstrated by the examples provided in the report.

The other sections in the Lord Fairfax interim report on assessing dual-credit outcomes and on how the college uses assessment for planning and resource allocation show, once again, that the college has made a substantial commitment to using assessment results to enhance student learning and to sustain quality programs.

I appreciate the continuous effort that faculty and staff at Lord Fairfax Community College are making to improve the college's assessment program. I would also like to congratulate the writer of the Lord Fairfax interim report for an exceptionally well written report that addresses directly all of the issues raised last year by the peer review team.

Sincerely,

Arnold R. Oliver
Chancellor

ARO/h

RECEIVED

OCT 31 1994

PRESIDENT
LORD FAIRFAX
COMMUNITY COLLEGE

c: Dr. Anne-Marie McCartan, Vice Chancellor
     Academic Services and Research

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