Academic Assessment Data Brief
Fall 2024

Total Students Assessed Fall 2024

18%
n= 177

82%
n=786

■ Gen Ed ■ Program

n = 963 (unduplicated count)

Assessments by Campus*

Gen Ed: 80% Virtual, 20% Bethlehem
Program: 38% Virtual, 48% Bethlehem, 5% Pocono, 11% Fowler

■ Virtual ■ Bethlehem ■ Pocono ■ Fowler

Assessments by Modality*

Gen Ed: 53% Online, 18% In-person, 4% Hybrid, 27% Blended
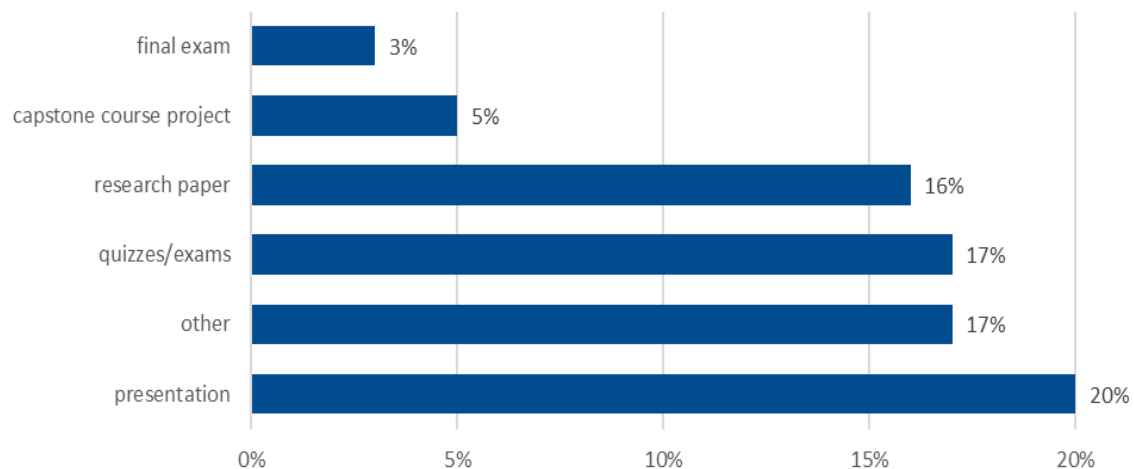Program: 36% Online, 53% In-person, 16% Hybrid

■ Online ■ In-person ■ Hybrid ■ Blended
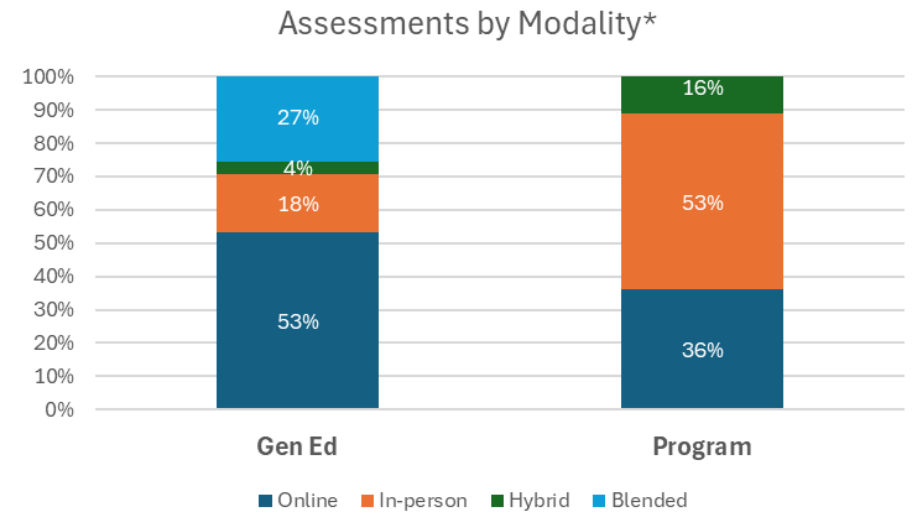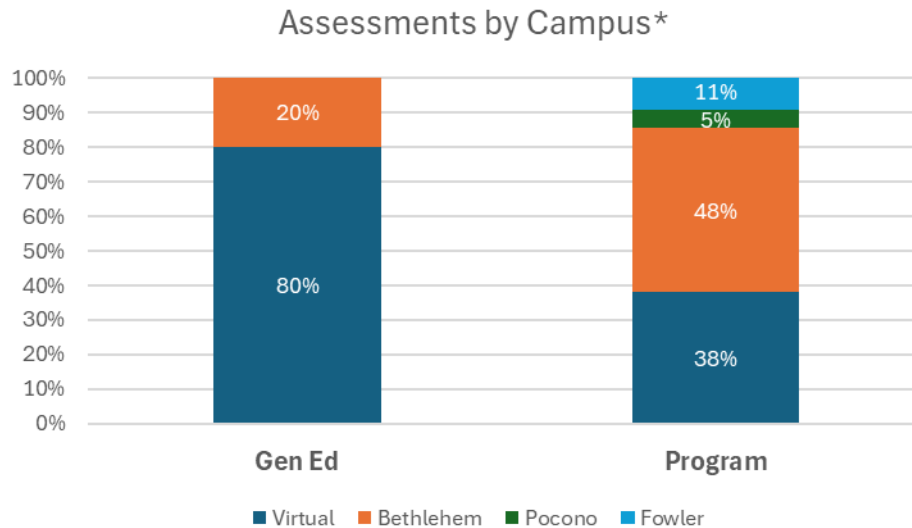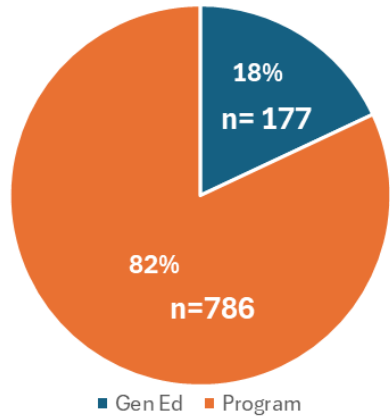
Includes duplicated students enrolled in more than one modality or campus

Data Set 2: Assessment Reporting Form Data

How likely are you to make changes to your courses or program based on these assessment results?

	Very likely	Somewhat likely	Neither likely or unlikely	Somewhat unlikely	Very unlikely
Offer professional development to the instructor teaching the course	14%	19%	30%	5%	33%
Change an assignment or exam questions	12%	30%	16%	5%	37%
Change a program outcome	2%	7%	12%	2%	77%
Change a course outcome	2%	7%	14%	5%	72%

Legend: ■ Somewhat likely ■ Very likely ■ Neither likely or unlikely ■ Somewhat unlikely ■ Very unlikely

Assessment Tools Used for Program & Gen Ed Fall 2024
n=46 faculty responses

Tool	Percentage
final exam	3%
capstone course project	5%
research paper	16%
quizzes/exams	17%
other	17%
presentation	20%

Data Set 3: Student Demographics

Fall 2024: Student Profile of Assessments vs. Total Enrollment				
	Fall 2024 Assessment	**% Fall 2024 Assessment**	**Total College Fall 2024**	**% Total College Fall 2024**
Headcount (unduplicated*)	879		8809	
Ethnicity				
Asian	25	3%	258	3%
Black or African American	82	9%	995	11%
Hispanic/Latino	234	27%	2500	28%
Two or More Races	30	3%	327	4%
White	400	46%	3602	41%
Unknown	97	11%	1027	12%
Gender				
Female	552	63%	5630	64%
Male	316	36%	3108	35%
Other/Unknown	11	1%	71	1%
Age Group				
Under 18	14	2%	763	9%
18-19	198	23%	2333	26%
20-24	356	41%	2849	32%
25-29	102	12%	963	11%
30-39	123	14%	1115	13%
40-49	49	6%	501	6%
50-59	28	3%	224	3%
60+	9	1%	61	1%
Academic Load				
Full Time	530	60%	3196	36%
Part Time	349	40%	5613	64%
Pell Eligibility	297	34%	3107	35%
Includes returned roster data only				

Data Set 4:
Program Assessment Participation Fall 2024

Program Participation Summary Fall 2024		
Number of students assessed	749 *(unduplicated count)*	
Number of programs	37	
Number of courses	47	
Number of sections	68	
Number of students earning 70% or higher on assessment	**665**	**89%**
Number of FT participating faculty	29	
Number of PT participating faculty	2	

School	Program	Number of Students Assessed by Course	Number of Program Majors Assessed by Course
B&I	Accounting	21	20
B&I	Accounting	38	20
AHSS	Applied Psychology	30	26
B&I	Automotive Technology	24	24
B&I	Baking & Pastry	15	12
HPS	Biological Science	47	33
B&I	Business Administration	18	18
B&I	Business Management	20	20
AHSS	Communication Studies	8	8
B&I	Computer Aided Design	0	0
B&I	Computer Science	0	0
B&I	Construction Management	10	10
AHSS	Creative Writing	30	3
AHSS	Criminal Justice	14	14
B&I	Culinary Arts	0	0
B&I	Data Science	7	6
HPS	Dental Hygiene	36	36
HPS	Diagnostic Medical Sonography	16	16
EDUC	Early Childhood Education	0	0
B&I	Electromechanical Technology Automated Systems	12	5
HPS	Emergency Services Administration	4	4
HPS	Emergency Services Technology	5	5

Data Set 4:
Program Assessment Participation Fall 2024

School	Program	Number of Students Assessed by Course	Number of Program Majors Assessed by Course
B&I	Engineering	0	0
HPS	Environmental Science	24	0
AHSS	ESL	19	12
AHSS	Fine Art	26	6
HPS	Funeral Service Education	7	7
AHSS	Global Studies	0	0
HPS	Health Sciences	50	32
HPS	Healthcare Office Administrator	14	13
B&I	Hospitality Management	18	15
B&I	HVAC/R	13	13
B&I	Information Security	0	0
AHSS	Interior Design	0	0
AHSS	Journalism	17	10
AHSS	Liberal Arts	73	11
AHSS	Library Technical Assistant	20	16
AHSS	Media Production	46	46
HPS	Medical Assistant	19	19
EDUC	Middle Level Education	0	0
B&I	Networking & System Administration	0	0
B&I	Paralegal	5	5
AHSS	Psychology	6	0
HPS	Public Health	24	4
HPS	Radiography	29	29
HPS	Registered Nursing	20	21
HPS	Respiratory Care	15	14
EDUC	Secondary Education	0	0
AHSS	Social Work	8	8
EDUC	Special Education	7	6
B&I	Sport Management	0	0
HPS	Sports Medicine and Rehabilitation Sciences	0	0
HPS	Veterinary Technology	37	37
B&I	Welding Technology	13	12
HPS	Elective - Contemporary Health	15	N/A
Total	**(duplicated count students enrolled in more than one course)**	**880**	**616**

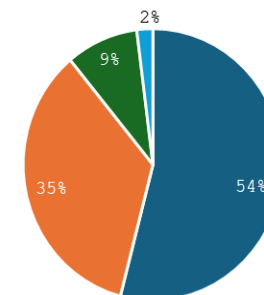# Data Set 5: General Education Participation Assessment Fall 2024

General Education WI Communication Assessment Participation Summary Fall 2024	
Number of students assessed	190* *(includes duplicates enrolled in more than one Gen Ed course)*
Number of courses	16
Number of sections	19
Number of FT participating faculty	8
Number of PT participating faculty	6

Program	Gen Ed Communication WI Course	Total Number of Students Assessed by Course	Number of Program Majors Assessed by Course
Biological Sciences	BIOS 105G	19	no roster
Business Administration/Marketing	BUSA 221G	45	21
Media Production	CMTH 225G	10	5
Communication Studies	COMM 230G	8	8
Culinary Arts	CULA 245G	3	3
Early Childhood Education	EARL 263G	12	12
Liberal Arts: English	ENGL 201G	15	4
Liberal Arts: English	ENGL 203G	8	4
Liberal Arts: English	ENGL 205G	9	5
Liberal Arts: English	ENGL 251G	7	3
Liberal Arts: English	ENGL 257G	14	4
Liberal Arts: English	ENGL 260G	12	4
Legal Studies	PARL 210G	5	5
Psychology	PSYC 103G	15	0
Sociology	SOCA 103G	11	0
Special Education	SPEC 210G	6	6
Total	*undup count = 177*	**199**	**84**

Communication Rubric:

Students will present and support ideas in an organized and coherent manner consistent with the intended audience and purpose in both speaking and writing.

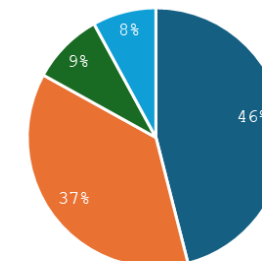|	Advanced	Acceptable	Needs Improvement	Minimally Evident
Criteria:	4	3	2	1-0
Effective Communication Clearly articulates, presents, and supports ideas in written and spoken communication.	Demonstrates exceptionally organized presentation and writing with a clear and compelling central idea or thesis that is consistently maintained.	Demonstrates organized presentation and writing with a clear central idea or thesis that is generally maintained.	Demonstrates some organization in presentation and writing, but the central idea or thesis is not always clear or consistently maintained.	Demonstrates little organization in presentation and writing with no evidence of a clear central idea or thesis.
Supporting Materials Identifies, analyzes, and chooses supporting materials in written and spoken communication.	Uses a variety of supporting materials that make appropriate reference to information or analysis that significantly supports the presentation and written work.	Uses a variety of supporting materials that make appropriate reference to information or analysis that generally supports the presentation and written work.	Uses a variety of supporting materials that make appropriate reference to information or analysis that partially supports the presentation and written work.	Uses insufficient supporting materials that make reference to information or analysis that minimally supports the presentation and written work.
Audience Awareness Demonstrates deliberate consideration of the audience's needs in word choice, level of explanation, and method of presentation.	Presentation and writing consistently demonstrate a sophisticated understanding of the audience's needs, with appropriate word choice, level of explanation, and method of presentation	Presentation and writing generally demonstrate an understanding of the audience's needs, with appropriate word choice, level of explanation, and method of presentation.	Presentation and writing show some awareness of the audience's needs, but the word choice, level of explanation, or method of presentation may not always be appropriate.	Presentation and writing lack awareness of the audience's needs, with inappropriate word choice, level of explanation, and method of presentation.

Effective Communication Average Rubric Scores

Advanced 54%, Acceptable 35%, Needs Improvement 9%, Minimally Evident 2%

- Advanced
- Acceptable
- Needs Improvement
- Minimally Evident

89% (n=159) earned a 3 or higher rubric score

Supporting Materials Average Rubric Scores

Advanced 46%, Acceptable 37%, Needs Improvement 9%, Minimally Evident 8%

- Advanced
- Acceptable
- Needs Improvement
- Minimally Evident

83% (n=147) earned a 3 or higher rubric score

Audience Awareness Average Rubric Scores

Advanced 47%, Acceptable 40%, Needs Improvement 9%, Minimally Evident 4%

- Advanced
- Acceptable
- Needs Improvement
- Minimally Evident
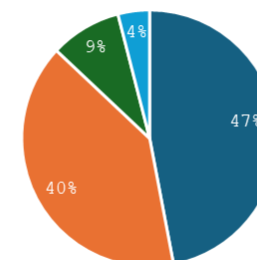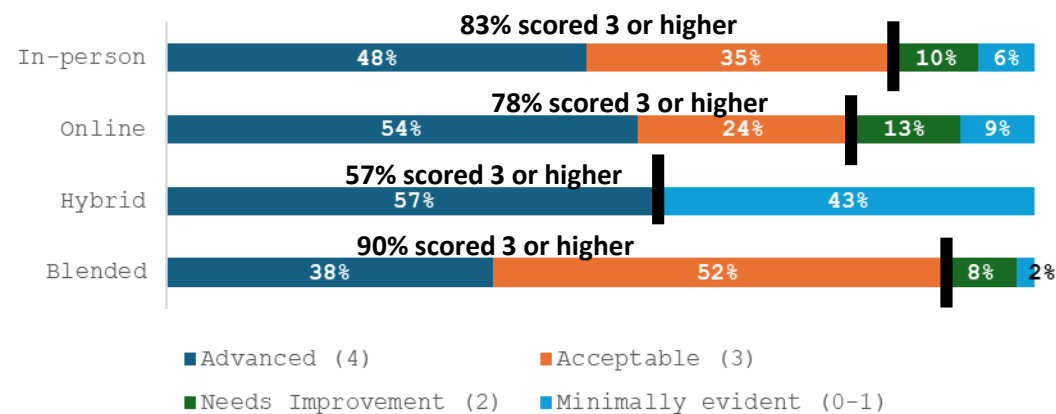
88% (n=156) earned a 3 or higher rubric score

Data Set 7: General Education Communication Rubric Results Fall 2024 Based on
Teaching Modality

Rubric Criterion 1: Effective Communication

84% scored 3 or higher
- In-person: 52% | 32% | 13% | 3%

90% scored 3 or higher
- Online: 57% | 33% | 9% | 1%

86% scored 3 or higher
- Hybrid: 86% | 14%

88% scored 3 or higher
- Blended: 46% | 42% | 10% | 2%

■ Advanced (4)   ■ Acceptable (3)
■ Needs Improvement (2)   ■ Minimally evident (0-1)

Rubric Criterion 2: Supporting Materials

83% scored 3 or higher
- In-person: 48% | 35% | 10% | 6%

78% scored 3 or higher
- Online: 54% | 24% | 13% | 9%

57% scored 3 or higher
- Hybrid: 57% | 43%

90% scored 3 or higher
- Blended: 38% | 52% | 8% | 2%

■ Advanced (4)   ■ Acceptable (3)
■ Needs Improvement (2)   ■ Minimally evident (0-1)

Rubric Criterion 3: Audience Awareness

80% scored 3 or higher
- In-person: 48% | 32% | 16% | 3%

87% scored 3 or higher
- Online: 52% | 35% | 10% | 3%

86% scored 3 or higher
- Hybrid: 86% | 14%

89% scored 3 or higher
- Blended: 33% | 56% | 8% | 2%

■ Advanced (4)   ■ Acceptable (3)
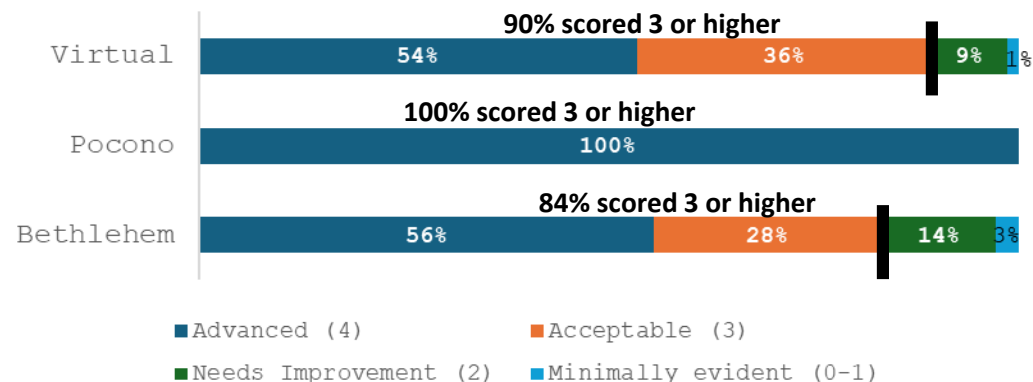■ Needs Improvement (2)   ■ Minimally evident (0-1)

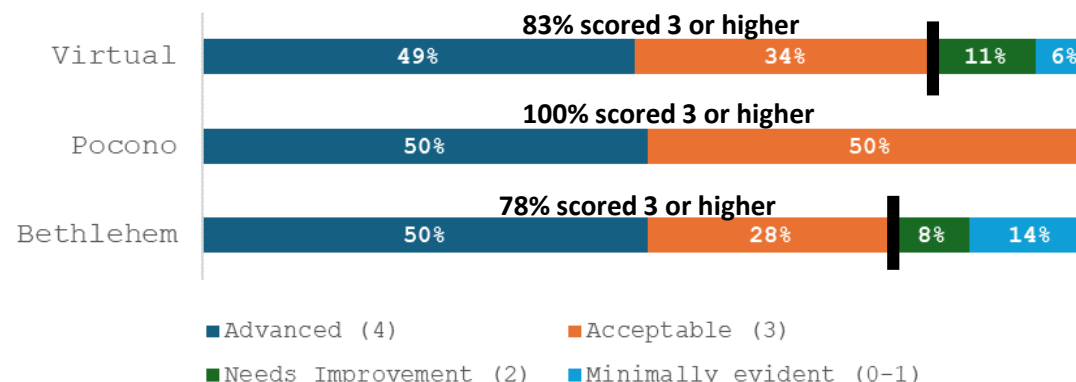Assessment rubric count (n=177)
In-person: 31; Online: 94; Hybrid: 7; Blended: 48

Data Set 8: General Education Communication Rubric Results Fall 2024 – Based on
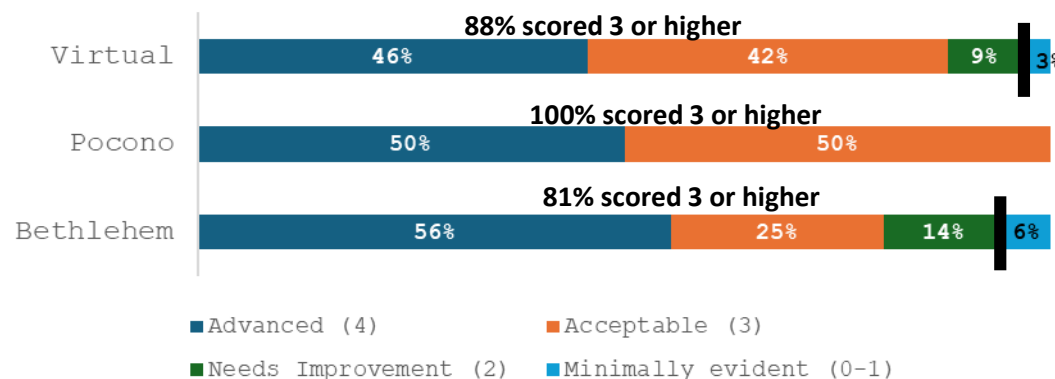# Campus

Rubric Criterion 1: Effective Communication

90% scored 3 or higher
Virtual: Advanced 54%, Acceptable 36%, Needs Improvement 9%, Minimally evident 1%

100% scored 3 or higher
Pocono: Advanced 100%

84% scored 3 or higher
Bethlehem: Advanced 56%, Acceptable 28%, Needs Improvement 14%, Minimally evident 3%

- Advanced (4)
- Acceptable (3)
- Needs Improvement (2)
- Minimally evident (0-1)

Rubric Criterion 2: Supporting Materials

83% scored 3 or higher
Virtual: Advanced 49%, Acceptable 34%, Needs Improvement 11%, Minimally evident 6%

100% scored 3 or higher
Pocono: Advanced 50%, Acceptable 50%

78% scored 3 or higher
Bethlehem: Advanced 50%, Acceptable 28%, Needs Improvement 8%, Minimally evident 14%

- Advanced (4)
- Acceptable (3)
- Needs Improvement (2)
- Minimally evident (0-1)

Rubric Criterion 3: Audience Awareness

88% scored 3 or higher
Virtual: Advanced 46%, Acceptable 42%, Needs Improvement 9%, Minimally evident 3%

100% scored 3 or higher
Pocono: Advanced 50%, Acceptable 50%

81% scored 3 or higher
Bethlehem: Advanced 56%, Acceptable 25%, Needs Improvement 14%, Minimally evident 6%

- Advanced (4)
- Acceptable (3)
- Needs Improvement (2)
- Minimally evident (0-1)

Assessment rubric count (n=177)
Virtual: 142; Pocono: 2; Bethlehem: 36

N

What is the significance of the assessment results?

- **Rubric Criterion – Supporting Materials:**
  - Communication and Audience Awareness (rubric criteria) show similar and higher passing rates than use of supporting materials. For one course the bigger issue was simply not providing required source content. For another course, the bigger issue was quality and incorporation/citation of source content.

  - Based on the results of this assessment I will be adding more content related to how to incorporate source material into written work. The research learning unit will include more material on how research in the field is used to support theories and policy.

  - For the course, I think I may need to (1) more concretely identify the specific intended audience(s) and their baseline level of expected knowledge about the topic and (2) quantify the number of times that outside sources/research should be integrated into the text…

  - 100% of students in the class were able to score at least a 3 in the areas of effective communication and audience awareness. Students struggled with supporting material with only 63% of students reaching at least a 3. Based on these findings students in this group need more support in how to utilize supporting material when writing papers. The development of a course designed to teach students how to incorporate supporting material in the their written work would be advisable.

- **Assessment Structure/Format:**
  - I have my major writing assignment paper set up in several steps including an annotated bibliography, outline, paper and then a peer review. These multiple steps seem to improve success in this area with communicating.

  - The only students who didn't pass this particular assessment did not complete the assignment and were not included in these data points. This was the second larger assignment of the semester, which could also account for the high passing rate as at this point students have received feedback on previous assignments with similar requirements…

  - Next semester I will provide an example of the PowerPoint presentation to give students a better idea of what is expected of them with this assignment.

- **Student Support Systems:**
  - It is clear that many students need support with research based writing and presentation planning and delivery. When offered and accepted, this support can be critical to assisting students with the improvement of these basic academic skills.

  - Library services have been very helpful to those who seek assistance. It is also important for faculty to be able to identify students who are beginning to experience detachment from their learning experience and intervene early/make referrals to support staff when needed.

Some Fall 2024 Program Assessment Takeaways

What is the significance of the assessment results?

- **Assessment Structure/Format:**
  - The results demonstrate that the content and relating **assignments align with the program outcomes**. At this point, there is no need to change the assessment, only if national standards change and course content needs updating.
  - Overall, the **results are positive**. **Time management** is a major concern for this assignment because many students did not submit anything. I will most likely add a first draft to the project.
  - We will continue to assess other labs in this course using this rubric in the future. We will also **share the rubric with the students** and stress the importance of its assessment points.
  - The current assessment score has demonstrated the **success of a previously implemented checklist** created for this specific assignment based on the previous assessment results….we plan on future assessment of students' work at different proficiency levels in the program.
  - The data also indicates that students generally **scored lower** where there were communication expectations around **critical thinking and reflective analysis**.
  - The vast majority of students met our benchmark passing rate. The students who did not pass **did not complete** the assignment.
  - Students are still doing a great job at their internships. Overall the students were **successful**. I'll recommend that more time is based on project meetings and discussions.

- **Writing Support:**
  - Many students stated they had no or limited experience with writing in an **APA format**. It might be helpful to require students to visit the **Writing Center** a minimum of one time for assistance with the APA format and **citing sources**.
  - Additional opportunities for improvement in **written and oral communication** will be presented for students in didactic, skills lab and clinical learning environments. Students will need additional support in their ability to communicate effectively in written format.
  - In the future, use of NCC's **Learning Center** will be recommended for help with written assignments.
  - Require more **writing assignments** in this & other program courses along with mandatory **Learning Center Writing Tutor** guidance requirements.

- **Modality:**
  - We have increased the amount of **in-person** time and this may be helping students…..and also is better for collaborative and hands on activities.
  - This course might be better taught as a **synchronous** class to give instructors face time, support and guidance beyond emails. Two assignments were strictly writing assignments to **assess writing skills**. It is hard to determine if **Ai** was used since there was no personal relationship with students which would allow instructors to be familiar with students' writing abilities.
  - It is also important to hold regular meetings with program faculty to ensure the **same standards** across different sections and modalities.

Future Program Changes and Support

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Do you foresee any program changes occurring in the next 3 years?

- **Curriculum:**

  - Our program curriculum was just updated in Spring 2024 to better meet **industry needs and expectations** of our graduates.

  - Perhaps considering **new upper-level courses** as options for students with very specific academic or career plans - Organizational Communication, Argumentation and Debate, etc.

  - Making sure our courses continue to align with the expectations of our typical **transfer institutions**.

  - We are considering making the our program an **extension of one of the specialized diplomas**, rather than a stand-alone program.

  - Expanding the our program with **more elective options**. Consideration of a more intensive application of program outcomes in the capstone projects.

  - There are a few changes that our department has planned as a whole. We just recently received approval to **reorder a few of our Fall courses** to the summer in order to reduce the time on campus for our second year students….

- **Program Support:**

  - **Transportation fees**…some students don't have transportation to interview their industry partner in person.

  - **Remove restrictions** for program courses. They should not be restricted to majors.

  - Pursuing **accreditation**, increasing **transfer opportunities** among our local colleges and universities and a new **campus gallery**.

  - I hope that the assessment process changes with **Brightspace**.

  - For our students to be successful and exceed expectations it is vital that we continue to have available and utilize a multitude of mannequins and models for competence in their **hands-on skills**.